

Professional Practice Handbook

School of Education and the Arts

Bachelor of Education (Primary/Early Childhood)



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Welcome from the Dean, School of Education and the Arts

This Handbook is designed to provide details of the principles governing our Professional Practice units and an overview of the expectations of those involved in pre-service teacher placements.

Professional Practice provides our students with the opportunity to undertake frequent and authentic learning experiences in educational settings and is a strong feature of our Bachelor of Education courses. To enable us to provide these Professional Practice opportunities, we are sincerely grateful for the support of schools and early learning centres that assist in the professional learning of our pre-service teacher education students.

I would like to thank you for your continued support of CQUniversity's pre-service teachers and the valuable professional experiences you provide for our students.

Regards

Professor Bill Blayney

Dean, School of Education and the Arts
CQUniversity Australia

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Introduction

This Handbook is designed to be used in conjunction with the Information and Guidelines booklet specific to each placement undertaken by CQUniversity's pre-service teachers. It provides supplementary information to clarify the policy and procedures and key roles and responsibilities that underpin the university's goal of delivering a high-quality professional initial teacher education course in partnership with our valued professional colleagues.

The Handbook is divided into four sections.

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

Section 2: An outline of placement processes for all pre-service teachers;

Section 3: An overview of assessment processes and criteria for making judgements on pre-service teachers' performance during Professional Practice placements;

Section 4: Other policy, procedures and expectations relevant to eligibility for placement and the performance and supervision of pre-service teachers in schools/early learning centres/other educational sites during Professional Practice.

In addition, the Handbook is supported by the university's **Professional Experience website** which can be accessed at <https://www.cqu.edu.au/about-us/structure/schools/ea/professional-experience>. The website contains a range of useful resources and support materials for all participants in the program of Professional Practice completed by CQUniversity pre-service teachers.

CQUniversity Professional Practice Terminology

The key terms outlined below incorporate definitions from the 'Professional experience glossary of terms' which is part of the suite of documents for the Queensland Professional Experience Reporting Framework. All documents related to this framework, including the 'Professional experience glossary of terms', can be found online at www.teach.qld.gov.au. (See the 'Become a Teacher' tab.)

Professional Practice

Professional Practice is the name given to the suite of CQUniversity units (subjects) that include the placement of a pre-service teacher in a school or other suitable learning site for the purpose of undertaking supervised, assessable teaching practice in an authentic setting. The placement is a major component of the assessment for Professional Practice units.

Pre-service Teacher

A pre-service teacher is a CQUniversity student enrolled in an initial teacher education course including the Bachelor of Education (Primary) and the Bachelor of Education (Early Childhood).

Site Coordinator

A site coordinator is a representative from the placement setting who acts as a link between the university and the school or other approved learning site and who supports all aspects of Professional Practice placements in collaboration with the pre-service teacher, the supervising teacher and university staff. Site coordinators liaise with CQUniversity staff to organise and supervise the placement of pre-service teachers in their respective schools or educational settings and are also responsible for the induction and orientation of pre-service teachers to the site. The role attracts remuneration that is paid at a rate per cohort of pre-service teachers for any given placement.

Learning Sites

Learning sites include schools and early years contexts such as childcare centres, pre-schools and kindergartens where registered teachers (or teachers eligible for registration on the basis of experience and qualifications) can be engaged as suitable supervising teachers. The university's links with the learning site provide access for pre-service teachers to current practice, education specialists and opportunities to apply emerging professional knowledge and practice in an authentic setting.

Supervising Teacher

A supervising teacher is the person responsible for the direct supervision and assessment of the pre-service teacher and acts as both a mentor and guide for the pre-service teacher throughout the placement. He/she models effective teaching practice and supports the professional learning and engagement of the pre-service teacher through supervision, collegial discussion and constructive feedback on observations of classroom practice. As the pre-service teacher's experience and knowledge grows throughout each year level of the degree course, he/she works 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 their professional development and learning during the placement. The supervising teacher is also responsible for assessing the pre-service teacher's progress against criteria aligned with the Australian Professional Standards for Teachers during and at the end of the placement. A supervising teacher is a registered teacher with the Queensland College of Teachers (QCT); or, in the case of placements outside Queensland or placements in a learning site other than a school, a teacher who would be recognised for the role under the QCT's mutual

recognition provision, or, by the Australian Children's Education and Care Quality Authority (ACECQA) by way of his/her qualifications and experience.

University Supervisor

The university supervisor is the university academic staff member on each CQUniversity campus who is responsible for supporting pre-service teachers and supervising teachers during Professional Practice placements at a particular level of the initial teacher education course. The university supervisor communicates with site coordinators and supports supervising teachers in making assessment judgements on pre-service teachers' performance during placements. University supervisors receive administrative support from university staff known as work-integrated learning (WIL) placement officers on each campus.

University WIL Placement Officer

The university WIL placement officer coordinates all administrative functions of the placement process including initial requests for placements at schools or learning sites, distribution of materials and processing of claims for payment.

SECTION 1: Professional Practice Overview, Roles and Responsibilities

Overview of CQUniversity's Professional Practice Units

The **Bachelor of Education** is a four year undergraduate degree course accredited by the Queensland College of Teachers under National Program Standards and Procedures for initial teacher education. Pre-service teachers specialise in one of the following courses: Primary or Early Childhood.

Professional Practice units (subjects) within these courses build pre-service teachers' knowledge and skills of classroom practice through professional experience placements in schools/educational settings. These placements provide pre-service teachers with opportunities to make links between theory and practice as they learn from qualified practising teachers in an authentic setting. The principle informing the design of professional experience at CQUniversity is that pre-service teachers should be actively engaged in the setting to build their confidence, knowledge and skills for teaching. Pre-service teachers should demonstrate that they are committed and willing to learn; take advice and show initiative; and continually evaluate the impact of their teaching practice on student learning.

The expectations for Professional Practice units escalate as pre-service teachers progress through the course and culminate in demonstration of the Australian Professional Standards for Teachers (Graduate Career Stage) in final year placements. As well as being the defining framework for the design of initial 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 supervising teachers. All reporting forms for professional experience in the Bachelor of Education courses are based on the focus areas of the seven Standards. Pre-service teachers are expected to demonstrate specific evidence of meeting these focus areas in a university-based assessment task that requires the development and refinement of a portfolio of evidence of the impact of their practice on student learning at the conclusion of each placement. The Standards are available from the Australian Institute for Teaching and School Leadership website at <https://www.aitsl.edu.au/teach/standards>.

Appendix 2 of this Handbook (See pages 32 - 34) provides an overview of the Standard descriptors assessed during each placement in schools/learning sites. The overview shows the learning progression of pre-service teachers towards demonstration of the Australian Professional Standards for Teachers (Graduate Career Stage). Indicators in the matrix show where a Standard descriptor is introduced as the focus of new professional learning in a unit and where pre-service teachers would be expected to have the experience and knowledge from coursework to fully demonstrate the Standard descriptor. The matrix can be used to clarify expectations for each placement and to identify elements of the Standards previously demonstrated that should continue to be evident in the pre-service teacher's practice. Supervising teachers should refer to the overviews in conjunction with the Information and Guidelines booklet for each specific Professional Practice unit.

Course maps which show the placement of Professional Practice units relative to university coursework are included in Information and Guidelines booklets to help supervising teachers see at a glance the prior knowledge that pre-service teachers bring to Professional Practice placements at each stage of their development.

Professional Practice placements comprise a partnership between the university and the school's/learning site's teaching professionals. This partnership shapes the roles and responsibilities of all key personnel and takes the form below for students enrolled in the Bachelor of Education courses at CQUniversity.

Formal Supervised Placement Days (assessable – paid supervision)

Assessable components of professional experience placements include:

- Continuous block placements with a mandatory number of placement days.
- Criteria for demonstrating expectations outlined in detail in the Information and Guidelines booklet for Professional Practice units throughout the course of study.

Tutorials/Workshops

Pre-service teachers participate in weekly tutorials throughout the term for the Professional Practice 1, 2 and 3 units and complete university-based assessment tasks that align with the focus of the school/site-based assessable placement. These tutorials are face to face for on-campus students while students studying by distance participate in online tutorials, discussion forums and/or workshops. Participation in these tutorials is compulsory in preparation for the block placement and students must have at least an 80% attendance record (or have completed equivalent preparatory work) and receive a grade of Pass on Assessment Task 1 for the relevant Professional Practice unit to be eligible to complete the continuous placement block.

Overview of Primary/Early Childhood Professional Practice placements

Consistent with the recommendations of QCT and AITSL for experience in a range of learning contexts, pre-service teachers in the Bachelor of Education (Primary) and Bachelor of Education (Early Childhood) must:

- Complete supervised assessable placement in a minimum of at least 2 schools / learning sites;
- Experience teaching practice in more than one year or age level with pre-service teachers in the Bachelor of Education (Early Childhood) completing at least one placement in a middle/upper primary class

The table below provides a brief summary of each placement, details about its structure and duration and a link to the relevant Information and Guidelines booklet on CQUniversity's Professional Experience website. In addition to this program of professional experience, pre-service teachers enrolled in the Bachelor of Education (Early Childhood) complete a placement in a child care setting working with children aged birth to two years. (Please note that a separate Handbook and Information package pertain to this childcare placement.)

Unit	Structure	Overview
Professional Practice 1 (Introduction to Teaching)	15-day (3 week) continuous block (assessable)	Pre-service teachers are introduced to teaching practice in schools or other suitable educational settings in the PP1 placement. They apply knowledge gained throughout the first year of study to practise the skills of observing teaching and learning; gathering, interpreting and using information about the impact of their practice on student learning to modify and improve planning and teaching; and communicating effectively in educational environments. Pre-service teachers are assessed against selected focus areas of the Australian Professional Standards for Teachers at a level appropriate for their stage of development . They maintain professional records of their practice in the form of a working portfolio and compile evidence of the impact of their teaching on student learning in a university-based assessment task on completion of the placement. A major emphasis of this placement is the development of the disposition for ongoing professional learning through reflection and evaluation of teaching practice in terms of the impact of teachers' planning decisions on student learning.
Professional Practice 2 (Primary) - Classroom Management	20-day (4 week) continuous block (assessable)	Pre-service teachers extend their practice in the PP2 placement as they learn to plan proactively for the safety, support, inclusion, management and engagement of all learners. They apply knowledge gained from curriculum units to focus on literacy, numeracy and the use of ICTs to improve student learning and plan, teach and evaluate lesson sequences that incorporate a range of teaching strategies and resources. Pre-service teachers critically reflect on the impact of their teaching on student learning and select evidence that shows engagement with the focus areas of the Australian Professional Standards for Teachers in a university-based assessment following the placement.

<p>Professional Practice 2 (Early Childhood) - Kindergarten*/Pre-school placement</p> <p>*Please note the term 'Kindergarten' refers to terminology currently used in QLD for non-compulsory education and is interchangeable with 'Preschool' or 'pre-prep' in other Australian states and territories</p>	<p>20-day (4 week) continuous block (assessable)</p>	<p>Professional Practice 2 for Early Childhood is a placement in a kindergarten or pre-prep setting with learners in the 3-5 year age range. Pre-service teachers are expected to create learning environments that are underpinned by responsive relationships with children and that support wellbeing, belonging, and learning. They apply knowledge gained from curriculum and early childhood courses they have studied to plan, implement, respond to and evaluate learning experiences that incorporate the principles and pedagogies outlined in <i>Belonging, Being and Becoming: The Early Years Learning Framework for Australia</i> (DEEWR, 2009). The focus of the placement is the use of pedagogies that support the children's engagement with and learning in literacy and numeracy; the use of ICTs with children to improve learning; and observation and enactment of strategies that support children to manage their own behaviour and respond appropriately to the behaviour of other learners.</p>
<p>Professional Practice 3 - Managing the differentiated classroom OR The Catholic School Placement</p> <p>*The Catholic School Placement is the equivalent unit for students in the Catholic Education strand of the Bachelor of Education courses</p>	<p>20-day (4 week) continuous block (assessable)</p>	<p>Pre-service teachers enhance their ability to design, adapt and implement teaching sequences that cater for the diverse needs of learners in mainstream classrooms in the PP3 placement. They develop understanding of the use of assessment for learning as integral to informed curriculum decision-making and differentiation practices. They apply this knowledge in classroom contexts to modify lesson plans and learning sequences in all curriculum learning areas in response to class profiling data that accurately records the strengths, needs and learning preferences of individuals and groups. Pre-service teachers develop formative and summative assessment strategies for monitoring student learning and achieving alignment between curriculum, pedagogy and assessment and practise the use of a range of teaching strategies including questioning techniques and the provision of timely descriptive feedback to build effective relationships with learners and improve student outcomes. Pre-service teachers compile evidence of the impact of their practice on student learning for a university-based assessment task following completion of the placement.</p>
<p>Professional Practice 4 - Engaged Teaching and Learning</p>	<p>5 single day visits (preparation for the Graduate Teacher Performance Assessment)</p> <p>25-day (5 week) continuous block (assessable)</p>	<p>Professional Practice 4 provides opportunities for the full immersion of pre-service teachers in all aspects of classroom practice, engagement with school communities and critical reflection. Pre-service teachers use the Australian Professional Standards for Teachers (Graduate Career Stage) as the basis for monitoring and documenting their professional learning and practice and for the purpose of setting professional learning goals. During PP4, pre-service teachers</p>

		<p>demonstrate their readiness to teach through a Graduate Teacher Performance Assessment Task and through achievement of the Australian Professional Standards for Teachers (Graduate Career Stage). Reporting for the placement occurs through CQUniversity's electronic version of the common final year reporting framework currently in use in Queensland. An example of the report can be viewed at The Final Professional Experience Recommendations (Queensland Government, Department of Education and Training, 2015).</p>
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In addition to the professional experience program outlined above, pre-service teachers in the Bachelor of Education (Primary) and the Bachelor of Education (Early Childhood) will demonstrate expert content knowledge, pedagogical content knowledge and effective teaching practice through a university-based practical task prior to commencing the Professional Practice 4 placement. This task focuses on the application of specialised knowledge from an area of primary specialization (English Maths or Science for Primary pre-service teachers and English for Early Childhood pre-service teachers). Pre-service teachers will create audio and video resources that support student learning in face-to-face and remote settings as a key focus of this task.

Roles and Responsibilities of Key Personnel

Each Professional Practice placement involves several key people: the pre-service teacher; the site coordinator; the supervising teacher/s; the university supervisor; and the university WIL placement officer. The respective roles and responsibilities of each placement partner are detailed below. Further information and resources for each role can be accessed by following the hyperlink to the Professional Experience website.

Role	Responsibility
Pre-service Teacher	<p>Apply for a Working with Children Check (WWCC) (positive notice Blue Card in Queensland or its equivalent in other Australian states and territories) linked to the university for placement purposes and ensure that it remains current during the period of the placement.</p> <p>Submit a signed 'Placement Registration' Form through SoniaOnline in the university term prior to commencement of the scheduled Professional Practice unit (or earlier if requested); identifying previous placements, year levels and any potential conflicts of interest at prospective learning sites.</p> <p>Maintain an attendance rate of at least 80% (or other equivalent preparation as required by the unit coordinator/tutor) to prepare for the block placement.</p> <p>Receive a passing grade on Assessment Task 1 for Professional Practice 1, 2 and 3 units to proceed to the block placement.</p> <p>Observe the rules and professional expectations of staff members at the learning site (as communicated by the site coordinator or supervising teacher).</p> <p>Read relevant school policy documents and implement practices consistent with these policies.</p> <p>Undertake all tasks and activities outlined in the relevant Information and Guidelines booklet.</p> <p>Keep an up-to-date and organised working portfolio that records evidence of all planning, teaching, assessment and reflection tasks and make it available for perusal by supervisors for the duration of the placement.</p> <p>Discuss progress with the supervising teacher and set professional learning goals for improvement in teaching practice in response to feedback, the supervising teacher's classroom observations, and ratings on the Interim Report (PP1-4).</p> <p>Sight, sign and submit electronic reporting documentation on completion of each placement.</p> <p>Attend staff meetings and/or orientation sessions conducted by the site coordinator or other school-based personnel as directed.</p> <p>Present the day's preparation to the supervising teacher at a mutually agreed time each morning or as requested. In the case of continuous teaching, pre-service teachers should present their planning for the ensuing week to the supervising teacher each Monday morning.</p> <p>Complete the final university-based assessment task for the relevant Professional Practice unit by selecting evidence of the impact of their practice on student learning and reflecting on their engagement with (PP1, PP2 and PP3) or demonstration of (PP4) the Australian Professional Standards for Teachers (Graduate Career Stage).</p>

<p>Site Coordinator</p>	<p>Arrange placement of the pre-service teacher with an appropriate supervising teacher.</p> <p>Liaise with CQUniversity staff 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, school or site procedures and professional conduct during the placement.</p> <p>Disseminate Information and Guidelines booklets, reporting materials and pay claim documentation to supervising teachers.</p> <p>Support the supervising teacher in assessment of a pre-service teacher experiencing difficulty in meeting any expectations of the placement.</p> <p>Notify the university supervisor immediately if a pre-service teacher's progress or professional conduct is below expectations.</p> <p>Complete the 'at-risk' form as per the 'at-risk' procedure in conjunction with the university supervisor, the supervising teacher and the pre-service teacher, when required.</p> <p>Return pay claim documentation to the Professional Experience Office or Placement Officer for processing.</p>
<p>Supervising Teacher</p>	<p>Provide opportunities for pre-service teachers to complete all professional learning tasks and activities as outlined in the relevant Information and Guidelines booklet.</p> <p>Facilitate opportunities for pre-service teachers to observe teaching practice and discuss the reasoning for the selection of observed pedagogical, assessment or management strategies.</p> <p>Assist pre-service teachers with their preparation for lessons and learning sequences.</p> <p>Supervise and complete written observations of the pre-service teacher's practice on the focus areas outlined in the relevant Information and Guidelines booklet and provide constructive feedback to confirm or improve aspects of practice.</p> <p>Provide verbal and/or written feedback to pre-service teachers that indicates present strengths and areas for development against the focus areas of the Australian Professional Standards for Teachers for the specific placement.</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>Complete the Interim Report and Final Summative Report to rate the pre-service teacher's progress against the criteria outlined in the Guide to Making Judgements for the placement. On completion of the placement, complete the electronic Final Summative Report by following the link provided in email communication and submit the form for viewing and signing by the pre-service teacher and the university supervisor.</p> <p>Return all claim forms for payment to the Professional Experience Office/Placement Officer for processing.</p>

<p>University Supervisor</p>	<p><i>The university supervisor is an academic staff member based on each CQUniversity campus including a designated 'university supervisor (distance)'.</i></p> <p>Provide information and clarification of the expectations for Professional Practice placements to supervising teachers and site coordinators.</p> <p>Maintain contact with the school or site-based partners throughout the placement.</p> <p>Conduct at least one site visit during the assessable block component of the placement to support and monitor the pre-service teacher's progress and support the supervising teacher in making judgements on pre-service teachers' achievement against the Australian Professional Standards for Teachers. (Where physical site visits are not possible, phone and email contact will be used for this purpose.)</p> <p>Monitor pre-service teachers deemed to be 'at-risk' and mediate the process and completion of the 'at-risk' documentation including the Pre-service Teacher Support Plan.</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>When the university supervisor is also the pre-service teacher's tutor for the unit, he/she will prepare pre-service teachers for the Professional Practice placement through the delivery of university-based tutorials and workshops, monitor attendance and preparedness of pre-service teachers, and mark assessment to determine eligibility for proceeding to the block placement (PP1-3 only).</p> <p>Moderate pre-service teachers' evidence of their practice and impact on student learning by marking the university-based portfolio assessment task, where relevant.</p> <p>Finalise, sign and submit the electronic Final Summative Report to record the pre-service teacher's grade for the placement.</p>
<p>University WIL Placement Officer</p>	<p>Coordinate all administrative functions of the placement process including initial requests for placements, distribution of materials to schools or learning sites and processing of claims for payment.</p> <p>Ensure compliance with the requirements for pre-service teachers in relation to Working with Children Check legislation.</p> <p>(University WIL placement officers can be contacted directly by emailing the Professional Experience Office at WIL-EduArts@cqu.edu.au.)</p>

SECTION 2: Policy related to the Placement of Pre-service Teachers

Pre-requisites

Pre-service teachers must be enrolled in a CQUniversity Professional Practice unit and be in possession of a current Positive Notice Blue Card (or equivalent 'Working with Children check' issued in other Australian states or territories) to be eligible to commence a placement in a school/early learning centre/educational site.

Progression through the planned program of professional experience and eligibility to undertake a placement is also dependent on pre-service teachers' prior knowledge of curriculum content, pedagogical content knowledge and the skills underpinning the planning, management, teaching and reflection tasks embedded in each placement. This knowledge and understanding is demonstrated through successful completion of university-based assessment tasks embedded in the units for Professional Practice 1, 2 and 3.

Pre-service teachers should be aware that a placement at any suitable educational site will not be sought or finalised if the eligibility requirements, including completion of pre-requisite units, have not been met.

From 2018, to be eligible for the final placement (Professional Practice 4), pre-service teachers will be required to provide evidence of successful completion of both components of the national Literacy and Numeracy Test for Initial Teacher Education (LANTITE).

Pre-service teachers are expected to **register and sit for a first attempt at both components of the test no later than Test Window 4 of their second year** (or equivalent) to ensure adequate support for successful completion of the tests is provided, if required. For further information about LANTITE and to view details of test dates and registration processes, see <https://teacheredtest.acer.edu.au/>.

General Information about Placements

Placements should be completed as per the structure identified in the [Professional Practice Calendar](#). (Annual calendars can be accessed from the Professional Experience website at the beginning of each academic year.) In situations where variations to the dates shown on the calendar are unavoidable, the pre-service teacher should obtain approval for changes to the placement schedule from the Head of Course or the Academic Director of Professional Practice (or their delegate) by submitting a 'Student Request for Variation to Placement Dates' form. This form is available through [SoniaOnline](#) under the Forms tab.

Pre-service teachers will be placed in learning sites by university staff responsible for this role on each campus. Placement of pre-service teachers aims to ensure that they benefit from experiencing practice in a range of schools and year levels and are placed with suitable supervising teachers.

Students enrolled in the Bachelor of Education (Early Childhood) will complete the placement for Professional Practice 2 in a kindergarten (or early learning centre) under the supervision of a teacher whose teaching qualification is recognised by the Australian Children's Education and Care Quality Authority (ACECQA). See <http://www.acecqa.gov.au/>

Pre-service teachers must be aware that they cannot receive remuneration in any form for duties carried out as part of Professional Practice placements.

Request for a Placement by a Pre-service Teacher

Placements are organised **in the university term prior to the commencement of tutorials** for the relevant Professional Practice unit.

First year pre-service teachers enrolled in a Bachelor of Education course as full-time students will be contacted by a university placement officer early in university Term 1. Placement officers will provide information for pre-service teachers about placement procedures and eligibility for completing a placement **in the subsequent term; a link to a 'Placement Registration' form and instructions for its completion; and,**

information about the application or validation process for obtaining a Working with Children Check linked to the university for placement purposes.

Similarly, pre-service teachers in subsequent year levels of the course will be contacted by a university placement officer regarding the timely notification and submission of a 'Placement Registration' form for a scheduled placement. **Registration forms must be received by the placement officer by the nominated due date on the form.**

Placement registration forms require information about previous placements and year levels (where relevant) and notification of any potential conflicts of interest affecting placement at a particular site. In usual circumstances, pre-service teachers will not be placed at a site where a conflict of interest exists. Examples of potential conflicts of interest that typically arise include:

- A spouse/partner or family member is employed at the site.
- Children, siblings or children of close family members are enrolled as students at the site.
- Employment at the site (e.g. as a teacher aide, casual music or dance teacher, etc).

All pre-service teachers who are eligible for a Professional Practice placement must follow the process outlined below to ensure that a suitable placement is organised in a timely manner.

- Complete all required sections of the 'Placement Registration' form; declare any potential conflicts of interest that affect placement in a particular school or learning site; and, acknowledge and sign the declaration that the information provided is correct.
- Submit the completed form through SoniaOnline by the due date.
- Follow all instructions for applying for a Working with Children Check provided at the time of enrolling in the course or registering for placement.

Please note that the late return of a 'Placement Registration' form may result in delays in course progression and inability to complete the scheduled placement due to the lack of time available for sourcing and securing a placement.

All instructions for submission of a 'Placement Registration' form that apply to Professional Practice units as outlined above also apply to students who are enrolled in a Bachelor of Education course in Distance mode. Pre-service teachers who are studying through a designated CQUniversity hub should liaise with the hub coordinator for any specific information regarding placement processes in these settings.

Any queries regarding the process for placement registration should be directed to the Professional Experience Office by emailing WIL-EduArts@cqu.edu.au.

Organisation of Pre-service Teacher Placements

Pre-service teachers will be placed in approved educational settings within the local area where they reside, unless placement staff are otherwise notified through information provided on the 'Placement Registration' form. In interstate locations and the south-east Queensland metropolitan area, pre-service teachers may be asked to provide the names of placement sites within suitable travel distance of their place of residence. All information of this nature must be for a placement in an **approved** educational setting (i.e. a school or learning site and year level appropriate to the course specialisation).

On receipt of a completed 'Placement Registration' form, the university WIL placement officer will contact the site coordinator (Principal, Deputy Principal, Director or other nominated staff member of the preferred learning site) to request a placement with a registered and experienced supervising teacher in a year level suitable for the particular Bachelor of Education course in which the pre-service teacher is enrolled; or, where possible for pre-service teachers in second or subsequent stages of the course, a year level where the pre-service teacher has not yet gained experience.

Pre-service teachers enrolled in any mode (including distance) must be aware that it **will not be permissible** to complete all placements throughout the course in the same school or educational setting to meet the recommendations of the Queensland College of Teachers and the Australian Institute of Teaching and School Leadership with respect to the breadth and depth of pre-service experience. In addition, under usual circumstances, university staff will attempt to place pre-service teachers at sites or with class groups where family members or work roles do not impact on the placement.

At the time of making contact with potential learning sites, WIL placement officers will outline relevant information regarding the structure of the placement; expectations for the required tasks and activities outlined in the Information and Guidelines booklet; and, the supervision and assessment procedures and arrangements. The prospective site coordinator will confirm the offer of a placement to establish a partnership between the university and the school/learning site for the conduct and management of the placement. The placement officer will supply site coordinators and supervising teachers with electronic copies of Information and Guidelines booklets and reports.

On conclusion of these processes, the pre-service teacher will be advised of confirmation of a placement site through Sonia and should approach the nominated site coordinator following the process for initial contact outlined in the following section of this handbook. In usual circumstances, placement details will be released to pre-service teachers **two weeks prior to the commencement of the scheduled placement**. Pre-service teachers should refrain from contacting the Professional Experience Office to enquire about the location of their placement prior to this time to avoid distraction from the essential task performed by WIL placement officers in sourcing and securing placements.

Pre-service teachers will be advised of the contact details for their allocated university supervisor at the time of confirmation of the placement details, if known. The university supervisor will maintain contact with all participants by telephone, email or site visits to ensure expectations for the placement are clarified and to participate in the monitoring and assessment of pre-service teachers' progress.

Initial Contact between Pre-service Teachers and Site Coordinators

Once the placement has been confirmed by the university, pre-service teachers are required to contact the nominated site coordinator prior to the commencement of the placement to introduce themselves. Depending on site policy and the site coordinator's availability, a meeting and induction to the site may be organised. Pre-service teachers should take their WWCC (positive notice Blue Card in Queensland) to the first meeting with school/site staff: and, where possible, meet their supervising teacher/s and confirm expectations for presenting at the site on the first placement day (e.g. expected arrival times, dress code, sign-in procedures, etc.)

Placement of Pre-service Teachers (Distance)

All requirements for successful engagement in and completion of a Professional Practice placement that apply to the management of placements for pre-service teachers enrolled on a regional campus also apply to the placement of distance pre-service teachers. Specifically, to continue with the block placement, distance pre-service teachers must:

- Attend and actively engage in the online tutorials and workshops conducted by the university lecturer or complete other preparation activities as deemed appropriate to be prepared for success.
- Achieve a grade of Pass for Assessment Task 1 for a Professional Practice unit (where relevant).

In addition, distance pre-service teachers will be required to provide copies of the following materials for review by the university supervisor at nominated times during the assessable placement block:

- Examples of planning or other set tasks/activities for the purposes of feedback, support and moderation.
- Reflections on professional learning and progress towards demonstrating the focus areas of the Australian Professional Standards for Teachers relevant to the placement.

Withdrawal from a Professional Practice Unit before Census Date

Pre-service teachers may withdraw from a Professional Practice unit **before Census Date** without academic penalty. In the event of withdrawal, the pre-service teacher must notify his/her placement officer immediately. If any part of the placement has commenced, the pre-service teacher should also advise the site coordinator and supervising teacher of his/her withdrawal from the placement. Pre-service teachers are responsible for the prompt return of any planning resources or teaching materials to the supervising teacher or site.

Pre-service teachers who have withdrawn from Professional Practice units should email the Course Advisor at spc@cqu.edu.au to request a revised course planner.

Students who withdraw from the same Professional Practice unit more than once, without appropriate notice or documentation to support special consideration circumstances, **may experience delay in the confirmation of a future placement until after Census Date.**

Withdrawal from a Professional Practice Placement after Census Date

Withdrawal from a placement at a school or learning site due to illness or other extenuating personal circumstances that arise **after Census Date** 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. In usual circumstances, the deferred placement should be commenced within a period of no longer than twelve months from the original scheduled placement.

Pre-service teachers who are unable to commence deferred placements for a Professional Practice unit within the twelve month timeframe will be advised to apply for withdrawal without academic or financial penalty from the unit and re-enrol in a subsequent offering of the unit once the medical or personal issues affecting placement have been resolved. In circumstances where a pre-service teacher has withdrawn from a placement for physical, mental or emotional health reasons, he/she may be required to provide documentation that attests to his/her fitness before arrangements for a placement at a new site are made.

Deferred placements will be scheduled at a time during the university term that does not impact on a pre-service teacher's participation in coursework or assessment for any other units of study. The timing of deferred placements will be decided in conjunction with the Head of Course and the Academic Director of Professional Practice. Pre-service teachers must submit a 'Request for Variation of Placement Dates' form so that accurate information is recorded in the Sonia database.

Withdrawal due to Unsatisfactory Progress

A pre-service teacher who withdraws from a placement following feedback that he/she is not making satisfactory progress towards demonstrating the criteria for 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.

Pre-service teachers may be required to withdraw from a placement if their performance is judged by the supervising teacher, site coordinator and/or the university supervisor to be detrimental to the welfare or learning of students in the class/group in which they are placed. Inappropriate professional conduct and poor teaching performance that negatively affect student learning outcomes, behaviour or safety may be the basis of the decision to terminate a pre-service teacher's placement at a school or 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 the Professional Practice unit overall.

Once the placement has commenced, a pre-service teacher may withdraw without penalty from the school or learning site **only under exceptional circumstances** accepted by the university supervisor in consultation with the site coordinator or supervising teacher. Withdrawal under any other circumstances will result in a rating of 'Unsatisfactory' for the placement and a grade of Fail for the unit.

SECTION 3: Assessment of Professional Practice

Assessment of Pre-service Teacher Performance

Assessment of pre-service teacher performance occurs in specific focus areas of the Australian Professional Standards for Teachers at a level of achievement that is consistent with the pre-service teacher's learning progression in the Bachelor of Education course. Information and Guidelines booklets for each Professional Practice placement identify the Standards to be addressed and include a Guide to Making Judgements on the achievement of pre-service teachers relative to their stage of development of professional knowledge and skills in the overall structure of the four-year degree.

Assessment and monitoring of pre-service teachers' progress in a placement occurs through four key mechanisms used by the supervising teacher. These are:

1. Working portfolio checks.
2. Classroom observations on an agreed focus of pre-service teachers' practice throughout the assessable days.
3. Completion of an Interim Report at the midway point of the placement.
4. Completion of the Final Summative Report in electronic form at the end of the placement.

Working Portfolio Checks

The daily attendance record for each placement includes provision for monitoring the pre-service teacher's record keeping in an up-to-date [working portfolio](#) through the use of Satisfactory/Unsatisfactory ratings. Incomplete or absent preparation for teaching and classroom practice or inadequate, unprofessional reflection can result in the award of an Unsatisfactory rating for a placement day. These ratings can be used by supervising teachers to identify pre-service teachers who are 'at-risk' of failing the placement on the basis of a lack of preparedness and professional commitment.

Classroom Observations

Information and Guidelines booklets outline the focus for classroom observations for each placement. The supervising teacher will complete written observations using the template provided and the schedule outlined in the relevant Information and Guidelines booklets. These observations are tools for formative assessment and feedback. They provide both a record of the pre-service teacher's progress in relation to the criteria outlined on the final summative report and a focus for reflection and discussion about strategies to improve the impact of his/her teaching practice on student learning.

Classroom observations can be used to identify pre-service teachers who are performing 'Below expected level' and are not showing progress or improvement in response to the supervising teacher's feedback. **As a result, classroom observations are a key assessment strategy that can trigger the 'at-risk' process.**

The Interim Report

The Interim Report is completed by the supervising teacher at the midway point of the block component of the placement. The Interim Report identifies the focus areas of the Australian Professional Standards for Teachers that pre-service teachers will either **engage with**, or **demonstrate**, according to their stage of progression through the course and the requirements of a particular placement. It is important to note that pre-service teachers will only be expected to **demonstrate** the Standards at Graduate Career Stage by the time they complete the final assessable Professional Practice placement (Professional Practice 4). In all placements prior to the final year, pre-service teachers will be WORKING TOWARDS achieving the Standard and meeting the criteria described in the Guide to Making Judgements.

In the Interim Report, the Standards are grouped according to five key aspects of practice consistent with the organisation of the [Queensland Professional Experience Reporting Framework](#) (the 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 pre-service teachers' achievement of the [Australian Professional Standards for Teachers \(Graduate Career Stage\)](#).

The five aspects of teaching practice used to organise the Interim Report 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.

The criteria for assessment of these standards **at a level consistent with the pre-service teacher's progression through the course** are outlined in Appendix 2 of each Information and Guidelines booklet. The criteria act as a **Guide to Making Judgements** on the pre-service teacher's progress at the mid-way point and again at the end of the block placement for the purposes of completing the Final Summative Report. (Guidance for using the assessment resources, including the Guide to Making Judgements, can be found on the Professional Experience website by following [this link](#).)

The completed Interim Report is **used as the basis for a discussion with the pre-service teacher** about his/her progress and to identify strategies to improve or enhance teaching practice with respect to the Guide to Making Judgements and expectations for the relevant placement. **The Interim Report can be used to trigger the 'at-risk' process** for any pre-service teacher who is failing to make adequate progress against the stated criteria. In response to the supervising teacher's feedback on the Interim Report, the pre-service teacher should reflect on his/her progress and work with the supervising teacher to improve and enhance teaching practice and professional learning for the remainder of the placement.

The supervising teacher will be supported in the process of monitoring and supporting the pre-service teacher's progress by the university supervisor who will conduct a visit to the site during the placement. (Note that where distance from a regional university campus limits the possibility of a physical site visit, this support will occur through telephone and/or email contact.)

In the event that a pre-service teacher is failing to make adequate progress against the criteria outlined in the Guide to Making Judgements at any time during the placement, the university supervisor and site coordinator should be informed immediately and the 'at-risk' process should be initiated.

The Final Summative Report

The Final Summative Report assesses the pre-service teacher's achievement for each Professional Practice placement using the same focus areas of the Standards and criteria as the Interim Report. Supervising teachers should complete the electronic Final Summative Report at the end of the block placement by recording the pre-service teacher's overall achievement for each of the five key areas of practice. The supervising teacher should refer to the criteria outlined in Appendix 2 of each Information and Guidelines booklet as a guide for making final assessment judgements.

A link to the electronic Final Report will be sent via email to the supervising teacher at the commencement of the final week of the block placement. The supervising teacher should click on the link provided to complete and submit the report which will then be reviewed and signed by the pre-service teacher and the university supervisor prior to determination of the final grade for the placement and the Professional Practice unit overall.

Standards for Assessment of Professional Practice in the School or Learning Site

To receive a PASS for the placement in a Professional Practice unit, a pre-service teacher must:

1. Obtain a **rating of Satisfactory** on the electronic Final Summative Report. This rating should be consistent with ratings for each aspect of classroom practice included on the report overall and should be determined using the criteria outlined in the Guide to Making Judgements.

In the event that one or more descriptors on the Final Summative Report is rated as 'Below expected level' or 'Developing towards expected level', the supervising teacher should record feedback related to the rating/s in the comments section for that aspect of practice and make an overall decision based on these comments for the recommended final result on the report.

NB: It is not possible for a pre-service teacher who has completed the total number of days for a placement to receive a rating of 'Below expected level' or 'Developing towards expected level' on the Final Summative Report if this rating is not consistent with feedback recorded on the Classroom observations and/or the Interim Report. In usual circumstances, the pre-service teacher will have been identified as being 'at risk' prior to the award of a result of 'Unsatisfactory' overall for the placement.

2. Receive a rating of 'Graduate Level' (G) on the standard descriptors included on CQUniversity's electronic version of the [Final Professional Experience Recommendations](#) report in Professional Practice 4.

The Final Professional Experience Recommendations is the common reporting mechanism under the Queensland Professional Experience Reporting Framework which establishes a partnership between initial teacher education providers and school sectors in the assessment of final year pre-service teachers. Regardless of the state or territory in which the final year placement is completed, all CQUniversity final year pre-service teachers will be assessed against the Graduate Standards using this reporting framework.

3. Complete the required number of days outlined for the full professional experience placement (See the Information and Guidelines booklet for information about the duration and structure of a particular placement.)

Failure to complete the requisite number of days for a Professional Practice placement within a timeframe deemed reasonable by the supervising teacher, site coordinator and university supervisor may require a pre-service teacher to repeat the placement. Depending on the reasons for the extension of time, a result of UNSATISFACTORY may also be recorded for the pre-service teacher after consultation between the supervising teacher, site coordinator and university supervisor.

Moderation of a rating of 'Unsatisfactory' on the Final Summative Report

Any placement that results in the award of an overall rating of Unsatisfactory on the Final Summative Report will be moderated by the university supervisor in conjunction with the supervising teacher and site coordinator (where possible).

1. In usual circumstances, a result of 'Unsatisfactory' will be preceded by an 'at-risk' process and the development of a Support Plan that addresses aspects of concern in the pre-service teacher's practice. (See Appendix 1 of this Handbook.) The Support Plan may include a recommendation for a brief extension of time to allow the pre-service teacher to respond to the issues raised.
2. If a decision is made that the pre-service teacher's recent progress shows that he/she will meet the expectations for the placement with an extension of time, the time frame for demonstration of the criteria for 'At expected level' shall not exceed 3 additional days. At the end of this period, the pre-service teacher will be reassessed against the criteria on the Guide to Making Judgements and an overall result of Satisfactory or Unsatisfactory will be determined.
3. If after an extension of time, the performance of a pre-service teacher 'at-risk' is assessed as 'Unsatisfactory', the overall grade for the Professional Practice unit will be a Fail. The pre-service

teacher will be required to enrol in and repeat all aspects of the relevant Professional Practice unit in a subsequent university term.

4. If the university supervisor, site coordinator and supervising teacher are in agreement that the pre-service teacher needs further support to meet the assessment criteria; **OR** if **any** of the five aspects of teaching practice outlined on the report is assessed as **'Below expected level' overall**, a result of Unsatisfactory should be recorded for the placement. The pre-service teacher will receive a grade of Fail for the Professional Practice unit. The pre-service teacher will be required to attend a follow-up meeting with the university supervisor to reflect on the reasons for the result and develop a support plan to address areas of concern prior to subsequent re-enrolment in the Professional Practice unit.

Identifying 'at-risk' pre-service teachers

A pre-service teacher is identified as being 'at-risk' of failing the placement when he/she is not demonstrating adequate progress towards meeting the expected outcomes or criteria for the relevant Professional Practice placement.

Supervising teachers use working portfolio checks, classroom observations; the criteria and sources of evidence outlined in the Guide to Making Judgements (See Appendix 2 in the relevant Information and Guidelines booklet); and the Interim Report as mechanisms for identifying pre-service teachers who are 'at-risk'.

When concerns about a pre-service teacher's preparedness, commitment or progress towards meeting the criteria for a placement arise, the supervising teacher should contact the university supervisor to initiate a formal 'at-risk' process. Key steps in this process are outlined below and video resources that illustrate the 'at-risk' meeting in action can be viewed on the Professional Experience website by following [this link](#).

The 'At-risk' Procedure

Step 1

A pre-service teacher is considered to be 'at-risk' after identification by the supervising teacher and/or site coordinator of **failure to respond to feedback or make adequate progress against the criteria** outlined on the Guide to Making Judgements for the Professional Practice placement. **A pre-service teacher may also be identified as 'at-risk' if up-to-date records of his/her practice are not maintained in an organised working portfolio; or, if planning is consistently not presented to the supervising teacher at an arranged time that permits adequate opportunity for review and feedback from the supervising teacher prior to the teaching of lessons.** (Each Information and Guidelines booklet contains a table called 'Pre-service teacher tasks and activities' that provides detail on the evidence of practice that pre-service teachers should document in the working portfolio throughout the placement.)

Step 2

The site coordinator or supervising teacher contacts the appropriate university supervisor to arrange a meeting (or teleconference for distance pre-service teachers) to discuss the issues surrounding the assessment judgement. The pre-service teacher must be present at this meeting or teleconference. In the case of meetings conducted via teleconference, pre-service teachers should provide copies of any artefacts or records of their practice as requested by the university supervisor for evaluation prior to the arranged meeting.

Step 3

The university supervisor visits (or telephones in the case of distance pre-service teachers) the school or learning site to meet with the pre-service teacher, supervising teacher and site coordinator (where possible). An 'at-risk' form and Support Plan (see Appendix 1) are completed at this meeting. The Support Plan should 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 must 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'** process is initiated at a time when insufficient days remain to address the concerns raised, the placement may be extended for up to three (3) days to include a review period where the pre-service teacher has sufficient time to demonstrate improvement and/or a standard of teaching practice consistent with the assessment criteria. This extension of time is at the discretion of the supervising teacher, site coordinator and university supervisor with due consideration paid to the impact of the pre-service teacher's continued placement on the learning environment or student learning outcomes.

Step 4

An 'at-risk' review is held on the set date as verification of corrective action and 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 to complete the placement successfully.

Or

If the pre-service teacher fails to show improvement; address the issues of concern; or respond appropriately to feedback; and continues to perform at a standard that is consistently 'Below the expected level' for the placement; the following process occurs:

- a) The university supervisor is contacted and the pre-service teacher is informed of failure to meet the expected standard of practice;
- b) The pre-service teacher is withdrawn from the learning site and receives a grade of Fail for the placement and the Professional Practice unit overall;
- c) The pre-service teacher attends a meeting with the university supervisor to reflect on the reasons for the result and to develop a Support Plan to address areas of concern prior to subsequent re-enrolment in the Professional Practice unit.

Consequences of an 'Unsatisfactory' result on the final report

Pre-service teachers must successfully pass **all** assessment tasks for a Professional Practice unit to receive an overall Pass for that unit. In the event of a result of Unsatisfactory on the final report for a placement, the overall grade for a Professional Practice unit will be a Fail regardless of the result received for other assessment in the unit.

Final summative reports for placements are completed by supervising teachers in schools or other educational settings and they are signed and moderated by a university supervisor. Site coordinators will also participate in moderation processes for pre-service teachers deemed 'at risk'. For this reason, there are no grounds for a review of grade where the final grade for a Professional Practice unit is due to an 'Unsatisfactory' result on a placement report. Pre-service teachers who receive a grade of Fail for any Professional Practice unit will be required to enrol in the unit in a subsequent term and complete all required assessment including a repeat placement.

All repeat placements must be completed in full. No credit of time for any scheduled placement days will be available on the basis of time completed in a placement that was commenced or attempted prior to a repeat placement.

SECTION 4: Other Relevant Policies and Procedures

Enrolment

In usual circumstances, pre-service teachers are expected to complete placements in alignment with units outlined on the course planner. Units in each year of the course provide the foundational knowledge that is applied in practice in the Professional Practice placement; therefore, timely progression through the series of placements is expected for pre-service teachers to show evidence of working towards the Australian Professional Standards for Teachers (Graduate Career Stage). Pre-service teachers who do not follow the recommended enrolment pattern outlined on the course planner should be aware that this decision may extend the time usually required to complete the degree course or may impact on the result received for a placement.

Pre-service teachers must be enrolled in a CQUniversity Professional Practice unit to be eligible to commence a placement in a school or other approved learning site. Unless otherwise approved by the Academic Director of Professional Practice or Head of Course, 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 Practice calendar. Failure to enrol in the prescribed unit will result in the withdrawal of the pre-service teacher from the placement.

Timing of scheduled placements

Dates for Professional Practice placements are set annually in the Professional Practice calendar. The calendars can be accessed from the Professional Experience website at <https://www.cqu.edu.au/about-us/structure/schools/ea/professional-experience>. All students enrolled in a particular unit will complete the assessable block component of the placement **at the same time** and, in usual circumstances **will not be permitted** to complete a placement at a different time to the set dates. This process is to ensure university supervisors are available to support both supervising teachers and pre-service teachers during the block component of a placement. Where exceptional circumstances arise unexpectedly, variations to the set dates will be considered on a case-by-case basis and must be approved by the Academic Director of Professional Practice or relevant Head of Course in the College of Education.

The assessable block for all placements has been designed to provide pre-service teachers with opportunities to observe and participate in all aspects of a teacher's work under authentic conditions. Variations to the completion of these placement days as a continuous block of professional experience will only be considered in extenuating circumstances and must be approved by the Academic Director of Professional Practice prior to the commencement of the placement.

The placement component of a Professional Practice unit is scheduled to commence after pre-service teachers have completed and submitted all university coursework for the term with the exception of assessment linked to placements. Pre-service teachers who have to seek extensions for personal or medical reasons for the final assessment task for other units in which they are enrolled **must ensure that any extension granted does not extend into the period of time after the commencement of the placement**. 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.

In the event of unexpected illness or extenuating personal circumstances that affect a pre-service teacher's ability to commence a placement according to the scheduled dates, he/she must contact the university supervisor and the placement officer through the Professional Experience Office email (WIL-EduArts@cqu.edu.au). A new commencement date for the placement will be negotiated by these staff members in consultation with the site coordinator and supervising teacher. A medical certificate or other form of appropriate documentation must be provided to support extensions or alterations to scheduled placement dates in these circumstances.

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 school administrators. It is necessary, therefore, for the supervising teacher (and site coordinator, where appropriate), to undertake a risk assessment or 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 in a classroom setting at any stage during a Professional Practice placement with the exception of a final placement approved for completion concurrently with a Permission to Teach contract.**

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 other school/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.
4. Adhere to learning site policies, processes for managing risk and established procedures with respect to the use of resources and equipment and personal use of mobile phones.
5. Use behaviour management strategies that align with the school's Responsible Behaviour Plan or the relevant learning site policy.
6. Use language appropriate to their position of trust in the learning site in dealings with all stakeholders.
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 to school or learning site records must not be undertaken without the express permission of the site coordinator (or delegate) 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:

- The supervising teacher immediately informs the site coordinator;
- The site coordinator or supervising teacher contacts the university supervisor.

Pre-service teachers who show a disregard for the Code of Conduct outlined above can be removed from the learning site without the need for the 'at-risk' process being enacted. This decision will be made by the

site coordinator and supervising teacher in conjunction with the university supervisor. If the pre-service teacher is removed from the learning site under these circumstances, a result of 'Unsatisfactory' will be recorded on the Final Summative Report and the pre-service teacher will also receive a grade of Fail for the unit overall.

Working with Children (Criminal History) Check

Pre-service teachers who do not have in their possession a **Positive Notice Blue Card (or equivalent suitability check as applies in other Australian states or territories)** will not be permitted to enter any learning site for the purpose of completing any components of the Professional Practice placement. Pre-service teachers are required to indicate the status of their suitability check on the 'Placement Registration' form and follow all instructions provided for obtaining a valid current Working with Children Check. Placement details will not be released and a starting date for the placement will not be confirmed until evidence of the suitability check's currency in the form of a photograph uploaded to Sonia showing the ID Number and Expiry Date has been supplied.

In the event of a pre-service teacher's Positive Notice Blue Card (or equivalent) expiring whilst on placement, he/she will be withdrawn immediately until such time that notice of a renewal is received by the University. **It is the pre-service teacher's responsibility to hold a current Positive Notice Blue Card (or equivalent) and ensure that an application for renewal is submitted to the relevant Commission or issuing authority prior to the impending expiry of the card.**

Insurance and Liability

Pre-service teachers engaged in Professional Practice placements 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 Practice placements. Pre-service teachers cannot be insured in this way under current legislation related to university fieldwork.

Absence during Professional Practice Placements

The **Queensland College of Teachers (QCT)** is responsible for the registration of teachers in Queensland and is the accrediting authority for CQUniversity's Bachelor of Education courses. The compulsory supervised and assessable professional experience days in the Bachelor of Education course include a total of 80 days to meet the QCT and AITSL minimum requirements of formal experience under the guidance of a registered teacher.

It is mandatory, therefore, that all pre-service teachers complete all Professional Practice placement days in order to meet the accreditation requirements and the Federal Government's expectations for an extended period of professional learning for pre-service teachers.

Any absence from a scheduled placement 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; but, where possible, should be a continuation of the assessable block placement.

Pre-service teachers who do not complete negotiated make-up days may be awarded a result of 'Unsatisfactory' for the placement.

Procedure for Notification of Absence during Professional Practice Placements

If a pre-service teacher is unable to attend the school or 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 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 school or learning site to advise of absence.
- Notify the university supervisor of the absence using the telephone number or email contact provided for this academic staff member at the time of release of placement details.
- 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 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 placement.

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 to ensure that the minimum requirements of 80 days of supervised assessable teaching practice are met.** 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.

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 also be made up.** The timing for make-up days may be negotiated between the supervising teacher and pre-service teacher but all assessable days should be completed as close as possible to the conclusion of the block placement as practicable.

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 with the supervising teacher. This meeting may include a brief orientation and induction to the learning site.

It is a formal expectation, in relation to all aspects of Professional Practice placements, that pre-service teachers will prepare thoroughly for teaching experiences and will provide evidence of such preparation in written form to their supervising teacher before they teach a lesson. Consequently, pre-service teachers will present their preparation to the supervising teacher prior to the commencement of the placement day (or at another suitable time during the day as directed by individual supervising teachers).

Specific expectations for planning, teaching, observation, evaluation and reflection are outlined in detail in the [Information and Guidelines booklet for each specific placement](#). Please refer to the 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 school or site. The university supervisor will fully support colleagues in learning sites to require pre-service teachers to meet the school's, or 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 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 school's or site's acceptance of future students enrolled in initial teacher education courses.

Other specific dress standard requirements are:

- Clothes must be pressed/ironed.
- Thongs are not permitted at any time.
- Shirts must be buttoned up.
- 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 are supplied and should be worn on each placement day.
- If the school 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 his/her 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, sites will have borrowing protocols that pre-service teachers must adhere to at all times. All resources must be returned prior to or on 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. 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 can provide documentation confirming completed and outstanding units of study at the time of the application on request from the pre-service teacher; or, as required by the prospective employer to formalise 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 with the exception of the final placement (Professional Practice 4). This means that placements for any earlier Professional Practice units must be completed outside of the paid contract time and must be completed under the supervision of a registered teacher. In instances where exemption from supervision during a final placement applies and a pre-service teacher completes the Professional Practice 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 instances, the pre-service teacher's direct supervisor at the school/learning site will be required to assess his/her 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.

Additional Assessment and Reporting Information

This section provides general information relating to assessment for all placements. Assessable tasks and specific criteria for completing a successful placement can be found in the relevant Information and Guidelines booklet.

Working Portfolio

The purpose of a Working Portfolio is to validate, with evidence, the pre-service teacher's performance and demonstration of the tasks relevant to the particular Professional Practice unit or year level of the course. It is a working document that includes sources of evidence of the pre-service teacher's practice throughout the placement and includes preparation, planning, observations, assessment data, classroom observations and teaching evaluations, reflections and evidence of the impact of the pre-service teacher's practice on student learning.

All preparation and planning for a day must be shown to the supervising teacher at a regular and agreed time (usually at the beginning of the teaching day). All observations, reflections, evaluations and follow up tasks must be written up and made available to the supervising teacher for perusal on the following placement day. An incomplete Working Portfolio (planning, evaluations, reflections or observations not complete) indicates a lack of professional commitment on the part of the pre-service teacher and may initiate the '**at-risk**' process outlined earlier in this Handbook.

Pre-service teachers must be able to produce their working portfolio for the university coordinator, site coordinator or supervising teacher at any time throughout the placement or on its conclusion.

Guidelines for organising the Working Portfolio are outlined below. These are suggested guidelines only and pre-service teachers may prefer alternative methods for creating an organised portfolio (e.g. by placement day; by aspect of practice as outlined on the reporting documentation; or, by a specific standard of the Australian Professional Standards). The chosen organisation method should ensure that all materials can be located and produced easily and efficiently for use in the classroom context and for monitoring of progress by university or school-based staff.

Section 1: Professional Practice notes/School or Learning Site Policy Documents

- A copy of the relevant Information and Guidelines booklet.
- School policy documents (e.g. Responsible Behaviour Plan).
- Class timetables, term overviews or classroom management plans as appropriate.

Section 2: Teaching Preparation/Planning

- All lesson plans and subsequent evaluation.
- All daily planning formats used to guide effective practice during periods of continuous teaching.
- All mid-term or long-term planning (e.g. unit plans, term overviews) where appropriate.
- Formative assessment tools and record-keeping formats.
- Annotated work samples or other assessment information showing the impact of teaching practice on student learning as input for adjustments to lessons or modifications to teaching practice.
- Summative assessment tools/strategies and associated record-keeping formats where appropriate.

Section 3: Observations of teaching practice

- All observations of teaching strategies, classroom management and classroom procedures as outlined in the 'Details of tasks and activities' section of the relevant Information and Guidelines booklet.

Section 4: Resources

- Letters to parents, staff memos/notices as appropriate.
- Samples of teacher planning.
- Examples of useful curriculum support resources.
- Ideas for teaching particular aspects of the curriculum.
- Samples of assessment or record keeping formats used by the supervising teacher.

Section 5: Daily Reflections

- Evaluation of the pre-service teacher's daily teaching and planning.
- Reflection on aspects of teachers' professional work as outlined in the 'Details of tasks/activities' section of the relevant Information and Guidelines booklet.

Section 6: Observations of learners: Student/Class Profiles or relevant Documentation for Early Years Learners

- A class matrix identifying appropriate grouping arrangements or differentiation strategies for particular learning areas as required for specific placements.
- Anecdotal observations and checklists or other data-gathering tools and information as appropriate.
- Work samples.

Requirements for Passing a Professional Practice Unit

In addition to achieving a result of SATISFACTORY on the Final Summative Report for a placement, pre-service teachers must meet additional requirements on conclusion of the placement to receive an overall grade of Pass for a Professional Practice unit.

Specific details of university-based assessment tasks are included in unit profiles but, in general, the final assessment task for Professional Practice units contributes to the development of a portfolio of evidence that demonstrates the criteria for the placement or the Australian Professional Standards for Teachers (Graduate Career Stage) on conclusion of the course of study. Pre-service teachers select and annotate evidence compiled in the working portfolio to evaluate the impact of their practice on student learning and reflect on their engagement with, or achievement of, the Standards. Pre-service teachers must receive a Pass on this task and all other unit assessment to receive a grade of Pass overall irrespective of the result for the placement component of the unit.

The Final Year Graduate Teacher Performance Assessment (GTPA)

Program Standards for the accreditation of Initial Teacher Education courses in Australia require all graduates to demonstrate a positive impact on student learning in a final year Graduate Teacher Performance Assessment (GTPA). The GTPA is "a rigorous assessment that covers the breadth of teaching responsibilities to ensure that they (graduates) are classroom ready by the time they graduate" (Australian Institute for Teaching and School Leadership (AITSL), 2016).

At CQUniversity, evidence for the GTPA will be collected within the context of completing the final assessable professional experience placement (Professional Practice 4). Evidence for the GTPA includes

examples of the pre-service teacher's planning, teaching and assessment of student learning across a sequence of lessons implemented in a classroom context during the placement. Pre-service teachers will be required to reflect on the impact of their teaching on student learning across the full range of ability levels by submitting artefacts such as assessment samples, students' work samples, examples of moderation and feedback to students, and evidence of differentiated planning in response to assessment information.

The GTPA will be marked by university staff according to the criteria outlined in the unit profile; however, schools and supervising teachers play an important role in ensuring that final year pre-service teachers have the opportunity to engage in all aspects of teaching practice to collate the required evidence. Further information about the GTPA is included in the Information and Guidelines booklet for Professional Practice 4.

In addition to the GTPA, final year pre-service teachers will present an eportfolio containing evidence of meeting the Australian Professional Standards for Teachers (Graduate Career Stage). For final year pre-service teachers who have successfully completed all coursework, the GTPA and portfolio documentation constitute evidence of readiness to teach and achievement of the Bachelor of Education Course Outcomes and the Australian Professional Standards for Teachers (Graduate Career Stage).

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 being identified as ‘at-risk’ according to the supervising teacher’s assessment of his/her progress against the criteria outlined in the Guide to Making Judgements for a particular Professional Practice placement. Classroom observations; lack of preparation or professional commitment as determined in Working Portfolio Checks; inability to respond to feedback and make adequate progress against the Standards; and ‘Below expected level’ ratings on the Interim Report can all trigger the initiation of the ‘at-risk’ process. The form is to be completed in consultation with the appointed university supervisor and should be accompanied by a Support Plan (See the template on the page following the ‘at risk’ form.) Please refer to Section 3 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 he/she is currently ‘at-risk’ of failing a Professional Practice 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 strategies to address the identified concerns and support the pre-service teacher’s progress for the remainder of the placement. These strategies should be outlined on the attached **Support Plan** and a date set for the formal review of the pre-service teacher’s performance.

	Key reasons for being deemed ‘at-risk’	Proposed Review Date <i>(Minimum of 3 days for issues other than Professional Conduct)</i>	Verification of Corrective Action <i>(Completed by supervising teacher on the review date)</i>
1			
2			
3			
4			

Signatures:

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

Please complete the attached Support Plan to finalise the ‘at-risk’ process

CQUniversity - Pre-service Teacher – Support Plan

The Support Plan is completed at the time of completing the 'at-risk' form and is an essential part of the 'at-risk' process. The Support Plan outlines specific areas of the pre-service teacher's practice that must be addressed in relation to issues or concerns with his/her performance against the stated criteria/expectations for a particular Professional Practice placement. The Support Plan outlines suggested strategies for improving the pre-service teacher's practice within the timeframes outlined on the 'at-risk' form and includes provision for the pre-service teacher to reflect on his/her progress and the corrective actions taken to address identified issues prior to the scheduled review meeting.

Areas for Development/Corrective Action <i>(This section must make direct reference to the reasons outlined on the 'at-risk' form)</i>	Strategies for addressing identified concerns <i>(This section is completed by the university supervisor in consultation with the supervising teacher, pre-serviceteacher and site coordinator)</i>	Review and Reflection <i>(This section is completed by the pre-service teacher prior to the scheduled review meeting. The pre-service teacher should outline the actions taken to address identified concerns)</i>

Date and Time of Review Meeting: _____

Signatures:

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

Appendix 2 – Overview of Assessment - Professional Practice 1 - 4

The tables below provide an overview of the learning progression of pre-service teachers towards demonstration of the standard descriptors of the Australian Professional Standards for Teachers (Graduate Career Stage). An X in a square of the matrix, , indicates that aspects of the professional knowledge, practice or engagement embedded in a specific standard is practised and assessed during the relevant Professional Practice listed in the column on the left-hand-side of the table. Dependent on the pre-service teacher's level of experience in the Bachelor of Education course, a standard descriptor may be demonstrated at the level expected for a Graduate teacher. When a standard is expected to be demonstrated at Graduate level, the marked square in the matrix is shaded, e.g. . Unshaded marked squares indicate that the pre-service teacher will complete tasks that are WORKING TOWARDS the demonstration of the standard at Graduate career stage and will be assessed on one (or more) aspect of the knowledge, skills and/or dispositions that comprise the full standard descriptor. The matrix also shows where the knowledge, practice or engagement element is introduced for the first time and where the pre-service teacher can be expected to have prior knowledge or skill relevant to the focus standard as a guide for assessment by supervising teachers. When a standard has been demonstrated in a previous Professional Practice placement at Graduate Level, it is assumed that the Pre-service Teacher will continue to demonstrate the standard at Graduate level in the subsequent placement.

Standard 1: Know students and how they learn						
	1.1	1.2	1.3	1.4	1.5	1.6
Professional Practice 1	X		X		X	
Professional Practice 2	X	X	X		X	
Professional Practice 3	X	X	X		X	
Professional Practice 4	X		X		X	X
Standard 2: Know the content and how to teach it						
	2.1	2.2	2.3	2.4	2.5	2.6
Professional Practice 1		X				
Professional Practice 2	X	X	X		X	X
Professional Practice 3	X	X	X			X
Professional Practice 4	X	X	X		X	X

Standard 3: Plan for and implement effective teaching and learning							
	3.1	3.2	3.3	3.4	3.5	3.6	3.7
Professional Practice 1	X		X		X	X	
Professional Practice 2	X	X	X	X	X	X	
Professional Practice 3	X	X	X		X	X	
Professional Practice 4	X	X	X	X	X	X	
Standard 4: Create and maintain supportive and safe learning environments							
	4.1	4.2	4.3	4.4	4.5		
Professional Practice 1	X	X					
Professional Practice 2	X	X	X	X	X		X
Professional Practice 3	X	X	X				X
Professional Practice 4	X	X	X	X	X		X
Standard 5: Assess, provide feedback and report on student learning							
	5.1	5.2	5.3	5.4	5.5		
Professional Practice 1	X	X		X			
Professional Practice 2	X	X					
Professional Practice 3	X	X		X		X	
Professional Practice 4	X	X	X	X	X		X

Standard 6: Engage in professional learning				
	6.1	6.2	6.3	6.4
Professional Practice 1	X		X	
Professional Practice 2	X		X	X
Professional Practice 3	X	X	X	
Professional Practice 4	X	X	X	X
Standard 7: Engage professionally with colleagues, parents/carers and the community				
	7.1	7.2	7.3	7.4
Professional Practice 1	X			
Professional Practice 2	X	X		
Professional Practice 3	X			
Professional Practice 4	X	X	X	