In committing to undertake the Graduate Diploma in Education (Secondary) at The University of Queensland, you are embarking on a journey where you will make new friends, create networks with future colleagues and most importantly develop the knowledge and skills to move from pre-service teacher to beginning teacher.

This handbook, in conjunction with the other enclosed materials, will assist you in planning and preparing for your engagement in the Graduate Diploma in Education (Secondary). Please read it carefully so that you can be well-prepared to commence the year in February.

**International Students**

So that the School of Education is aware of when you will join us, please email us your arrival date (education@uq.edu.au). Once you arrive in Brisbane, it is important that you visit us as soon as possible. This will be an opportunity for us to ensure you have all the necessary program information and to clarify your professional experience details. We can be found on Level 4 of the Social Sciences Building (#24) Campbell Road on the St Lucia campus.

You should also ensure you attend a UQ Getting Started session for international students. These sessions are organised by Student Services to assist you with important procedures such as enrolment, banking, discounts on public transportation, arranging your Student Card and more. Information about Getting Started can be found at: [http://www.uq.edu.au/student-services/](http://www.uq.edu.au/student-services/).

We look forward to the opportunity of welcoming you to the School of Education.

If you have any questions, please do not hesitate to contact us.
This document was accurate at the time of printing. All official information about the program can be viewed at [www.uq.edu.au/study](http://www.uq.edu.au/study)
CHECKLIST FOR GETTING STARTED

All tasks must be completed 5 business days after you have accepted your offer into the Graduate Diploma in Education (Secondary) at UQ.

- Put the commencement date in your calendar
- Submit a Blue Card Application or Blue Card Authorisation form
- Complete the on-line Risk Assessment for Professional Experience
- Complete the on-line registration for Professional Experience
- Enrol in the available five courses for semester 1 and semester 2

You will be able to add the sixth course after receiving an email saying that you have permission to enrol in EDUC6610. You will not receive this email until February and only then if you have completed the Blue Card, Risk Assessment, enrolment and registration requirements listed above.

Also, we recommend that you refer to the 2017 Teacher Preparation Programs Calendar at the start of your program to familiarise yourself with the dates of your classes and practicums. Please note that the dates for practicums cannot be changed, unless under exceptional circumstances.
1. GOALS AND PHILOSOPHY

The University of Queensland Graduate Diploma in Education (Secondary) program aims to develop, educate and sustain teachers who can contribute innovatively and creatively to addressing the educational challenges of social, community and technological change.

Three major themes run across the program:

- **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. PROGRAM COMPONENTS

The Graduate Diploma in Education (Secondary) consists of three components:

- Professional Foundations Program;
- Lectures, workshops and tutorials; and
- Professional Experience Program.

2.1 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 directors and course coordinators. It provides information about the varied employment options within the field of education. You also attend a seminar relating to your professional experience course. The date for this compulsory event can be found on the ‘2017 Calendar (inside back cover). Details of the program, including times and venues, will be posted on the School of Education website in the first week of February.

2.2 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 towards the end of November.
2.3 PROFESSIONAL EXPERIENCE PROGRAM OVERVIEW

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. Enrolment in these courses is blocked until students meet prerequisites, including holding a current Blue Card and completion of the on-line risk assessment.

EDUC6610: Introduction to Professional Practice (7-week block in Semester 1)

Week 1 provides the opportunity to orientate you to school culture and student learning experiences through observation. This experience helps you to:

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

Weeks 2-7 provide:

- 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.

EDUC6615: Professional Practice (8-week block in Semester 2)

Weeks 1-8 aim 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 is offered in Section 4.

2.4 MEETING QUEENSLAND COLLEGE OF TEACHERS REGISTRATION REQUIREMENTS

The Professional Experience program has been developed around the Australian Professional Standards for Teachers. The program offered across the two professional experience courses provides the opportunity for pre-service teachers to demonstrate competence across these standards. Therefore:

1. The teaching/learning approach centres on the progressive development of the understanding, skills and values set out in the Queensland College of Teachers (QCT) standards documents;
2. Emphasis is placed on the three key facets or domains – professional knowledge, professional practice, and professional engagement.
3. The seven standards are addressed at appropriate times through the year.
3. PROGRAM STRUCTURE

The Graduate Diploma in Education (Secondary) consists of 8 courses totalling 16 units (#16). You will study four compulsory courses. The remaining four courses are a combination of Curriculum Foundation, Specialist Teaching Area and/or Elective courses. Generally, Curriculum Foundation courses cover the Year 7 to 10 syllabus documents, and Specialist Teaching Areas cover the Year 11 to 12 syllabus documents. Most Specialist Teaching Areas have a co-requisite Curriculum Foundation course in which the student must also enrol. (See Section 3.3 for a complete listing.)

3.1 ENROLMENT GUIDE

<table>
<thead>
<tr>
<th>Compulsory (#8)</th>
<th>Specialist Teaching Area (#8)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
</tr>
<tr>
<td>EDUC6600 Teaching and Learning</td>
<td>4 courses determined by the student’s teaching area/s and selected from the Curriculum Foundation,</td>
</tr>
<tr>
<td>EDUC6610 * Introduction to Professional Practice</td>
<td>Specialist Teaching area and/or Elective course lists.</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
</tr>
<tr>
<td>EDUC6605 Teaching and Diversity</td>
<td>Each course is taught over two semesters to allow students the opportunity to incorporate their learning from professional experience into their study. The full list of courses is on the next page.</td>
</tr>
<tr>
<td>EDUC6615 * Professional Practice (Professional Experience 2)</td>
<td></td>
</tr>
</tbody>
</table>

* Students will be added to a SI-net permission list, enabling their enrolment, once they meet prerequisites: current Blue Card, completion of Risk Assessment and completion of Professional Experience Registration; and for EDUC6615: successful completion of first semester. At the start of each semester, you will be emailed when you may enrol in the professional experience course.
### 3.2 SECONDARY COURSES

#### Compulsory (#2 each)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC6600 Teaching and Learning</td>
<td>n/a</td>
</tr>
<tr>
<td>EDUC6610 Introduction to Professional Practice</td>
<td>EDUC6605 Teaching and Diversity</td>
</tr>
<tr>
<td>EDUC6615 Professional Practice</td>
<td></td>
</tr>
</tbody>
</table>

* Students will be added to a SI-net permission list, enabling their enrolment, once they meet prerequisites: current Blue Card, completion of pre-service teacher risk assessment, and for EDUC6615: successful completion of first semester. At the start of each semester, your cohort will be emailed when you may enrol in the professional experience course.

#### Year Long Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC6700</td>
<td>Business: Curriculum Foundations</td>
</tr>
<tr>
<td>EDUC6705</td>
<td>English: Curriculum Foundations</td>
</tr>
<tr>
<td>EDUC6710</td>
<td>Health and Physical Education: Curriculum Foundations</td>
</tr>
<tr>
<td>EDUC6720</td>
<td>Languages: Curriculum Foundations</td>
</tr>
<tr>
<td>EDUC6725</td>
<td>Mathematics: Curriculum Foundations</td>
</tr>
<tr>
<td>EDUC6730</td>
<td>Music: Curriculum Foundations</td>
</tr>
<tr>
<td>EDUC6735</td>
<td>Science: Curriculum Foundations</td>
</tr>
<tr>
<td>EDUC6745</td>
<td>Humanities and Social Sciences: Curriculum Foundations</td>
</tr>
</tbody>
</table>

#### Electives (#2 each)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC6530</td>
<td>MYS Curriculum: English</td>
</tr>
<tr>
<td>EDUC6545</td>
<td>MYS Curriculum: Mathematics</td>
</tr>
<tr>
<td>EDUC6550</td>
<td>MYS Curriculum: Science</td>
</tr>
<tr>
<td>EDUC6555</td>
<td>MYS Curriculum: Social Education</td>
</tr>
<tr>
<td>EDUC6620</td>
<td>Inclusive Practices in the Classroom</td>
</tr>
<tr>
<td>EDUC6625</td>
<td>World Religions in Youth Cultures</td>
</tr>
<tr>
<td>EDUC6650</td>
<td>Introduction to Career Development: Assisting Students Build Careers</td>
</tr>
<tr>
<td>EDUC6655</td>
<td>Youth Disadvantage, Diversity and Risk</td>
</tr>
</tbody>
</table>

#### Specialist Teaching Area (#2 each)

<table>
<thead>
<tr>
<th>Year Long Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC6755¹</td>
</tr>
<tr>
<td>EDUC6760⁸</td>
</tr>
<tr>
<td>EDUC6765⁴</td>
</tr>
<tr>
<td>EDUC6770⁸</td>
</tr>
<tr>
<td>EDUC6775¹</td>
</tr>
<tr>
<td>EDUC6780⁸</td>
</tr>
<tr>
<td>EDUC6785</td>
</tr>
<tr>
<td>EDUC6790</td>
</tr>
<tr>
<td>EDUC6795²</td>
</tr>
<tr>
<td>EDUC6800</td>
</tr>
<tr>
<td>EDUC6805⁴</td>
</tr>
<tr>
<td>EDUC6810⁹</td>
</tr>
<tr>
<td>EDUC6815⁵</td>
</tr>
<tr>
<td>EDUC6820⁹</td>
</tr>
<tr>
<td>EDUC6830³</td>
</tr>
<tr>
<td>EDUC6835</td>
</tr>
<tr>
<td>EDUC6840⁶</td>
</tr>
<tr>
<td>EDUC6841⁶</td>
</tr>
<tr>
<td>EDUC6845</td>
</tr>
<tr>
<td>EDUC6850⁷</td>
</tr>
<tr>
<td>EDUC6851⁷</td>
</tr>
<tr>
<td>EDUC6852⁷</td>
</tr>
<tr>
<td>EDUC6853</td>
</tr>
<tr>
<td>EDUC6855⁸</td>
</tr>
<tr>
<td>EDUC6860⁸</td>
</tr>
<tr>
<td>EDUC6865</td>
</tr>
<tr>
<td>EDUC6870</td>
</tr>
<tr>
<td>EDUC6875</td>
</tr>
<tr>
<td>EDUC6880</td>
</tr>
<tr>
<td>EDUC6885⁹</td>
</tr>
<tr>
<td>EDUC6890</td>
</tr>
</tbody>
</table>

**Co-requisites: must be completed with the STA**

1. Business: Curriculum Foundations
2. English: Curriculum Foundations
3. Information Technology: Curriculum Foundations
4. Languages: Curriculum Foundations
5. HPE: Curriculum Foundations
7. Music: Curriculum Foundations
8. Science: Curriculum Foundations
9. Humanities and Social Education: Curriculum Foundations
3.3 COMPLETING YOUR ENROLMENT

All enrolments in courses are completed online via the University of Queensland’s electronic enrolment system, mySIT-net. You will be provided with more information about mySIT-net if you receive an offer for the program. Lecture and tutorial timetable details will be available through this system from November.

You are required to enrol in the courses that are listed on the enclosed welcome 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.

As four of the eight courses you will complete are year-long, please enrol in your courses for 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 during the Professional Foundations Program.

Please note: You will not be able to add EDUC6610 and EDUC6615 to your enrolment upon first being admitted to the program. These courses are “permission-listed”, which means that you must meet certain criteria before you can be given permission to enrol in the courses. To obtain permission to enrol in EDUC6610, you must hold a current Blue Card, have completed the online Risk Assessment Module, have completed the online Professional Experience Registration and have correctly enrolled in all of your other courses. To obtain permission to enrol in EDUC6615, you must meet all of the above criteria and have successfully completed EDUC6610. You will receive an email when you have been added to the permission lists for these courses.

3.4 ATTENDANCE POLICY

The Graduate Diploma in Education (Secondary) 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; responsibility not only to you as a Graduate Diploma in Education student, but also to other members of the educational community, notably school students, school staff, employers and the Queensland College of Teachers.

The program can only be taken full-time if commenced in 2017. Lectures and tutorials may be scheduled any time between 8am and 8pm so it is necessary to be substantially free during the week to undertake scheduled classes and the two blocks of teaching professional experience.

The professional experience must be completed full-time and blocks cannot be split. You are required to attend all of the commitments both on campus and during the professional experience.

Attendance times at University are governed by your timetable. Attendance times during the professional experience are defined by the school at which you have been placed. As a guideline you should expect to be at the placement school between 8am and 4pm or as otherwise required by the placement school administration. You may be required to complete lesson preparation and marking outside of these hours.

Students who do not meet the attendance requirements as set out in the course profile for each of their courses may be refused permission to attend 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.
4. PROFESSIONAL EXPERIENCE PROGRAM

The Professional Experience Program in the Graduate Diploma in Education (Secondary) is designed to facilitate the transition from pre-service teacher to beginning teacher.

4.1 PROFESSIONAL EXPERIENCE ORGANISATION

Professional Experience placements are largely determined by teaching areas and the availability of places offered by schools. Transport arrangements and special needs relating to physical disabilities and family commitments will also be considered. However, transport arrangements may necessitate extended travel time to attend professional experience. There is no guarantee that individual circumstances will be accommodated.

Professional Experience is governed by an industrial agreement and therefore all communication regarding placement organisation must be between the University and the Pre-service Teacher Coordinators in the placement schools. As schools only deal directly with the University, you should 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, please provide the name of the teacher and the school to the Administration Officer (Placements) at the School of Education, who will negotiate that place with the school’s Pre-service Teacher 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 Pre-service Teacher Coordinator.

4.2 PLACEMENTS IN OUTER BRISBANE DISTRICTS

The School of Education encourages pre-service teachers to consider a placement in the outer Brisbane districts 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 for their professional experience.

Pre-service teachers who meet the selection criteria for these districts may be eligible for financial assistance during the professional experience. 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.

Rural and remote professional experiences are also encouraged and can be requested by email to education@uq.edu.au.

4.3 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 Professional Experience 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

You are encouraged to investigate these settings on their websites before requesting a placement.
4.4 PROFESSIONAL EXPERIENCE REGISTRATION FORM (ONLINE)

The Professional Experience Registration form gives you the opportunity to provide information relevant to your professional experience placement including location, transport arrangements and conflicts of interest (see section 4.6). Your registration form lets us know that you are intending to enrol in that course, thereby requiring a professional experience placement, and triggers the permission-listing procedure.

While every effort is made to secure a placement close to your preferred location, this may not be possible and alternatives will be discussed with you.

Completion and submission of the form is evidence that you have read and accepted the Policy and Guidelines for Professional Experience Placements (see Section 4.6).

Register for a professional experience placement at:  
https://uqeducation.co1.qualtrics.com/jfe/form/SV_6G8HwHdoeZOtPXn

International Students
As you may not know where you will be living in Brisbane, we ask that you visit the Administration Officer (Placements) shortly after your arrival. The Administration Officer (Placements) will advise you of the most appropriate areas to nominate (given your living arrangements) so that you may complete the Professional Experience Registration form.

4.5 NOTIFICATION OF PLACEMENT

For metropolitan placements notification is generally two weeks 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 professional experience school in the two weeks preceding the professional experience to confirm details and arrangements. Contact names and details will be emailed to you with the notification of your placement school. You will receive a Professional Experience Handbook before the commencement of the professional experience.
POLICY AND GUIDELINES FOR PROFESSIONAL EXPERIENCE PLACEMENTS

The School of Education is committed to providing equitable, quality professional experience placements for its pre-service teachers. The policies and guidelines below 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](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 Professional Experience Coordinator 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](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 Professional Experience Coordinator.

h. Once a placement has been confirmed, no changes will be permitted, except in exceptional circumstances and with the approval of the Professional Experience Coordinator.

i. Any changes to address or conflict of interest circumstances must be submitted in writing to the Administration Officer (Placements) at education@uq.edu.au.

BLUE CARDS

You must obtain a Blue Card before attending any professional experience. If you do not have a current Blue Card:


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 Front Office.

3. A member of the School of Education staff will complete the Identification Check before sending the form to Blue Card Services.

4. Your Blue Card will be sent to the postal address on the application form.

5. At the time that the card is issued, Blue Card Services sends a letter to the School of Education regarding the status of your Blue Card.

**Note:** You are required to complete the Blue Card application and submit it to the School of Education within 5 working days of accepting your offer in QTAC.
If you are unable to submit your Blue Card application form in person at the School of Education office, you will need to complete an ‘Identification verification by a prescribed person’ form (https://education.uq.edu.au/student-support/blue-card-information) in conjunction with your application form and send them together to:

**By post**: School of Education  
The University of Queensland  
Brisbane Qld 4072  
Australia  

**Fax**: (07) 3365 7199  

**Email**: education@uq.edu.au

We then complete the form/s and forward it/them to Blue Card Services.

We strongly advise that you **do not** leave this process until you commence the program or, if you are an international student, until you arrive in Australia. It can take up to 12 weeks to process a Blue Card application and you will not be able to commence any professional experience until the School of Education has received documentation from Blue Card Services confirming your Blue Card status.

**Please note**: If you are not currently living in Australia you may use the following as your ‘Current postal address’:

C/- Margaret Schuls  
School of Education  
The University of Queensland  
Brisbane Qld 4072

You will be able to collect your card from the School of Education when you arrive in Australia.

**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 https://education.uq.edu.au/student-support/blue-card-information. Forms should be submitted to the School of Education office.
5. KEEPING IN CONTACT

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

6. GRADUATING FROM THE GRADUATE DIPLOMA IN EDUCATION

6.1 GRADES

To obtain a pass in a course within the Graduate Diploma in Education (Secondary), 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.

6.2 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 Graduations Office with details of the ceremony, after grades have been finalised. For additional information visit: www.uq.edu.au/graduations.

6.3 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;
- Possess knowledge of how students learn within curriculum areas including an understanding of multi-literacies within this curriculum area.

**Professional Practice**

Graduates will be able to:

- 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 student’s 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.

6.4 TEACHER REGISTRATION

Anyone who wishes to teach in Queensland schools must be registered with the Queensland College of Teachers. Upon graduation from the Graduate Diploma in Education (Secondary) 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 students’ names to the Queensland College of Teachers once grades and eligibility to graduate have been confirmed.
6.5 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 the Professional Foundations Program.

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


**Please note:** You may receive an offer of contract employment for the second half of semester 2 from your professional experience school. However, you have coursework commitments at The University during that period that you are expected to attend and complete. You will be unable to gain teacher registration until all coursework and professional experiences are completed and graduation is confirmed.

7. SCHOOL OF EDUCATION CONTACT DETAILS

**By mail:**
School of Education
The University of Queensland
Brisbane Qld 4072

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

**By email:**
education@uq.edu.au

**Website:**
https://education.uq.edu.au/

Last updated: 7th October, 2016