

# Professional Praxis Handbook

## School of Education and the Arts

Master of Teaching



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## Welcome from the Academic Director of Professional Practice

The Master of Teaching course provides opportunities for pre-service teachers to undertake frequent, extended practical learning experiences in authentic learning sites. Accompanied by relevant university coursework, these practical experiences enable initial teacher education students to integrate theory and practice.

This handbook is designed to provide details of the principles governing the Professional Praxis component of the course, and an overview of the roles and responsibilities of all participants involved in placement activity. Specific details of the requirements and focus for assessment of pre-service teachers at each level of the Master of Teaching course are provided in separate Information and Guidelines booklets.

Without the support of our schools, we would not be able to offer this vital experience so I extend my sincere thanks on behalf of the School of Education and the Arts to all stakeholders who contribute to our courses as partners in teacher education. Your ongoing commitment to the professional learning of our students enables us to maintain currency with the teaching profession, and thus continue to provide high quality teacher education.

I hope that participation in planned professional experience placements is a positive and rewarding experience for all stakeholders and that you find the information outlined in this Handbook both practical and useful.

Kind Regards

**Dr Kerry Aprile**

Academic Director of Professional Practice

School of Education & the Arts

CQUniversity Australia

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## **INTRODUCTION**

This handbook is designed to be used in conjunction with the Information and Guidelines for the Supervision and Assessment of Pre-service Teachers booklet specific to each Professional Praxis placement undertaken by CQUniversity Australia's pre-service teachers in the Master of Teaching. It provides supplementary information to clarify the key roles and responsibilities that underpin the university's goal of achieving a high-quality professional pre-service teacher education course.

### **The handbook is divided into three sections**

Section 1: An overview of the focus of each level of the course and roles and responsibilities of all key participants

Section 2: An outline of placement processes and the relevant rules that apply for all pre-service teachers

Section 3: The policy, procedures and expectations relevant to the performance and supervision of pre-service teachers in learning sites

## CQUNIVERSITY PROFESSIONAL PRAXIS TERMINOLOGY

### ***Professional Praxis***

Professional Praxis is the term used to refer to the placement of a pre-service teacher in a learning site (School, College, Kindergarten or Early Childhood Education and Care Setting) for the purposes of supervised, assessed, professional experience. A “praxis” can be defined as practice or the application or use of knowledge or skills, as distinguished from theory. Each Professional Praxis placement has a particular focus and has an Information and Guidelines for the Supervision and Assessment of Pre-service Teachers booklet specific to that placement.

### ***Pre-service Teacher***

A pre-service teacher is a CQUniversity student enrolled in the Master of Teaching course.

### ***Site Coordinator***

A site coordinator is the learning site-based employee who liaises with staff from CQUniversity’s Professional Experience Office to organise the Professional Praxis placement for pre-service teachers in his/her respective school, college or early childhood education and care setting. The site coordinator contributes to the development of the teaching profession through the work undertaken with the pre-service teacher in the learning site. The site coordinator is responsible for risk assessment associated with all aspects of pre-service teachers’ placement at the site and induction and orientation processes. The role attracts remuneration that is paid at a rate per cohort of students for any given placement.

### ***Learning Sites***

Learning sites include schools, colleges or early childhood education and care settings where registered teachers can be engaged as suitable supervising teachers. The university’s links with the learning site provide pre-service teachers with access to current practice, education specialists and opportunities to apply emerging professional knowledge and practice in an authentic setting.

Within the Master of Teaching (Early Childhood) course, professional experience includes:

- A wider field experience inclusive of 10 days with children aged birth to 35 months
- A kindergarten placement of 20 days inclusive of planning and teaching tasks with children aged 3 to 5 years
- Two school placements (one of 20 days and one of 25 days duration) in P-2 classes in a school setting
- Observation in middle and upper primary classes incorporated into the school placements

Within the Master of Teaching (Primary) course, professional experience includes:

- A wider field experience (sites selected by the pre-service teacher)
- Three school placements (two placements of 20 days and one of 25 days duration) in a minimum of two learning sites\* (primary schools), one of which should be an Australian state or public school;
- Placement opportunities in more than one year or age level

Within the Master of Teaching (Secondary) course, professional experience includes:

- A wider field experience (sites selected by the pre-service teacher)
- Three school placements (two placements of 20 days and one of 25 days duration) in a minimum of two learning sites\* (secondary schools or colleges), one of which should be an Australian state or public school;
- Placements in both lower secondary and senior secondary classes
- Placement experiences in both teaching areas

Where possible, for one experience, pre-service teachers will complete a placement in a rural school; a school with large numbers of Indigenous students; or, in schools in multicultural and low socioeconomic communities.

\*Arrangements for the experience in schools are as follows:

- Professional Praxis 2 is conducted in School 1 (Primary and Secondary pre-service teachers) or a Kindergarten setting (Early Childhood pre-service teachers)

- Professional Praxis 3 & 4 are conducted in the same school. This is School 2 for pre-service teachers in the Primary and Secondary course and must be a different learning site to the school where Professional Praxis 2 was completed.

Any variation to the arrangements outlined above must be approved by the Academic Director of Professional Practice (or delegate) and will only be considered when extenuating circumstances around the availability of placements apply.

### ***Supervising Teacher***

A supervising teacher acts as a mentor and guide for the pre-service teacher. The supervising teacher models effective teaching practice and supports the professional learning and engagement of the pre-service teacher through supervision, collegial discussion and constructive feedback. As a pre-service teacher's experience and knowledge grows throughout each placement in the course, he/she begins to work with the supervising teacher as part of a teaching team. Supervising teachers maintain responsibility for their own class groups but provide opportunities for pre-service teachers to complete the tasks and activities that are expectations for professional learning during the placement. The supervising teacher is also responsible for assessing the pre-service teacher's progress against the Australian Professional Standards for Teachers (Graduate Career Stage) during and at the end of each placement. A supervising teacher is a registered teacher with the Queensland College of Teachers or other relevant state authority.

### ***University Supervisor***

The university supervisor is the university academic staff member who supports Professional Praxis placements at a particular level of the pre-service teacher education course. The university supervisor works with the site coordinator at each learning site to clarify placement expectations and supports both supervising teachers and pre-service teachers throughout the placement. This support may involve face to face school visits and/or telephone, email or electronic media contact depending upon the circumstances and location of the placement.

### ***Work-integrated learning (WIL) Placement Officer***

WIL Placement Officers are professional university staff members who communicate with site coordinators to request and confirm placements for pre-service teachers. In addition, these staff organise pay claims and distribution of Professional Praxis materials to learning sites.

## SECTION 1: EXPECTATIONS AND ROLES AND RESPONSIBILITIES

### Overview of CQUniversity's Professional Praxis Courses

The **Master of Teaching (Early Childhood)** is a two-year equivalent postgraduate pre-service teacher education course leading to teacher registration. The course prepares graduates to teach from birth to 8 years of age in early childhood education and care settings, kindergartens and in primary school setting in P – 2 classes.

The **Master of Teaching (Primary)** is a two-year equivalent postgraduate pre-service teacher education course leading to teacher registration. The course prepares graduates to teach across the primary school curriculum.

The **Master of Teaching (Secondary)** is a two-year equivalent postgraduate pre-service teacher education course leading to teacher registration. The course prepares graduates to teach across two distinct secondary teaching areas (major and minor teaching area).

**Professional Praxis** units within this course provide pre-service teachers with opportunities to learn from qualified practising supervising teachers and put their developing professional knowledge and skills into practice. The principle informing Professional Praxis is that pre-service teachers should be actively engaged in the setting for the placement. They should demonstrate that they are committed and willing to learn, take advice and show initiative. The expectations escalate as pre-service teachers progress through the course and culminate in the demonstration of the Australian Professional Standards for Teachers (Graduate Career Stage) in Professional Praxis 4. As well as being the defining framework for the design of teacher education courses, the Standards provide an important reference point and powerful resource for pre-service teachers' self-evaluation, reflection and professional goal-setting and for assessment of their professional knowledge, practice and engagement by the supervising teacher. All reporting forms for the Master of Teaching are based on the focus areas of the seven Professional Standards and pre-service teachers are expected to demonstrate specific evidence of meeting these focus areas in the development and submission of a portfolio task at the conclusion of each placement. The Professional Standards are available from the Australian Institute for Teaching and School Leadership website at <https://www.aitsl.edu.au/teach/standards>.

The support, supervision and assessment of pre-service teachers during Professional Praxis placements centre on five key aspects of teaching practice identified in the Queensland Professional Experience Reporting Framework. The framework is an integral part of Queensland Partnership Agreements for the conduct of high quality professional experience and provides a common assessment and reporting mechanism for making judgments on pre-service teachers' achievement of the Australian Professional Standards for Teachers (Graduate Career Stage).

Regardless of the Australian state or territory in which the placement is completed, the five aspects of teaching practice underpinning the performance and assessment of pre-service teachers are:

- 1. Planning effectively – Preparing for teaching**
- 2. Teaching effectively – Enactment of teaching**
- 3. Managing effectively – Creating safe and supportive classroom environments**
- 4. Assessing and recording learning**
- 5. Professional conduct**

Consistent with recommendations within the Queensland Professional Experience Reporting Framework, Professional Praxis units in this course use the common reporting framework as a basis for professional experience reporting templates used in earlier professional experience placements culminating in CQUniversity's electronic version of the **Final Professional Experience Recommendations** in the final placement.

The use of this common report for pre-service teachers during Professional Praxis 4 ensures that assessment of their classroom practice is consistent, equitable and supported by all stakeholders at this critical stage of



their preparation as teachers. Along with the Queensland Professional Experience Reporting Framework, pre-service teachers will also undertake the Graduate Teacher Performance Assessment (GTPA) during the final placement. This task is submitted to the university for marking and provides confirmation of graduate teachers' readiness for classroom practice.

Professional Praxis placements comprise a partnership between the university and the learning site's teaching professionals which shapes the roles and responsibilities of all key personnel and which take the form below for students enrolled in the Master of Teaching.

### ***Formal Supervised Placements (assessable – paid supervision)***

Assessable components of Professional Praxis placements have the following features:

- Are completed as continuous blocks (with 5 additional preparation days included in the lead-up to the final block placement)
- Include assessable expectations outlined in detail in the relevant Information and Guidelines for the Supervision and Assessment of Pre-service Teachers booklet throughout the course.

### ***Induction/Orientation Days (non assessable – unpaid supervision)***

One orientation or induction day is planned for the week prior to the commencement of block placements for Professional Praxis 2 and Professional Praxis 3. These days make provision for induction of pre-service teachers to WHS policy and procedures and expectations for professional conduct at the learning site. Where possible, pre-service teachers may be introduced to their supervising teachers and placement classes on these days to observe established routines and discuss placement tasks and activities in preparation for supervised assessable placement days. Supervising teachers are not paid for either of these days, however, site coordinators receive remuneration for the induction processes completed at this time.

### ***Tutorials/Workshops***

Pre-service teachers participate in weekly tutorials throughout the term during all Professional Praxis units and complete university-based assessment that aligns with the focus of the assessable placement. Participation in these tutorials is compulsory in preparation for the block placement and students must have at least an 80% attendance record and receive a Pass grade on Assessment Task 1 for the relevant Professional Praxis unit to be eligible to complete the continuous block placement.

## Overview of Master of Teaching Professional Praxis Units

Professional Praxis	Placement Days	Overview
EDFE20034 Professional Praxis 1: Understanding learning contexts (Inclusive of a wider field experience)	Master of Teaching (Early Childhood): 10 days in an early childhood education and care setting with children aged birth to 35 months  Master of Teacher (Primary & Secondary): Schedule & locations sourced by the pre-service teacher and approved by the unit coordinator	This is the first unit in the Professional Praxis suite of units. Placement is organised in a range of sites for the purpose of observing learners and learning. Placement days do not constitute supervised assessable days for this course. For students enrolled in the Master of Teaching (Early Childhood) the wider field experience occurs in an early childhood education and care setting with children aged birth to 35 months consistent with the curriculum specifications and placement requirements set by the Australian Children's Education and Care Quality Authority (ACECQA). The wider field experience is designed to introduce pre-service teachers to the contexts, stages of development and characteristics of students that affect learning and engagement in preparation for responsive planning and teaching practices that have a positive impact on student learning and engagement in later Professional Praxis placements. Processes for observation and reflection are taught and practised in the wider field experience and pre-ervice teachers develop understanding of the Australian Professional Standards for Teachers as a framework for professional learning and improvement of practice.
EDFE20035 Professional Praxis 2: Supportive Learning Environments	1 day orientation to the site 4 week block (20 days)  Master of Teaching (Primary and Secondary) – School setting  Master of Teaching (Early Childhood) – Kindergarten setting	This is the first assessable placement for Master of Teaching pre-service teachers in a school or kindergarten setting. In this unit, pre-service teachers explore strategies that teachers use to create positive, organised classroom environments that support wellbeing, engagement and learning. The placement comprises a 4 week continuous block in a school (Primary/Secondary) or kindergarten (Early Childhood) under the mentorship of a supervising teacher and pre-service teachers complete set planning, teaching, assessment and reflection tasks outlined in the Information and Guidelines for the Supervision of Pre-service Teachers booklet for Professional Praxis 2. During the placement, pre-service teachers will analyse the impact of different approaches to classroom management on student learning and apply understanding of motivation, relationship building and engagement to plan proactively for the safety, support, inclusion and self-regulation of all learners. Pre-service teachers will monitor their professional learning through critical reflection and will select evidence from their working portfolios to evaluate the impact of their practice on student learning for a university-based task following the placement. Pre-service teachers must pass the placement and all assessment tasks to receive an overall pass for the unit.
<p><b>Focus for the placement secondary pre-service teachers (only)</b>            Where possible, placement should include opportunities for teaching practice in both the major and minor teaching area.</p>		

<p>EDFE20036 Professional Praxis 3: Enacting Learning and Teaching</p>	<p>1 day Orientation to the learning site  4 week block (20 days)</p>	<p>This is the second assessable placement for Master of Teaching pre-service teachers and occurs in a school setting for all courses. In this unit pre-service teachers will explore strategies to enact learning through differentiation approaches, strategies that promote active participation and an understanding and application of the skills that build capacity and engagement beyond the classroom through demonstrating impact on student learning. Pre-service teachers will complete 1 contextual day visit as an orientation to the school site prior to a completing a 20 day continuous block placement under the mentorship of a supervising teacher. They complete set tasks for this placement as outlined in the Information and Guidelines for the Supervision of Pre-service Teachers booklet. In preparation for the final professional experience, pre-service teachers will work towards mastery of content and pedagogical content knowledge in their area of curriculum specialisation which is English for Master of Teaching (Primary and Early Childhood) and the major teaching area for Master of Teaching (Secondary). The teaching artefacts, implementation strategies and resources as well as the skills and processes demonstrated in this task will be enacted through effective classroom teaching in the in-school placement. The block placement culminates in the completion of a summative report that measures the standard that has been achieved by pre-service teachers through comparing it against the relevant Australian Professional Standards for Teachers (Graduate Career Stage) for this stage of development at the end of the second assessable placement. Pre-service teachers must pass all assessment tasks, including the placement, to pass this unit.</p>
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**Focus for the placement secondary pre-service teachers:** Both Teaching Areas

**Focus for the placement early childhood pre-service teachers :** A school placement with a P-2 class

**Focus for the placement primary pre-service teachers:** Different school and year level to that experienced in Praxis 2

NOTE: 5 single days are scheduled for completion between Professional Praxis 3 and Professional Praxis 4 to allow opportunities for pre-service teachers to maintain contact with the class they are attached to prior to the final placement and prepare for the embedded Graduate Teacher Performance Assessment.

<p>EDFE20037 Professional Praxis 4: Transition to Teaching</p>	<p>5 single day visits  (Planning and preparation for the block)  4 week block (20 days)</p>	<p>This is the final assessable placement for Master of Teaching pre-service teachers. In this unit, pre-service teachers build both theoretical and practical knowledge to consolidate their understanding and application of skills for planning and teaching effectively, managing effectively, assessing and recording learning and displaying appropriate professional conduct. Pre-service teachers complete 5 single day visits prior to completing a 20 day continuous block placement in a school under the mentorship of a supervising teacher and complete set tasks for this placement as outlined in the Information and Guidelines for the Supervision of Pre-service Teachers booklet. Embedded in this unit is the Graduate Teacher Performance Assessment (GTPA), a culminating authentic assessment designed to enable pre-service teachers to demonstrate achievement of the Professional Standards and provide confirmation of their readiness for classroom practice. A response to this task will be a reflection of a pre-service teacher’s practice through demonstration of the ability to use data to improve learning and teaching and align curriculum, pedagogy and assessment taking into consideration school contexts and learner diversity. The block placement culminates in the completion of an electronic report incorporating the Final Professional Experience Recommendations form that assesses achievement of the Australian Professional Standards for Teachers (Graduate Career Stage). Achieving the Graduate Career Stage in all assessable practices on the report illustrates readiness to enter the workplace. Pre-service teachers must pass all assessment tasks, including the Graduate Teacher Performance Assessment, to pass this unit.</p>
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**Focus for the placement secondary pre-service teachers (only)** Both Teaching Areas plus observation

**Focus for the placement primary and early childhood pre-service teachers** Same class as for Praxis 3

## Roles and Responsibilities of Key Personnel

Each Professional Praxis experience involves several key people: the pre-service teacher; the site coordinator; the supervising teacher/s; the university supervisor; and WIL placement officers from CQUniversity's Professional Experience Office. The respective roles and responsibilities of each participant are detailed below.

Role	Responsibility
Pre-service Teacher	<p>Enrol in the correct Professional Praxis unit in the correct term of study.</p> <p>Submit a Placement Registration Form <b>by the required due date</b>, identifying previous placements, year levels and potential conflicts of interest at prospective learning sites, where relevant.</p> <p>Maintain an attendance rate of at least 80% for Professional Praxis tutorials and workshops to prepare for the block placement.</p> <p>Receive a passing grade on the university-based Assessment Task 1 for each Professional Praxis unit to proceed to the block placement.</p> <p>Apply for a Working with Children Check <b>linked</b> to CQUniversity for placement purposes and ensure that it remains current during the period of the placement.</p> <p>Provide evidence of meeting all regulatory, vaccination or immunisation requirements relevant to placement sites in their state or territory prior to commencing a placement.</p> <p>Meet all pre-requisite study requirements (including LANTITE) relevant to <b>registration</b> for a Professional Praxis placement</p> <p>Observe the rules and professional expectations of staff members at the learning site (as communicated by the site coordinator and/or supervising teacher).</p> <p>Read relevant learning site policy documents and implement practices consistent with these policies.</p> <p>Undertake all tasks as outlined in the relevant Information and Guidelines for the Supervision and Assessment of Pre-service Teachers booklet.</p> <p>Keep an up-to-date and organised working portfolio for the duration of the placement.</p> <p>Present the working portfolio to the supervising teacher prior to the commencement of each placement day.</p> <p>Maintain the Attendance Record and Working Portfolio Check form throughout the placement and present it along with the working portfolio for signing by the supervising teacher on a daily basis.</p> <p>Sight and sign the Interim Report and email a copy to the allocated University Supervisor.</p> <p>Discuss progress with the supervising teacher and set professional learning goals for improvement in teaching practice in response to feedback and the supervising teacher's ratings on the Interim Report at the mid-point for each placement.</p> <p>Attend staff meetings and/or orientation sessions conducted by the site coordinator as directed.</p> <p>Present the day's preparation to the supervising teacher at a mutually agreed time each morning or as required by the supervising teacher. In the case of continuous teaching, pre-service teachers present their planning for the ensuing week to the supervising teacher each Monday morning (or as agreed).</p> <p>Complete the final university-based assessment task for the relevant Professional Praxis unit by selecting and annotating evidence of progress towards (or of meeting) the</p>

Role	Responsibility
	<p>Australian Professional Standards for Teachers (Graduate Career Stage) and submitting or presenting the evidence as directed in the unit profile.</p> <p>Review, sign and submit the completed electronic Final Summative Report within one week of completion of the Professional Praxis placement.</p>
Site Coordinator	<p>Arrange placement of the pre-service teacher with an appropriate supervising teacher/s.</p> <p>Liaise with the university supervisor about all aspects of the placement.</p> <p>Supervise pre-service teachers placed at the learning site and support the supervising teacher where required.</p> <p>Conduct an orientation or induction to the site in relation to Workplace Health and Safety policy, risk management, learning site procedures and professional conduct during the placement.</p> <p>Disseminate the Information and Guidelines for the Supervision and Assessment of Pre-service Teachers booklet to supervising teachers.</p> <p>Support supervising teachers in assessment moderation for final year pre-service teachers and/or the assessment of a pre-service teacher experiencing difficulty in the demonstration of any Professional Praxis expectations.</p> <p>Notify the allocated university supervisor immediately if a pre-service teacher's progress or professional conduct is below expectations.</p> <p>Complete the 'At Risk' form (See Appendix 1) as per the 'At Risk' procedure in conjunction with the university supervisor, the supervising teacher and the pre-service teacher, as required.</p>
Supervising Teacher	<p>Provide opportunities for pre-service teachers to complete all professional learning tasks and activities as outlined in the relevant Information and Guidelines for the Supervision and Assessment of Pre-service Teachers booklet.</p> <p>Provide and facilitate opportunities for pre-service teachers to observe teaching practice and discuss the selection of pedagogical strategies.</p> <p>Assist pre-service teachers with their preparation for lessons and learning sequences.</p> <p>Supervise and observe the pre-service teacher while teaching the class and provide feedback to confirm or improve practice.</p> <p>Provide verbal and/or written feedback to pre-service teachers that indicates present strengths and areas for development against the indicators for the Australian Professional Standards for Teachers (Graduate Career Stage) and the Guide to Making Judgements included in the Information and Guidelines for the Supervision and Assessment of Pre-service Teachers booklet.</p> <p>Assess the demonstration of expectations for professional knowledge, practice and engagement appropriate for the pre-service teacher's level of experience.</p> <p>Date and sign the Attendance Record and Working Portfolio Check form for each assessable placement day.</p> <p>View additions to the working portfolio each day and rate as Satisfactory or Unsatisfactory on the same form. If an unsatisfactory rating is awarded for any placement day (that is, if the portfolio is unprofessional, incomplete or not up-to-date), <b>the relevant university supervisor should be notified</b>. In the event of a second 'unsatisfactory' rating, the 'At Risk' process outlined in this Handbook must be initiated. (See details for this process in Section 2.)</p> <p>Complete the Interim Report and provide a signed copy to the pre-service teacher.</p>

Role	Responsibility
	<p>Complete the electronic Final Summative Report to rate the Pre-service Teacher's progress on the continuum provided and award a final grade of <b>Satisfactory</b> or <b>Unsatisfactory</b>. On completion of the placement, sign and submit the report for the pre-service teacher to review and sign.</p>
University Supervisor	<p>Provide information and clarification on the expectations for Professional Praxis to site coordinators and supervising teachers.</p> <p>Maintain contact with the learning site partners throughout the placement.</p> <p>Support the supervising teacher in monitoring the progress of pre-service teachers towards demonstration (or achievement in Professional Praxis 4) of the Australian Professional Standards for Teachers (Graduate Career Stage) with evidence.</p> <p>Monitor pre-service teachers who are 'At Risk' and mediate the process and completion of the 'At Risk' documentation.</p> <p>Respond to requests for support or advice by site coordinators or supervising teachers.</p> <p>Communicate all expectations for the placement to pre-service teachers.</p> <p>Where performing the role of a lecturer/tutor in the Professional Praxis unit, prepare pre-service teachers for placements through the delivery of university-based tutorials and workshops and monitor attendance and mark assessment to determine eligibility for proceeding to the block placement.</p> <p>Moderate pre-service teachers' evidence and working portfolio records for demonstration of relevant focus areas of the Australian Professional Standards for Teachers (Graduate Career Stage).</p> <p>Sign and submit the relevant Final Summative Report.</p>
WIL Placement Officer	<p>Communicate with site coordinators to source and confirm suitable placements for all pre-service teachers in his/her allocated region.</p> <p>Coordinate all administrative functions of the placement process including distribution of materials to learning sites and processing of claims for payment.</p>

## SECTION 2: PLACEMENT PROCESSES

### Policy Related to the Placement of Pre-service Teachers in Learning Sites

#### Pre-requisites

Pre-service teachers must be enrolled in a CQUniversity Professional Praxis unit and be in possession of a current Working with Children Check linked to CQUniversity to be eligible for placement in a learning site. If mandated by health authorities, evidence of vaccination status that meets the requirements for school staff in the pre-service teacher's state or territory must also be uploaded to SoniaOnline prior to the commencement of a placement.

Professional Praxis units must be completed in order; and, a pre-service teacher cannot progress to a subsequent unit in the course without successfully completing all assessment for an earlier unit (i.e. Professional Praxis 1 is a pre-requisite for Professional Praxis 2, etc).

To be **eligible to register for the final block placement (Professional Praxis 4) and subsequently enrol in the unit EDFE20037 Professional Praxis 4**, pre-service teachers must have received a result of 'Standard Achieved' for both components of the national Literacy and Numeracy Test for Initial Teacher Education (LANTITE) prior to the Registration Closing Date.

To meet timelines for registration for the Praxis 3 and Praxis 4 placements which are sourced together at the same site, pre-service teachers **must register and sit for both components of the test no later than Test Window 3 of their first year of full-time study** (or equivalent). For further information about LANTITE and to view details of test dates and registration processes, see <https://teacheredtest.acer.edu.au/>.

In instances where pre-service teachers cannot show evidence of successful completion or registration to sit LANTITE in Test Window 3 at the time of Placement Registration for Praxis 3 and Praxis 4 placements, registration will be limited to a placement for Praxis 3 only and the pre-service teacher will be required to enrol in the Praxis 4 unit in a subsequent term of offering after successfully meeting the LANTITE prerequisite. **It is important to note that failure to meet the LANTITE prerequisite at the time of placement registration for Professional Praxis 4 will extend the course completion date by one calendar year.**

#### General Information about Placements

Dates for Professional Praxis placements are set annually in the Professional Praxis calendar. All students enrolled in a particular Professional Praxis unit will complete the assessable block placement at the same time; and, except in exceptional circumstances, will not be permitted to complete a placement at a different time to the set dates. This process is to avoid clashes between placements and university coursework and to ensure that university supervisors are available to support both supervising teachers and pre-service teachers during the placement. In situations where variations to the calendar dates are unavoidable, the pre-service teacher should obtain approval for changes to the placement schedule from the Academic Director of Professional Practice (or delegate) by submitting a 'Student Request for Variation to Placement Dates' form. This form is available through [SoniaOnline](#) under the Forms tab. In circumstances that arise unexpectedly after placement dates have been confirmed with schools, a medical certificate or other form of appropriate documentation should be provided to support the request for a variation to dates.

Professional Praxis block placements are scheduled to commence after pre-service teachers have completed and submitted all university coursework for the term with the exception of the final assessment task for Professional Praxis units. Pre-service teachers who have to seek extensions for personal or medical reasons for the final assessment task for university units must ensure that any extension granted does not extend into the period of time after the commencement of an assessable block placement. Pre-service teachers with approved extensions that cover any period of a scheduled placement must reschedule the commencement date of that placement until after the outstanding assessment task has been submitted. This policy is to ensure that professional commitment to the placement and preparation for teaching, planning or reflection tasks are not affected by the pressure of attempting to complete outstanding university assessment tasks.

Pre-service teachers will be placed in learning sites (schools, colleges or kindergartens) by WIL placement officers from CQUniversity's Professional Experience Office. WIL placement officers will liaise with the site coordinator to ensure pre-service teachers are placed with suitable supervising teachers and experience practice in a range of settings and year levels.

**With the exception of the wider field experience for Professional Praxis 1, pre-arranging placements with specific learning sites and supervising teachers by the pre-service teacher is strictly forbidden. Pre-service teachers must not contact learning sites to arrange their own placement.**

**Pre-service teachers enrolled in the Master of Teaching who do not live within a 50km radius of a regional CQUniversity campus, must adhere to all general requirements and expectations outlined above.**

**It is the pre-service teacher's responsibility** to notify the WIL Placement Officer through the Placement Registration form of any learning sites that are considered to be conflicts of interest for his/her placement.

Rules regarding eligibility for placement at a school/learning site are:

- NO immediate family member should be on the staff of the learning site.
- NO immediate family member should be attending as a student at the learning site.
- Pre-service Teachers **cannot receive remuneration** in any form for the duties carried out during Professional Praxis placements.
- The pre-service teacher should not already be employed at the learning site in any capacity.

#### **Initial contact between Pre-service Teachers and Site coordinators**

In usual circumstances, placement details will be released through SoniaOnline two weeks prior to the commencement of the block placement. Once details have been released, pre-service teachers are required to contact the nominated site coordinator prior to the commencement of the placement in order to arrange for induction/orientation processes and, where possible, to meet the supervising teacher/s. This meeting will usually include brief instructions for presenting at the learning site on the first day of the placement. Pre-service teachers are expected to confirm sign-in procedures and expected arrival times for the first day at the initial contact meeting.

#### **The Placement Process for Pre-service Teachers**

**All pre-service teachers in the Master of Teaching course must submit a Placement Registration Form by the due date (Closing Date) set by the CQU Professional Experience Office.** Failure to meet deadlines for the return of the Placement Registration Form will result in the postponement of a pre-service teacher's enrolment in the unit and prospective placement until the next offering of the relevant Professional Praxis unit.

All placements must be conducted in an **approved** learning site and year level appropriate to the Master of Teaching as per the requirements outlined on page 5 of this handbook.

All pre-service teachers must provide information related to potential conflicts of interest on the Placement Registration Form. (Potential conflicts are outlined in the previous section of this handbook.) Under usual circumstances, pre-service teachers will **not** be placed at learning sites where these conflicts exist.

On receipt of the Placement Registration Form, WIL placement officers will communicate with site coordinators of suitable learning sites in the residential suburb/town listed on the form to request a placement with a registered and experienced supervising teacher/s.

Pre-service teachers must be aware that it **will not be permissible** to complete all placements in one learning site to meet the recommendations of the Queensland College of Teachers with respect to the diversity of pre-service teaching experiences.

At the time of making contact with a preferred learning site, the WIL placement officer will outline relevant information regarding the structure of the placement and an overview of key tasks and activities outlined in



the Information and Guidelines for the Supervision and Assessment of Pre-service Teachers booklet. The prospective site coordinator will confirm the offer of a placement.

On conclusion of these processes, the pre-service teacher will be advised of the offer of a placement and may contact the nominated site coordinator using the contact details provided. The WIL placement officer will supply all relevant paperwork including a copy of this Handbook and the appropriate Information and Guidelines for the Supervision and Assessment of Pre-service Teachers booklet and Reporting Package to the site coordinator.

Following confirmation of their allocated supervising teacher/s, **pre-service teachers must complete and submit the “Supervising Teacher Contact Details” form through SoniaOnline** to facilitate contact with the university supervisor and the provision of placement and reporting materials directly to the supervising teacher.

### **Other Requirements for Pre-service Teachers in Distance locations**

All requirements for successful engagement in, and completion of, a Professional Praxis placement that apply to the management of placements within a 50km radius of a CQUniversity regional campus also apply to the placement of pre-service teachers in distance locations. Specifically, to be eligible to begin the block placement, distance pre-service teachers must:

- Attend and actively engage in the online tutorials and workshops conducted by the university lecturer.
- Achieve a grade of Pass for Assessment Task 1 for the relevant Professional Praxis unit.

**Additional requirements for pre-service teachers completing placements in distance locations** include providing copies of completed placement tasks to the allocated university supervisor at nominated times during the assessable component of the placement. Requested samples might include:

- An example of planning which is annotated to include evaluation of the lesson/s and student learning outcomes.
- Reflections on professional learning and progress towards demonstrating the indicators for the Australian Professional Standards for Teachers (Graduate Career Stage) as outlined in the Final Summative Report for the relevant placement.
- A copy of the completed Interim Report included in the relevant Information and Guidelines for the Supervision and Assessment of Pre-service Teachers booklet.
- Copies of feedback on teaching experiences provided by the supervising teacher
- Other samples of placement tasks maintained in the working portfolio as requested.

Telephone and/or email contact will be maintained with the site coordinator, pre-service teacher and supervising teacher throughout the conduct of placements in these locations.

### **Withdrawal from a Professional Praxis placement**

Pre-service teachers may be required to withdraw from a placement if performance is judged by the supervising teacher, site coordinator and/or the university supervisor to be detrimental to the welfare of learners in the class in which they are placed. Inappropriate professional conduct and poor teaching performance that negatively affects student learning outcomes, behaviour or safety may be the basis of the decision to finalise a pre-service teacher's placement at a learning site. In such a case, the pre-service teacher can be withdrawn without the initiation of an 'At-Risk' process and will be awarded a grade of 'Unsatisfactory' for the placement and a grade of Fail for the Professional Praxis unit overall.

A pre-service teacher who withdraws from a placement following feedback that he/she is not making satisfactory progress towards demonstrating the criteria on the summative report will receive a result of Unsatisfactory for the placement. This result will apply regardless of whether the withdrawal was preceded by a formal 'at risk' process.

Once the assessable placement days have commenced, a pre-service teacher may withdraw without penalty from the unit only under exceptional circumstances accepted by the university supervisor in

consultation with the site coordinator. Withdrawal under any other circumstances will result in a grade of 'Fail' for the placement and the unit overall.

Withdrawal from a placement at a school or learning site due to illness or other extenuating personal circumstances must be supported by a medical certificate or other suitable documentation. In these circumstances, the Interim Grade of Practicum Outstanding (PO) will apply as the result for the unit until a new placement can be organised and completed. The deferred placement should be commenced within a period of no longer than twelve months from the original scheduled placement and must be completed in full with no credit for days previously completed in the original placement.

Pre-service teachers must successfully pass all assessment tasks for a Professional Praxis unit to receive an overall Pass. These tasks include learning site assessment and university-based assessment. A pre-service teacher may not proceed to the block placement until a grade of Pass has been achieved on Assessment Task 1 embedded in coursework for the relevant Professional Praxis unit.

**Repeated failure of a Professional Praxis placement** may result in a pre-service teacher having to show cause why they should remain enrolled in the course. In the event that a pre-service teacher fails to achieve the Standards at Graduate Level on the university's electronic version of the Final Professional Experience Recommendations Report (the final summative report for the Professional Praxis 4 placement) more than once, he/she must meet with the Academic Director of Professional Practice and the Head of Course who will make a decision about whether a third and final attempt at the placement will be offered. A third attempt at completing the final placement will only be considered in extenuating circumstances which are not related to the supervising teacher's judgements on the final report.

### **Standards for Assessment of Professional Praxis in the Learning Site**

#### **Guide to completing the Interim Report**

The Interim Report is aligned with the Australian Professional Standards for Teachers (Graduate Career Stage) and focuses on those aspects of the Standards that will be demonstrated with evidence during the Professional Praxis placement.

The report is organised as a continuum and is completed mid-way through the block placement by placing a tick on the continuum to indicate the pre-service teacher's progress towards demonstration of each indicator.

The Interim Report should be shared with the pre-service teacher to provide clarity about his/her progress and to identify learning needs and goals for the remainder of the placement.

All ratings of "Below expected level" or "Developing towards expected level" should be supported by feedback that supports critical reflection by the pre-service teacher and the development of strategies to address the aspect/s of practice requiring improvement.

In the event that a rating of Below expected level (B) is awarded for any standard descriptor on the Interim Report, the "At-Risk" Rating should be awarded as the overall result. At this point the university supervisor should be contacted and the At-Risk procedure enacted as per the Professional Praxis Handbook.

#### **Guide to completing the Summative Report**

Overall assessment is decided on the basis of the pre-service teacher's demonstration of knowledge, skills or values and attitudes that capture the meaning and application of the Professional Standards to the planning, organisation, management and implementation of effective teaching and learning during the placement.

These judgments should make reference to the expectations outlined as the set tasks for the placement and the Guide to Making Judgements as described in the relevant Information and Guidelines for the Supervision and Assessment of Pre-service Teachers booklet.

To receive a grade of PASS for a Professional Praxis placement, a Pre-service Teacher must:

1. Obtain a **grade of Satisfactory** on the Final Summative Report Form. For Professional Praxis 2 and 3, this grade must be consistent with a rating of "At expected level" for the **majority** of standard

descriptors outlined on the report at the appropriate stage of the pre-service teacher's course. For Professional Praxis 4, the Pre-service Teacher should receive a rating of "Graduate Level" for each descriptor to receive a final grade of "Satisfactory" for the placement. (See the relevant Information and Guidelines for the Supervision and Assessment of Pre-service Teachers booklet for the structure of the continuum in the Final Summative Report). In the event that the Assessment rating for any Standard is "Below expected level" (B) at the time of completing the Final Summative Report, the pre-service teacher will be awarded the **grade of Unsatisfactory** for the placement and a subsequent Fail for the unit overall. All ratings of "Below expected level" or "Developing towards expected level" on the Final Summative Report should be supported by feedback that makes the reason for the rating clear and transparent.

2. Complete the required number of days outlined for the Professional Praxis placement including the single day visits that precede the Professional Praxis 4 placement.

Failure to complete the requisite number of days of a Professional Praxis placement within the allocated timeframe will be deemed to be a grade of FAIL for the placement overall.

Any placement that results in a grade of Fail being awarded to the pre-service teacher on the Final Summative Report will result in a Fail for the Professional Praxis unit overall irrespective of the grade received for any university-based assessment tasks. In this case, the pre-service teacher must enrol in and repeat the Professional Praxis unit in a subsequent term to receive support for further development of knowledge and skills through the university tutorials and workshops.

### **Unsatisfactory ratings for the Working Portfolio Check**

If a pre-service teacher receives an Unsatisfactory rating for the Working Portfolio check for **any day** of the placement, he/she must be informed by the supervising teacher **on the day** that the rating is awarded with the reasons clearly outlined. The pre-service teacher must sign the Attendance Record and Working Portfolio Check form as evidence that he/she is fully aware of the Unsatisfactory rating. The university supervisor must be advised of the result by the supervising teacher or site coordinator and the pre-service teacher so the circumstances surrounding the rating can be discussed and addressed with appropriate support strategies. An incomplete or unprofessional Working Portfolio that is not up-to-date with records of all planning, reflection and observation tasks indicates a lack of professional commitment on the part of the pre-service teacher and may instigate the 'at risk' process or termination of the placement in circumstances of repeated poor performance.

### **The 'At Risk' Procedure**

If a pre-service teacher receives a second Unsatisfactory rating for the Working Portfolio on any assessable day **OR** receives a rating of "Below expected level" (B) on the Interim Report, he/she is automatically deemed to be 'at risk' of failing the placement. The 'at risk' process may also be instigated at any time throughout the placement when the supervising teacher raises concerns about the pre-service teacher's progress or performance. In these instances, the university supervisor must be contacted to initiate the 'At-Risk' process following the steps outlined below:

#### **Step 1**

A pre-service teacher is considered to be 'at risk' after receiving two (2) Unsatisfactory ratings for the Working Portfolio for any of the placement days **OR** on receipt of a rating of "Below expected level" (B) on the Interim Report.

#### **Step 2**

The site coordinator or supervising teacher is to contact the relevant university supervisor to arrange a meeting (or teleconference for pre-service teachers in locations more than 50km from a CQUniversity regional campus) to discuss the issues surrounding the rating. The pre-service teacher must be present at this meeting or teleconference.

**Step 3**

The university supervisor visits (or telephones when distance does not make a physical site visit feasible) the learning site to meet with the pre-service teacher, the supervising teacher and the site coordinator where possible. An 'At Risk' form (see Appendix 1) is completed at this meeting to outline the requirements and strategies needed to address the issues leading to the "at-risk" status. A review date is set, and the pre-service teacher's progress is monitored. There should be a negotiated number of designated placement days (minimum of 3) allowed for the pre-service teacher to address the issues outlined as requiring corrective action before the review date. The number of days will be negotiated at the meeting on a case by case basis depending on the nature of the issues to be addressed.

If the "at-risk" status occurs at a time when insufficient days remain to address the concerns, the placement is extended to include a review period so that the pre-service teacher has time to demonstrate improvement in practice consistent with the required standards.

*(Please note: In extreme cases where the pre-serviced teacher's professional conduct or performance is judged by all parties to be detrimental to students or staff at the learning site; OR, where the aspects of practice identified in the 'at risk' process cannot be improved with a brief extension of time; OR, in cases where the supervising teacher and site coordinator are no longer willing to continue to support the pre-service teacher due to the severity of the issues or impact on students in the allocated class/es, the placement may be terminated and the grade of Fail awarded without any extension of time.)*

**Step 4**

An 'At-Risk' review is held on the set date as verification of corrective action to determine whether the developmental strategy has been fulfilled to the satisfaction of the supervising teacher, the site coordinator and the university supervisor.

**Step 5**

*Either*

No further action is required, and the pre-service teacher progresses successfully.

*Or*

If the pre-service teacher fails to show improvement OR address the issues of concern, the following process occurs:

- a) The pre-service teacher is informed by the supervising teacher of the supervising teacher's assessment decision;
- b) The university supervisor is contacted and the pre-service teacher is withdrawn from the learning site;
- c) The pre-service teacher receives a grade of Unsatisfactory for the placement and a grade of FAIL for the Professional Praxis unit overall.

## SECTION 3: RELEVANT POLICIES AND PROCEDURES

### Enrolment

Pre-service teachers **must be enrolled** in a CQUniversity Professional Praxis unit to be eligible for placement in a learning site. Enrolment in the relevant unit will be in the university term during which university tutorials and workshops are conducted and/or the block placement at a learning site is to occur according to the Professional Praxis calendar. Failure to submit the Refistration form by the specified Closing Date will result in a placement not being sourced for the pre-service teacher and he/she will not be able to enrol in the relevant Professional Praxis unit. Similarly, failure to enrol in the prescribed Praxis unit will result in the cancellation of the placement irrespective of whether a registration form has been submitted.

### Duty of Care

Pre-service teachers have no legal status with respect to responsibility for students they are teaching. This legal responsibility is, at all times, vested in the supervising teacher, site coordinator and learning site administrators. It is necessary, therefore, for the supervising teacher (and site coordinator, where appropriate), to undertake a risk assessment and exercise judgment in determining the reasonableness of tasks undertaken by pre-service teachers in relation to Duty of Care. **Pre-service teachers are not to be left unsupervised at any stage during a Professional Praxis placement.** Pre-service Teachers must be supervised by teachers who are currently registered with the Queensland College of Teachers, or in the case of interstate placements, teachers who are eligible for registration with the Queensland College of Teachers under mutual recognition arrangements.

### Code of Conduct

As developing professionals, pre-service teachers have the responsibility to maintain a high standard of professional conduct and to act in an ethical manner towards site coordinators, supervising teachers, all learning site personnel, parents, other community members and learners. At all times, pre-service teachers are expected to comply with the Code of Conduct of the particular learning site and adhere to all expectations as if a member of staff. In particular, pre-service teachers are expected to:

1. Treat individual learners with dignity and respect.
2. Consider themselves a member of staff and act accordingly.
3. Maintain standards of dress and personal grooming appropriate to their position as temporary members of staff and be prepared to take direction from the site coordinator if their dress or grooming is deemed to be inappropriate.
4. Adhere to learning site policies and procedures with respect to use of resources and equipment and personal use of mobile phones.
5. Use behaviour management strategies that align with the learning site's Responsible Behaviour Plan or the relevant learning site policy.
6. Use language appropriate to their position of trust in the learning site in all dealings with all relevant stakeholders including all oral and written communication.
7. Refrain from forming social relationships of a non-professional nature with learners in the learning site including contact through social networking sites.
8. Maintain strict confidentiality of all information, performance data and personal family situations relating to learners at the site.

Pre-service teachers are advised that the taking of photographs and access of learning site records must not be undertaken without the express permission of the site coordinator who will discuss the relevant protocols or guidelines at an induction meeting or orientation to the site.

In the event of a breach of conduct on the part of the pre-service teacher, particularly with respect to learners' welfare, the following course of action must be taken:

- Pre-service teacher immediately informs the supervising teacher;
- The site coordinator and the relevant university supervisor is contacted if necessary.

Pre-service teachers who show a disregard for the Code of Conduct outlined above may be removed from the learning site without the need for the 'At Risk' process being enacted. The placement will be deemed a "Fail" under these circumstances and the pre-service teacher will also receive a grade of Fail for the unit overall.

### **Working with Children Check**

Pre-service teachers who do not have in their possession a Working with Children Check (in Queensland this is a Positive Notice Blue Card) **linked** to CQUniversity for placement purposes will not be permitted to enter any learning site for purposes of completing any components of a Professional Praxis placement. In the event of a pre-service teacher's Working with Children Check expiring whilst on placement, the pre-service teacher will be withdrawn immediately until such time that a renewal is received by the University. **It is the pre-service teacher's responsibility to hold a current Working with Children Check linked to CQUniversity; upload a copy of their card (photograph) to SoniaOnline as instructed by staff from the WIL Compliance team; and ensure that an application for renewal is submitted prior to impending expiry of the card.**

### **State/Sector specific procedures or placement requirements**

Pre-service teachers must comply with the procedures for undertaking pre-service teacher placements relevant to their sector and / or the state or territory in which the placement is sought. Pre-service teachers will be advised of any of these requirements at the time of placement registration. This rule also applies to immunisation requirements for pre-service teachers in the Early Childhood course undertaking placements in early childhood education and care settings. Evidence of vaccination and immunisation or evidence of compliance with specific state regulations regarding in-school placements must be uploaded to SoniaOnline as instructed by staff from the WIL Compliance team. Failure to upload this evidence will result in a placement being cancelled.

### **Literacy and Numeracy Competence**

All students enrolled in initial teacher education courses in Australia must demonstrate competence in literacy and numeracy by completing the Literacy and Numeracy Tests in Initial Teacher Education (LANTITE) prior to graduation. **In the Master of Teaching course, pre-service teachers must register for and/or successfully complete both the Literacy test and the Numeracy test with a result of "Standard achieved" prior to submitting a Placement Registration Form for the Professional Praxis 3 and 4 placements.** In the case that a pre-service teacher has not met this prerequisite at the time of registration, the pre-service teacher can proceed to the placement for Praxis 3 only and must drop his/her enrolment in the Professional Praxis 4 unit. Subsequent enrolment in this unit (EDFE20037) and registration for placement can only proceed once the prerequisite has been met and the tests for both Literacy and Numeracy have been successfully completed with a result of 'Standard Achieved'.

Pre-service teachers should refer to the official LANTITE website for information about registration dates and test windows that ensure these tests are completed prior to registering for the linked final placements of Professional Praxis 3 and Professional Praxis 4. Registration for final placements will usually occur in September of the year prior to their scheduled timing on the Professional Praxis calendar.

## Insurance and Liability

Pre-service teachers engaged in Professional Praxis placements, (including non-assessable induction days), are covered by CQUniversity insurance in accordance with the conditions outlined below:

- Pre-service teachers **are** insured by CQUniversity Australia for public liability and professional indemnity including situations in which a Pre-service Teacher might be accused of harassment.
- Pre-service teachers **are** insured by CQUniversity Australia Student Association against personal accident and injury.
- Pre-service teachers **are not** insured by CQUniversity against medical costs arising from sickness during Professional Praxis placements. Pre-service teachers cannot be insured in this way under current legislation related to university work-integrated learning.

## Absence during Professional Praxis placements

The compulsory supervised and assessable Professional Praxis days in the Master of Teaching comprise the minimum of 60 days required to meet the QCT and AITSL requirements for formal professional experience under the guidance of a registered teacher to be eligible for graduation and subsequent teacher registration. In addition, the additional five (5) single days **are considered essential** for preparation for the Graduate Teacher Performance Assessment Task embedded in Professional Praxis 4.

**It is mandatory, therefore, that all pre-service teachers complete all Professional Praxis placement days in order to meet teacher registration and course requirements.**

**Any absence from scheduled Professional Praxis must be made up.** The nature and timing of the supplementary days will be determined by the supervising teacher or site coordinator, in collaboration with the university supervisor. In usual circumstances, make-up days should be scheduled as a continuation of the scheduled block on the pre-service teacher's return to the learning site.

Pre-service teachers who do not comply with negotiated make-up days cannot pass a Professional Praxis placement and will be awarded a grade of Unsatisfactory on the final summative report.

## Procedure for notification of absence during Professional Praxis placements

If a pre-service teacher is unable to attend the learning site for any reason, the following procedure should be adopted:

- Contact the learning site at least one hour before scheduled commencement of the daily program; leave a message for the site coordinator and supervising teacher if direct contact cannot be made stating the reason and probable duration of the absence; and, where possible, supply planning and resources for any scheduled teaching and learning due to be undertaken during the period of absence. (Email may be used to supply materials.) Pre-service teachers should note that it is inappropriate to send text messages in lieu of contacting the learning site to advise of absence for any placement day.
- Notify the relevant university supervisor of the absence either directly or through the university's WIL placement officer.
- As soon as possible after the absence, discuss with the supervising teacher any preparation requirements needed on return to the site.

With due regard to the circumstances, a pre-service teacher who is absent for more than two days may be required to withdraw and repeat the Professional Praxis placement in a later term. A pre-service teacher who is absent for more than two consecutive days in any placement must supply documentary evidence (e.g. Medical Certificate or letter from a counsellor) providing adequate grounds for the absence within five working days of such absence. Failure to do so may result in withdrawal from the learning site and a grade of 'Fail' being awarded.

### Absence under Specific Circumstances

Where a scheduled placement day falls on a public holiday (e.g. show holiday, Queen's birthday holiday, etc.), this day **MUST** be made up. A pre-service teacher who has not completed all of the days in the scheduled placement cannot pass.

The general expectation for attendance at the site is if the supervising teacher is at the learning site, the pre-service teacher should be there also. This includes, but is not restricted to, Student Free Days (SFDs) and Professional Development (PD) days. These days provide valuable learning opportunities for pre-service teachers but **do not constitute supervised, assessable placement days**.

If industrial action (i.e. a teachers' strike) occurs on a placement day, pre-service teachers are advised **not** to attend the learning site for that day as the university or learning site cannot guarantee adequate supervision. This day **MUST** be made up.

### Expectations of Pre-service Teachers

Pre-service teachers are required to contact the site coordinator prior to the commencement of the placement in order to arrange a meeting that will usually include a brief orientation/induction to the learning site. Some site coordinators may require a brief meeting only or may provide relevant policy documents and induction booklets in hard copy or online rather than require attendance for a full induction day.

**It is a formal expectation, in relation to all aspects of the Professional Praxis placement, that pre-service teachers will prepare thoroughly for teaching experiences and will provide evidence of such preparation in written form to their supervising teacher/s before they teach a lesson. Consequently, pre-service teachers will present their preparation to the supervising teacher prior to the commencement of the learning site day or as negotiated or required by the supervising teacher.**

Specific expectations for planning, teaching, observation, evaluation and reflection are outlined in detail in the Information and Guidelines for the Supervision and Assessment of Pre-service Teachers booklet for each specific Professional Praxis unit. Please refer to the relevant booklet for further information.

### Dress Standards

The site coordinator at the learning site has the right to set the dress standard in line with the ethos and policy of the site. The university supervisor will fully support colleagues in learning sites to require pre-service teachers to meet the site's dress standards. Pre-service teachers must present themselves at their learning site in neat professional attire at all times. If no written policy is made available or no specific direction provided, pre-service teachers should dress based on the standard of dress displayed by the learning site's senior staff. Failure to do so may lead to exclusion from the site until the matter is addressed and the pre-service teacher must make up any lost time.

Pre-service teachers should also remember that they represent not only themselves as professionals, but CQUniversity students as a group, and the impression which a pre-service teacher imparts in all forms of presentation will impact upon the site's acceptance of future placements.

Other specific dress standard requirements are:

- Clothes must be pressed/ironed and professional.
- Thongs are not permitted at any time.
- Shirts must be buttoned up.
- T-shirts (shirts without a collar for male pre-service teachers) and jeans are not considered appropriate professional attire for pre-service teachers
- Closed-in shoes are required for some work areas.



- A hat is required for playground duty (a Workplace Health and Safety requirement for teachers).
- Personal hygiene and grooming is to be of a high standard (e.g. deodorant and hair care).
- CQUniversity name badges should be purchased through the university bookshop and worn on each placement day.
- If the learning site policy requires a pre-service teacher to wear or display a 'Visitor's card' during the placement, this condition must be adhered to.

### Arrival and Departure Times

Pre-service teachers are expected to arrive at the learning site no later than 45 minutes before the start of the day (or earlier if required by a particular learning site) and remain until the scheduled end of the work day (including specific professional activities where required) on each day of their placement. Pre-service teachers **must not leave** the learning site grounds between the above mentioned times without the knowledge and approval of the site coordinator or their nominee. Discussion with the site coordinator is necessary if pre-service teachers feel they need to leave at an earlier time for a valid and substantiated reason.

### Use of Learning Site Resources

It is expected that pre-service teachers treat all borrowed resources with care and return them in the same condition as when they were borrowed. Under no circumstances are pre-service teachers to borrow resources without the explicit permission of staff. In many cases, learning sites will have borrowing protocols that pre-service teachers must adhere to at all times. All resources must be returned prior to completion of the relevant placement.

### Permission to Teach

Permission to teach (PTT) is a process administered by the Queensland College of Teachers which grants approval for the employment of persons who are not registered teachers in state or non-state schools in Queensland. Similar processes that permit the employment of persons who are not registered teachers exist in other Australian states and territories. Applications for PTT are made when a school or employing authority has a vacant position that cannot be filled by a registered teacher. More information about PTT applications and approval can be found on the Queensland College of Teachers website at <http://www.qct.edu.au/registration/other-approval-permission-to-teach>.

The university **does not** apply for PTT for pre-service teachers. In circumstances where an employing authority names a pre-service teacher as a prospective employee in a declaration submitted for a PTT application, the university may be asked to provide documentation outlining arrangements in place for the completion of professional experience placements and university coursework. This letter of support will be provided following a conversation clarifying the conditions for these aspects of the course with the Academic Director of Professional Practice. Any pre-service teacher employed under a PTT contract (or similar arrangement in other Australian states or territories) must advise the Professional Experience Office and provide evidence of the contract.

On the advice of the Queensland College of Teachers, a period of PTT **will not exempt** a pre-service teacher from completing a supervised assessable placement. All placements with the exception of Professional Praxis 4 **must be completed outside of the paid contract time and must be completed under the supervision of a registered teacher at all times**. The final placement of Professional Praxis 4 is the only placement that may be completed concurrently with a Permission to Teach contract.

In instances where a pre-service teacher completes the Professional Praxis 4 placement concurrently with the PTT contract, the pre-service teacher must still enrol in the relevant university unit and complete all

other required assessment, including the Graduate Teacher Performance Assessment (GTPA). In these circumstances, the pre-service teacher's direct supervisor at the school/learning site will be required to assess achievement of the Australian Professional Standards for Teachers at Graduate level during the period of time that aligns with the scheduled placement. This assessment will include completion of the electronic Final Summative report for the placement.

## **APPENDIX 1 – ABOUT THE ‘AT RISK’ FORM**

Please find the ‘At Risk’ form on the following page.

This form is to be used in the event of a pre-service teacher receiving *Unsatisfactory* grades for Working Portfolio Checks on any assessable days of the Professional Praxis placement OR when the rating of “Below expected level” (B) is awarded for any Standard descriptor on the Interim Report OR when the supervising teacher raises concerns about the pre-service teacher’s progress at any time throughout the placement. The form is to be completed in consultation with the appointed university supervisor for the placement. Please refer to Section 2 of this handbook for further details about the ‘At Risk’ process.

### CQUniversity - Pre-service Teacher - 'At Risk' Form

Pre-service Teacher:	Learning site:	Date: ___ / ___ / ___
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This form is used to formally notify a pre-service teacher that they are currently 'At Risk' of failing the Professional Praxis placement. The pre-service teacher, supervising teacher, site coordinator and delegated university supervisor should meet to determine the reasons for the assigned 'At Risk' status. An expected outcome of this meeting is the development of appropriate strategies to address the issues and promote progress consistent with the required Standards outlined in the Final Summative Report in the Information and Guidelines for the Supervision and Assessment of Pre-service Teachers booklet for the relevant placement.

	Key reasons for being deemed 'At Risk'	Developmental strategy/Corrective action	Review Date	Key Support Person	Pre-service Teacher's signature	Verification of Corrective Action (Completed by ST)
1						
2						
3						
4						

Comments: \_\_\_\_\_

Signatures:

Site Coordinator and/or Supervising Teacher	Pre-service Teacher	University Supervisor