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Checklist

Required attendance at Professional Foundations Program (PFP) – Thursday 21st February, 2019 and Friday 22nd February, 2019

Check your Blue Card expiration date and make sure you will have a blue card for the duration of your professional year

Enrol into courses for both semester 1 and semester 2 when enrolment opens for 2019 on 10th December, 2018. You will receive an emailing detailing the Curriculum Studies subjects you are approved to enrol into.

**SEMESTER 1**

EDUC4620 Compulsory  
EDUC4615 Compulsory  
EDUC46xx Part C Curriculum Studies course Part A  
EDUC46xx Part C or D Curriculum Studies course Part A

**SEMESTER 2**

EDUC4607 Compulsory  
EDUC4625 Compulsory  
EDUC46xx Part C Curriculum Studies course Part B  
EDUC46xx Part C or D Curriculum Studies course Part B
1. **Goals and Philosophy**

The University of Queensland Bachelor of Education (Secondary) program aims to develop, educate and sustain secondary school 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. **Eligibility for the Professional Year**

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

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

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 (Prac)

### 3.1 Professional Foundations Program (PFP)

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 provides information on program requirements and professional experience placement procedures, and an opportunity to meet the program director and course coordinators. It also discusses varied employment options within the field of education.

PFP will be held in **Orientation Week in semester 1, 2019** on Thursday 21st and Friday 22nd February, 2019. 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 through mySI-Net.
3.3 Professional Experience Program

Introductory Professional Experience (2 weeks) – completed in EDUC3099

Developing Professional Practice (6 weeks)

The first week of Professional Experience in EDUC4615 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; and
- 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 EDUC4615 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.

Achieving Professional Engagement (6 weeks)

The supervised professional experience of EDUC4625 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 (QCT) 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 and 37 focus areas.

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;
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

The Professional Year consists of 16 units (#16). You will study four (4) compulsory courses, each 2 units, and the remaining two courses are the year long Curriculum Studies courses which cover the essential learnings and relevant Australian Curriculum for Years 7 – 10, and/or the syllabus documents for Years 11 – 12. These courses are 4 units and taught over two semesters.

<table>
<thead>
<tr>
<th>Compulsory (#2 each)</th>
<th>Teaching Area (#4 each)</th>
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<tr>
<td>EDUC4607</td>
<td>Assessment for Learning and Teaching</td>
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<tr>
<td><strong>Two (2) courses determined by the student's teaching areas and selected from the Curriculum Studies course lists.</strong></td>
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<tr>
<td><strong>2 courses from Part B OR 1 course from Part B AND 1 course from Part C can be selected as determined by the majors studied in the non-education degree.</strong></td>
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<tr>
<td><strong>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 below.</strong></td>
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Available Curriculum Studies courses (#4 each) – year long courses

**PART B**

EDUC4631 Biology: Curriculum Studies
EDUC4632 Business: Curriculum Studies
EDUC4633 Chemistry: Curriculum Studies
EDUC4634 Chinese: Curriculum Studies
EDUC4635 Drama: Curriculum Studies
EDUC4636 English: Curriculum Studies
EDUC4637 French: Curriculum Studies
EDUC4638 Geography: Curriculum Studies
EDUC4639 German: Curriculum Studies
EDUC4641 History: Curriculum Studies
EDUC4642 Digital Technologies: Curriculum Studies
EDUC4643 Japanese: Curriculum Studies
EDUC4644 Mathematics: Curriculum Studies
EDUC4645 Music: Curriculum Studies
EDUC4646 Physics: Curriculum Studies
EDUC4647 Earth and Environmental Science: Curriculum Studies
EDUC4648 Spanish: Curriculum Studies

**PART C**

EDUC4652 Advanced Mathematics: Curriculum Studies
EDUC4654 Economics: Curriculum Studies
EDUC4655 Film, TV and the New Media: Curriculum Studies
EDUC4657 Legal Studies: Curriculum Studies
EDUC4658 Choral and Instrumental Music: Curriculum Studies
EDUC4659 Psychology: Curriculum Studies
4.1 Completing your Enrolment

You are required to enrol in your courses by the due date (see enclosed ‘Summary of Important Dates’).

You must enrol in the courses listed on your Enrolment email as these courses have been selected for you based on the majors you have completed in your non-education degree. You are not permitted to change teaching areas without appropriate approval.

You need to enrol into both semester 1 and semester 2 when enrolment open for 2019.

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.

4.2 Attendance Policy

The Bachelor of 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 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.

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 through InPlace. 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. Details on how to register will have already been emailed to your UQ email address. If you didn’t receive an email or have any questions please contact education@uq.edu.au.

After checks of academic progress are completed by the various Faculties you will receive an Enrolment 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. This blue card must be valid for the duration of your professional year.

If you do not have a current ‘Blue Card’ that will remain valid for the duration of the professional year, please do the following:

1. Collect an application/renewal form from the School of Education Enquiries Office or download it from the School of Education website at https://education.uq.edu.au/our-students/blue-card-information.
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 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’.

Blue Card Services can take up to 12 weeks to process your application. If the School of Education has not received a letter of confirmation from Blue Card Services 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 a ‘Link an applicant/cardholder to this organisation’ form (formerly known as ‘Authorisation 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/our-students/blue-card-information. Forms should be submitted to the School of Education office.

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 Professional Staff Team must be notified of any absences during the Professional Experience and can be contacted at education@uq.edu.au. 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 the 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.
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 the Pre-service Teacher Coordinators in the placement schools. 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, 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 and the University.

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.

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

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 send an email to education@uq.edu.au to express interest in undertaking a placement in an alternative curricula setting. 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.

5.5 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 conflicts of interest (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.
5.6 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 placement school prior to the commencement of the professional experience to confirm details and arrangements. Contact names and details for your placement school will be emailed to you. A Professional Experience Handbook will be available to you before the commencement of the placement.

5.7 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.

e. 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.

f. 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).

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 education@uq.edu.au.

6. LANTITE Test

The Literacy and Numeracy Test for Initial Teacher Education Students is designed to assess initial teacher education students’ personal literacy and numeracy skills to ensure teachers are well equipped to meet the demands of teaching and assist higher education providers, teacher employers and the general public to have increased confidence in the skills of graduating teachers.

From 2017, all preservice teachers must meet the benchmark of both LANTITE tests to be eligible to graduate. Please refer to the School of Education website for further details or contact education@uq.edu.au.
7. Keeping in Contact

The School of Education website https://education.uq.edu.au should be your first point of call when you have any questions about your program and events. You can email any questions to education@uq.edu.au.

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.

8. Graduating from the Bachelor of Education (Secondary)

8.1 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.

8.2 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.

8.3 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.

8.4 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/](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.

8.5 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](http://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/](http://education.qld.gov.au/hr/recruitment/)
• Catholic Education Office [http://www.bne.catholic.edu.au](http://www.bne.catholic.edu.au)
• Association of Independent Schools of Queensland [https://www.isq.qld.edu.au](https://www.isq.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.
9. School of Education Contacts

In person:
Room 403, Building 24 (Social Science Building)
The University of Queensland
St Lucia QLD 4072, Australia

Reception Opening Hours:
Monday / Wednesday / Friday 9:00am – 1:00pm
Tuesday / Thursday 1:00pm – 4:30pm

E: education@uq.edu.au
P: +61 7 3365 6550
F: +61 7 3365 7199
W: https://education.uq.edu.au/