

Queensland Professional Experience Reporting Framework

Professional experience checklists



This checklist is part of the suite of documents for the Queensland Professional Experience Reporting Framework which can be found online at www.teach.qld.gov.au.

These checklists detail the expectations of site coordinators and supervising teachers in professional experience settings. The checklists provide guidance about the focus of these roles during the four key stages of professional experience:

- preparing for the professional experience
- induction of preservice teachers in professional experience settings
- supporting the supervising and preservice teacher during the professional experience placement
- assessment and reporting of professional experience.

While higher education institution professional experience documentation outlines the responsibilities and requirements of preservice teachers in relation to professional experience placements and any specific expectations of school-based coordinators and supervising teachers, these checklists identify the common roles and responsibilities across all schooling sectors and professional experience placements.



Preparing for the professional experience

Role	Expectations
Site coordinator	<input type="checkbox"/> Identify opportunities for preservice teachers to undertake professional experiences in the school and liaise with the higher education institutions (HEI) regarding these opportunities.
	<input type="checkbox"/> Engage with the relevant professional experience documentation and ensure distribution of these to supervising teachers, including: <ul style="list-style-type: none"> • Queensland Professional Experience Reporting Framework • HEI initial teacher education program handbooks.
	<input type="checkbox"/> Identify and support suitable supervising teachers by: <ul style="list-style-type: none"> • organising induction for newly identified supervising teachers • organising professional learning activities related to supervision, mentoring and assessment of professional experience by contacting the HEI for available support.
	<input type="checkbox"/> Match the preservice teacher to a suitable supervising teacher, considering the HEI program requirements and needs of the preservice teacher.
	<input type="checkbox"/> Sight and retain a copy of the HEI insurance and indemnity details.
	<input type="checkbox"/> Organise supervision and mentoring in liaison with supervising teachers, and ensure the preservice teacher is notified of schedules in advance.
Supervising teacher	<input type="checkbox"/> Be familiar with relevant professional experience documentation including: <ul style="list-style-type: none"> • Queensland Professional Experience Reporting Framework • HEI initial teacher education program handbooks.
	<input type="checkbox"/> Develop a plan for incorporating the preservice teacher into the teaching program, considering HEI program requirements and the needs of the preservice teacher.
	<input type="checkbox"/> Liaise with site coordinator to understand the supervision and mentoring arrangements.
	<input type="checkbox"/> Participate in training and other support provided by the HEI.

Induction of preservice teachers in professional experience settings

Role	Expectations
Site coordinator	<input type="checkbox"/> Welcome and orientate the preservice teacher to the school and learning contexts.
	<input type="checkbox"/> Provide relevant school policies and procedures to the preservice teacher including: <ul style="list-style-type: none"> • workplace health and safety (fire and evacuation procedures) • child protection • behaviour management • other school specific if applicable.
	<input type="checkbox"/> Notify the preservice teacher of non-classroom experience arrangements and extracurricular activities available to engage with the school community.
	<input type="checkbox"/> Sight the preservice teacher's blue card for working with Queensland children.
	<input type="checkbox"/> Collect the preservice teacher's emergency contact and details form.
Supervising teacher	<input type="checkbox"/> Provide advice and information on school and class programs to the preservice teacher including: <ul style="list-style-type: none"> • school-specific curriculum information • teaching topics and planning documents such as unit plans.
	<input type="checkbox"/> Discuss the administrative tasks undertaken by teachers in the school and clarify expectations for the preservice teacher's professional experience.
	<input type="checkbox"/> Discuss management procedures and strategies for student behaviour, learning and care.
	<input type="checkbox"/> Confirm timetabling with the preservice teacher.
	<input type="checkbox"/> Allocate classroom and staffroom space (such as desk and chair) and resources for the preservice teacher.
	<input type="checkbox"/> Discuss current classroom rules and routines for students regarding entries, exits and transitions and provide a classroom-specific induction regarding students.

During the professional experience

Role	Expectations
Site coordinator	<input type="checkbox"/> Support supervising teachers in the assessment, moderation and reporting processes. Meet regularly with supervising teachers and preservice teachers.
	<input type="checkbox"/> Liaise with the HEI representative.
	<input type="checkbox"/> Ensure the preservice teacher's compliance with: <ul style="list-style-type: none"> • school policy for the protection of young people • school policy on workplace health and safety • any lawful direction given by school supervising staff • acting in a professional manner • meeting attendance requirements.
	<input type="checkbox"/> If required, address non-compliance, through liaison with the preservice teacher, supervising teacher and HEI representative.
	<input type="checkbox"/> Support the supervising teacher in the identification of 'at risk' preservice teachers and coordinate early implementation of the relevant HEI 'at risk' process through liaison with the HEI.
	<input type="checkbox"/> Notify the preservice teacher of any schedule changes.
	<input type="checkbox"/> Ensure the supervising teacher is aware and complies with the policy regarding preservice teachers not undertaking a sole supervisory responsibility of students.
Supervising teacher	<input type="checkbox"/> Provide regular feedback to the preservice teacher (preferably on a daily basis), and time for joint reflection of practice. Encourage self-reflection by the preservice teacher.
	<input type="checkbox"/> Review the preservice teacher's lesson and unit plans prior to implementation in a class setting.
	<input type="checkbox"/> Liaise with the site coordinator in a timely manner regarding assessing, moderating and reporting using the relevant professional experience documents for 'at risk', interim, and completion reports.
	<input type="checkbox"/> Identify and notify the site coordinator of any instance where the preservice teacher fails to comply with: <ul style="list-style-type: none"> • school policy for the protection of young people • school policy on workplace health and safety • any lawful direction given by school supervising staff • expectations regarding their professional manner and meeting attendance requirements.
	<input type="checkbox"/> Ensure the preservice teacher is not given sole supervisory responsibility of students.
	<input type="checkbox"/> Provide learning opportunities that allow the preservice teacher to demonstrate the specific requirements of the professional experience. Supervise and model effective teaching and learning practice to support their professional development.

Assessment and reporting of professional experience

Role	Expectations
Site coordinator	<input type="checkbox"/> Support the supervising teacher in the final stages of the assessment, moderation and reporting process using the Australian Professional Standards for Teachers at the Graduate Career Stage.
	<input type="checkbox"/> Liaise with the HEI representative to coordinate the moderation of assessment.
	<input type="checkbox"/> Review and sign the final professional experience recommendations. Retain a copy signed by all parties for school records.
	<input type="checkbox"/> Complete and submit any relevant forms and documentation provided by the HEI to facilitate the site coordinator's payment.
Supervising teacher	<input type="checkbox"/> Ensure all attendance sheets have been signed.
	<input type="checkbox"/> Evaluate the preservice teacher, making assessment judgements based on evidence relevant to the Australian Professional Standards for Teachers at the Graduate Career Stage.
	<input type="checkbox"/> Assign a valid rating to each of the performance descriptors on the evaluation form.
	<input type="checkbox"/> Maintain confidentiality. A preservice teacher's performance should only be discussed with the principal, site coordinator and HEI representative.
	<input type="checkbox"/> Record the evaluation through the final professional experience recommendations, provided in the Queensland Professional Experience Reporting Framework, and provide a copy of this written feedback to the preservice teacher.
	<input type="checkbox"/> Provide verbal feedback to the preservice teacher and discuss the comments included in the final professional experience recommendations. Guide the preservice teacher's self-reflection based on the evaluation comments and the professional development reflection tool.
	<input type="checkbox"/> Liaise with the school site coordinator to finalise the assessment and moderation, including the signatures of preservice teacher, supervising teacher, school site coordinator and HEI representative.
	<input type="checkbox"/> Complete and submit any relevant forms and documentation provided by the HEI to facilitate the supervising teacher's payment.