

Professional Experience Placement (PEP)

HANDBOOK



This Handbook is a companion guide to the school-based professional experience components of the Bachelor of Education and Master of Teaching courses offered by Christian Heritage College.

Related Materials: Unit Outlines, Unit Readings, Report Rubrics and CHC Moodle Sites (including teaching sites, mentor and student portals).

© Christian Heritage College, School of Education and Humanities, 2026

Christian Heritage College
School of Education and Humanities
PEP Office
322 Wecker Road
CARINDALE, QLD 4152

PO Box 2246
MANSFIELD BC QLD 4122

Phone: (07) 3347 7900
Email: PEP@chc.edu.au

CONTENTS

INTRODUCTION TO THE CHC PROFESSIONAL EXPERIENCE PROGRAM (PEP)	5
SECTION 1 – PLACEMENT PROCESSES	6
PROFESSIONAL EXPERIENCE PROGRAM OFFICE	6
COMPULSORY REQUIREMENTS FOR CHC STUDENTS	7
<i>Unit Enrolment</i>	7
<i>Mandatory Working with Children Check</i>	7
<i>Briefings</i>	8
<i>Duty of Care & Medical Disclosure</i>	8
<i>Graduate Teacher Performance Assessment (GTPA) - Capstone Task in PEP 4</i>	9
PLACEMENT IN SCHOOLS	9
<i>First Year Undergraduate Students – School Orientation Placement</i>	10
<i>Embedded Practice Program</i>	10
<i>Away Placements</i>	10
<i>Placement Process for PEP 1 to 4 (Bachelor of Education & Master of Teaching Courses)</i>	11
<i>Placement Process for INTERNSHIP – (Bachelor of Education Courses)</i>	12
<i>Special Consideration</i>	13
<i>Conflicts of Interest</i>	13
<i>Withdrawal from PEP Placement</i>	13
SECTION 2 – GENERAL EXPECTATIONS & ASSESSMENT	16
ROLES & RESPONSIBILITIES	16
ORIENTATION DAYS PRIOR TO PLACEMENT BLOCK	18
ASSESSMENT PROCESSES IN PEPS 1-4 (BACHELOR OF EDUCATION & MASTER OF TEACHING COURSES)	19
<i>Supervising Teachers (Mentors)</i>	20
<i>CHC Lecturers</i>	21
<i>PEP Folio Requirements for PEP 1-4</i>	21
<i>General Checklist for Elements of the PEP Folio</i>	22
ASSESSMENT PROCESSES FOR INTERNSHIP (BACHELOR OF EDUCATION COURSES)	24
<i>Supervising Teachers (Mentors)</i>	24
<i>CHC Lecturers</i>	25
<i>Internship Folio</i>	25
SECTION 3 – POLICIES AND PROCEDURES	26
NO CARD, NO START!	26
ATTENDANCE TIMES & DUTIES	26
ABSENCE FROM PROFESSIONAL EXPERIENCE	26
CHARACTER & CONDUCT REQUIREMENTS	27
CYBER CONDUCT	27
STANDARD OF DRESS & PRESENTATION	28
DUTY OF CARE	28
WORK HEALTH & SAFETY	29
INSURANCE & LIABILITY	29
OBSERVATIONS & PROFESSIONAL DISCUSSIONS	29
PLANNING & PREPARATION	30
SCHOOL RESOURCES	30
PRESERVICE TEACHERS AT-RISK OF FAILING	30
SECTION 4 – FREQUENTLY ASKED QUESTIONS	32
SECTION 5 – TEACHING LOADS FOR PRESERVICE TEACHERS	35

INTRODUCTION	35
GUIDELINES FOR TEACHING ALLOCATIONS	36
BACHELOR OF EDUCATION COURSES – RECOMMENDED TEACHING ALLOCATIONS FOR PEP 1-4	38
MASTER OF TEACHING COURSES – RECOMMENDED TEACHING ALLOCATIONS FOR PEP 1-4	39
BACHELOR OF EDUCATION COURSES – RECOMMENDED LOAD FOR INTERNSHIP TEACHERS	40
<i>Internship Structure</i>	40
<i>Professional Practice & Professional Resource</i>	41
NOTES	42

INTRODUCTION TO THE CHC PROFESSIONAL EXPERIENCE PROGRAM (PEP)

Dear Colleagues and Partner Schools,

Welcome to CHC preservice teachers and all other stakeholders participating in the CHC Professional Experience Program (PEP) in a Bachelor of Education, or Master of Teaching course. Professional experience is a cornerstone to teacher education courses, providing preservice teachers with authentic opportunities to connect theory to practice and to grow as reflective, responsive educators.

This Handbook and the supporting materials on the CHC Moodle site have been prepared for all stakeholders involved in PEP, including preservice teachers, school leaders, Site Coordinators, supervising teachers and CHC lecturers. This document serves to outline the nature, roles, sequence, and requirements of PEP. Instructions for accessing additional supporting materials on Moodle are provided to Site Coordinators and supervising teachers upon confirming a placement.

PEP brings great excitement and some anxiety to our preservice teachers as they step into the classroom. CHC is deeply grateful to our partner schools and mentor teachers, whose expertise, generosity and commitment to the profession plays a vital role in sharing the next generation of teachers.

Thank you again for working with CHC to prepare the teachers of the future. If you have any questions or need any support, please don't hesitate to reach out to us!

Kind Regards,
Kristie Schulz
PEP Coordinator

Key contacts:

PEP Coordinator – kschulz@chc.edu.au

PEP Office – pep@chc.edu.au

SECTION 1 – PLACEMENT PROCESSES

PROFESSIONAL EXPERIENCE PROGRAM OFFICE

The PEP Office is responsible for the organisation and management of professional experiences for initial teacher education (ITE) programs within the School of Education and Humanities (SEH).

This includes:

- coordinating the placement of preservice teachers within schools and educational settings
 - organising visits by academic staff to preservice teachers whilst on PEP placements
 - facilitating communications between schools, CHC and preservice teachers within the PEP program
- Please note: students are not permitted to make initial inquiries or contact schools before placement has been confirmed in writing by the PEP Office, to avoid creating a conflict of interest.

Professional Experience Program Coordinator

The PEP Coordinator is responsible for the academic oversight of the PEP Program. This includes managing school partnerships, oversight of working with children checks, monitoring of academic requirements for PEP blocks, development of relevant handbooks, rubrics and other documentation, as well as supporting preservice teachers to meet the requirements of their PEP programs.

PEP Placements Officer

The PEP Placements Officer provides administrative support to the PEP Coordinator. This includes maintaining PEP Office records, managing working with children check records, liaising with schools and other educational sites to organise PEP placements for preservice teachers, distributing PEP information packs, organising lecturer's visits during PEP and such other administrative duties as are required for the efficient running of the PEP Office.

Who should I ask to speak with?

Contact the **PEP Placements Officer** about:

- PEP placement nominations, dates, or practical arrangements
- Lecturer's visits for preservice teachers on PEP
- Working with children check requirements

Contact the **PEP Coordinator** about:

- Academic requirements for a PEP block, or school visitation
- Submission, or completion of assessment components of the placement
- Professional, personal, or health concerns of preservice teachers that may impact upon PEP
- Issues relating to a preservice teacher's performance, or conduct whilst on PEP
- Preservice teachers considered 'at risk' of failing their PEP

Contact details:

Phone: (07) 3347 7900

Email: PEP@chc.edu.au

COMPULSORY REQUIREMENTS FOR CHC STUDENTS

Unit Enrolment

All preservice teachers must be properly enrolled in a professional experience unit to take part in professional experience placements within schools. Students should refer to the [Education Courses Handbook](#) for information about their course progression.

Mandatory Working with Children Check

Legal requirement in Australia

CHC is committed to the safety and wellbeing of the school communities with which our students interact as part of its Professional Experience Program (PEP), as well as maintaining compliance with its obligations under the law with regards to child protection.

It is a requirement under various Australian laws for any student entering into a professional experience placement or work integrated learning involving children or young people, to have a valid working with children check approval for the jurisdiction in which the placement is located. In Queensland this is evidenced by a positive notice Blue Card. Any student who does not have a valid working with children check approval will not be permitted to commence their placement. **No Card, No Start!**

A CHC student will be precluded from engaging in any child related activities in their studies, if they are ineligible to receive a working with children check approval, or if their existing approval is revoked pursuant to law.

If a student already holds a valid Queensland Blue Card, or working with children check in another jurisdiction, they must contact the PEP Office with the details for verification and to link it to CHC for the purposes of their study.

Obtaining a Queensland Blue Card

The PEP Office uses the online CHC Organisation Portal connected to Blue Card Services for the purpose of monitoring and managing Queensland Blue Card records. For more information about Blue Cards go to the Blue Card Services website - <https://www.bluecard.qld.gov.au/>.

If a student does not hold a current valid Queensland Blue Card and will be undertaking placements in Queensland, they can apply online through Blue Card Services by following these instructions:

1. Follow this link in your browser and carefully read the information set out on the webpage - <https://www.qld.gov.au/law/laws-regulated-industries-and-accountability/queensland-laws-and-regulations/regulated-industries-and-licensing/blue-card/applications/apply>
2. Click on the link that says, "Register for an online account" and complete the process.
3. You can then follow the prompts to renew or apply for a Blue Card with your online account.
4. Email PEP@chc.edu.au with your **Online Account Number** so we can link your card to CHC. This will allow your application to be processed by Blue Card Services as a student of CHC.

If a student does not have a customer reference number (CRN) and cannot attend a Queensland Department of Transport and Main Roads (TMR) service centre to obtain one, follow the instructions on the above webpage for completing a remote pack. They can then proceed with the online application process.

Queensland Blue Cards issued with respect to another organisation

If a student has already been issued with a Queensland Blue Card by another organisation (e.g., volunteer at church, coaching children's sports, paid employment with children), they can provide authorisation to CHC supported by the required identification documents to link them to CHC. This process can be completed by the authorised CHC Placements Officer using the organisation portal.

Working with children in other Australian jurisdictions

Where any child-related activities take place in another Australian jurisdiction, students will need to complete the working with children checks required by the relevant government agency in that jurisdiction. The PEP Office will verify approval online with the relevant agency or request certified copies of interstate clearances for working with children from the student before the placement commences.

Responsibility to maintain currency of working with children check

Students are responsible for ensuring the currency of their Queensland Blue Card and any other necessary working with children checks throughout the duration of their course and must complete any requirements for renewal in a timely manner.

Briefings

For units that involve a professional experience, preservice teachers will be required to engage in certain **compulsory** activities and meetings. Information regarding these activities and meetings will be provided in Week 1 of each semester. These include:

- Classes that cover relevant academic issues and practices,
- A PEP Briefing process prior to the professional experience relating to practical matters including child protection and work, health and safety (this may be face-to-face or online), and
- Classes that facilitate de-briefing after the professional experience.

The information, processes, expectations and skills that are conveyed at these meetings are critical to success as a preservice teacher in the relevant school setting.

If a preservice teacher cannot attend a scheduled activity for reasons beyond their control, they must contact their Unit Coordinator and the PEP Coordinator to arrange to catch up on the missed activity. **Failure to attend the compulsory meetings and activities may result in the preservice teacher's withdrawal from the professional experience by the PEP Coordinator and subsequent failure of the unit.**

Duty of Care & Medical Disclosure

CHC owes a duty in the context of a professional experience placement to take reasonable care to avoid injury to:

1. Preservice teachers and
2. Staff, students and other members of the school setting at which the professional experience will occur.

If a preservice teacher is not physically and/or mentally fit to undertake a professional experience placement, this may pose a health and safety risk for the preservice teacher and potentially for the staff, students and other members of the school setting at which the professional experience will occur.

While preservice teachers bear a reduced workload and responsibility in comparison with fully qualified teachers, to be eligible for a professional experience placement in a school setting, preservice teachers must still be fit to

engage in the general types of activities and expectations that are inherent, or genuine occupational requirements of the teaching profession. **The PEP Coordinator has discretion to decide whether a preservice teacher with a known, or reasonably suspected impairment, is fit to undertake a professional experience and whether reasonable adjustments can be made to enable a preservice teacher who would otherwise be unfit for professional experience, to successfully engage in it.** To this end, the PEP Coordinator may seek information from a preservice teacher about a known, or suspected impairment.

Preservice teachers are required to disclose to the PEP Coordinator (in confidence) any medical, or other conditions which may involve a risk of harm to themselves, or others during the professional experience. This is to ensure that undertaking a PEP placement will not cause harm to individuals suffering a condition and for deciding if appropriate support can be provided, or adjustments made to PEP requirements. Listed below are some situations where preservice teachers must disclose information to CHC:

- **An increased risk to themselves or others:** e.g., where a preservice teacher's condition or capacity may increase a risk of harm to themselves or others, such as a mental health condition, or having an active communicable disease and working closely with other people.
- **A condition that will require reasonable adjustments to tasks:** e.g., some tasks may require adjustments for a disability, injury, health condition or pregnancy.

If a preservice teacher is under medical supervision for a mental, or physical health condition, a letter, or report from the treating health care professional confirming their fitness for work within a school community must be supplied by the preservice teacher prior to commencement of a PEP placement. In the case of a mental health condition this may include a report from a psychiatrist. **Failure to disclose relevant medical conditions that are later revealed may result in withdrawal from the PEP to meet duty of care requirements.**

Should a preservice teacher disagree with a decision by the PEP Coordinator to withdraw them from, or refuse them permission to undertake, a professional experience placement, they are entitled to lodge a grievance pursuant to CHC policy.

Graduate Teacher Performance Assessment (GTPA) - Capstone Task in PEP 4

PEP 4 in both the Bachelor of Education and Master of Teaching courses includes a capstone Graduate Teacher Performance Assessment task (GTPA). Successful completion of the GTPA task is one of the explicit requirements for graduation.

CHC is a member of the GTPA Collective (<https://graduatetpa.com/>). The GTPA is an authentic culminating summative assessment designed to demonstrate preservice teachers' ability to meet the graduate level of the Australian Professional Standards for Teachers. In completing the GTPA, preservice teachers demonstrate their competence in planning, teaching, assessing and reflecting on the impact of their teaching on student learning. They also show how they appraise their use of evidence of student learning during their final-year professional practice.

PLACEMENT IN SCHOOLS

This section contains information about the PEP placement process. CHC will endeavour to place preservice teachers across a diversity of school contexts in relation to educational sector, year level, geographic (including regional, or remote), and socio-economic contexts, over the duration of their studies. Specific information about the requirements for each PEP, and the developmental progression of knowledge and skills demonstrated by preservice teachers, are set out in Section 5 of this handbook.

First Year Undergraduate Students – School Orientation Placement

The PEP Office will liaise with undergraduate students in their first year of study to place them in schools for a week of observations within the context of the units:

- *ES123 Introduction to Teaching and Learning (P-6)* or
- *ES126 Introduction to Teaching and Learning (7-12)*,

Where possible, groups of students will be sent to partner schools for observation and orientation to school contexts. CHC students enrolled in these units consist of the following groups:

- **Bachelor of Education (Primary) and Bachelor of Education (Secondary)** students studying to become registered teachers.
- **Undergraduate Certificate in Educational Studies** students learning to develop introductory knowledge and skills in teaching for the purposes of enhancing their capacities to work in an educational support role. This is not a registrable teaching qualification.

Due to the short, non-assessable nature of this orientation, placement may not always be possible for all students. In the case that a placement cannot be found for a student, these days will be transferred and completed in addition to a students' first formal PEP placement.

Embedded Practice Program

Preservice teachers participating in the Embedded Practice Program (EPP) while working in a CHC partner school, may be eligible to complete placements in the partner school context. To maintain diversity of experience, not all placements can be completed in this way. The placement may be in the standard block form or an Embedded Placement in accordance with the number of days per week that the preservice teacher works in the partner school.

Key conditions for Embedded Placements are that:

- the embedded days must equal the number of placement days in the PEP unit,
- the embedded days must consist of classroom-based instructional activities like a standard block PEP,
- the same unit assessment requirements will apply to maintain equity,
- the embedded days cannot be spread across multiple semesters, and
- the final PEP 4 experience must be completed in a standard block of 25 days to meet the fidelity requirements for implementation of the GTPA.

Preservice teachers seeking a placement in their partner school must still complete a PEP Nomination form (see *Placement Process for PEP 1 to 4*) at the start of the semester in which they are enrolled in a PEP unit. The form will require evidence from the school supporting your request consisting of a letter on letterhead that:

- confirms its participation in the EPP with CHC,
- approves completion of the placement in the school,
- identifies whether the placement will be in the standard block form or an Embedded Placement, and
- provides the name and email address of the teacher/s who will be your supervising mentor/s for the placement period.

The PEP Office will confirm the arrangements directly with the partner school and preservice teacher.

Away Placements

Subject to exceptional circumstances (see **Special Consideration** later in this section), preservice teachers are required to do at least one placement in a region other than where they normally reside. These will be considered as away placements:

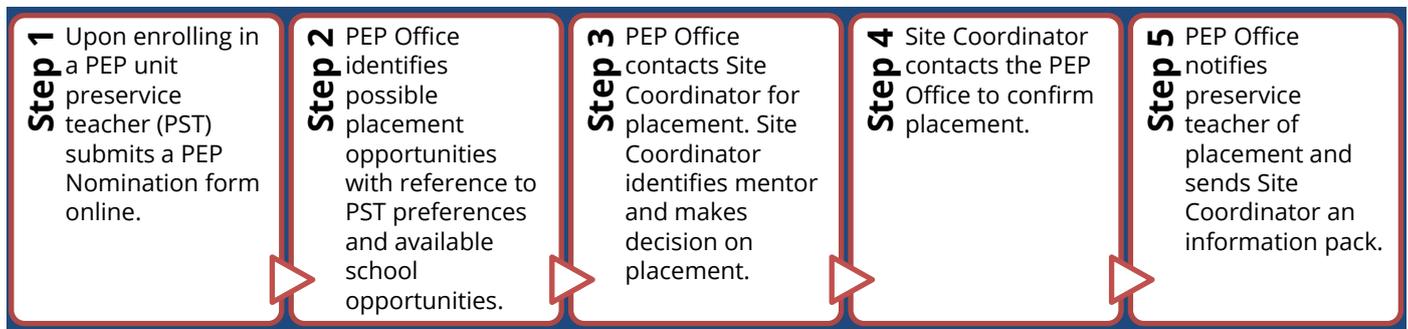
- For preservice teachers residing within South East Queensland, this means at least one placement in Region 12 or beyond (see **Placement Regions** map later in this section).
- For preservice teachers residing outside South East Queensland or interstate, this means at least one placement that is 2 hours or more in travel time from their usual place of residence.

It is recommended that an away placement be planned for the second or later PEP. Preservice teachers can contact the PEP Coordinator to discuss their away placement. If a student reasonably assumes that they will not be able to complete an away placement at all during their course due to exceptional circumstances, they must submit a Special Considerations application each and every time they complete a PEP Nomination. This application will be assessed on a case-by-case basis by the PEP Coordinator. To trigger Special Consideration, the circumstances will need to be unique, significant and incapable of resolution by other reasonable means available to the preservice teacher.

Some financial assistance may be available for away placements. Refer to the [STUDENT PEP Portal](#) for further information about specific government grants.

Placement Process for PEP 1 to 4 (Bachelor of Education & Master of Teaching Courses)

The steps in the placement process are summarised here:



Forms can be accessed by CHC students via the online Forms section on the CHC website: [EDUCATION PEP FORMS](#).

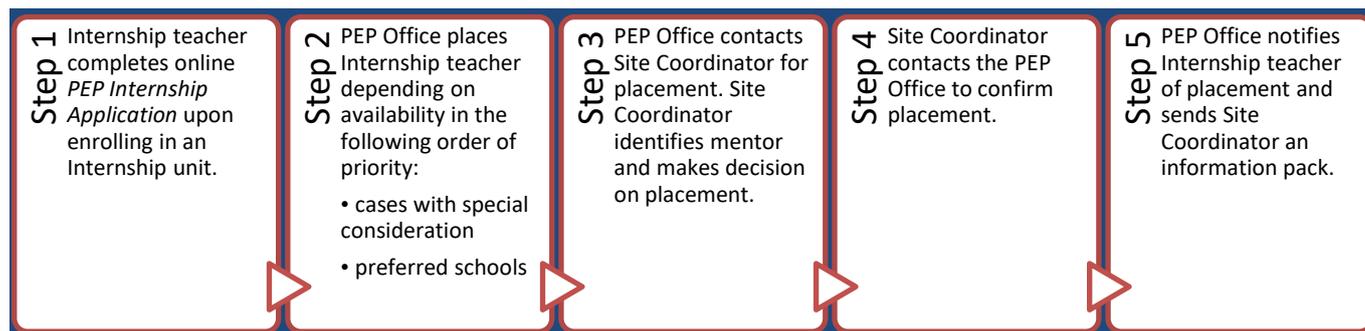
PEP Nomination Form

- ❑ **The PEP Office will not seek to place a preservice teacher until a PEP Nomination form is submitted.** Any consequent delay, or inability to secure a suitable placement through late submission will be at the risk of the preservice teacher.
- ❑ **Preservice teachers must not make unsolicited approaches to schools to secure a placement.** The PEP Office is responsible for securing all placements.
- ❑ Preservice teachers can state several preferences for regions, suburbs or schools within the PEP Nomination form and include other information that may be helpful to the PEP Office.
- ❑ Preservice teachers who receive an invitation from a school (usually after a previous PEP) should forward a copy of the invitation to the PEP Office for consideration and follow-up.
- ❑ While every effort will be made to secure a placement in one of the preservice teacher’s nominated regions, suburbs or schools, this will also be subject to the available teaching areas and places offered by individual schools. This is particularly the case with respect to secondary contexts because of the need to place preservice teachers in accordance with their teaching area specialties. It is important to note that schools do not exclusively place CHC preservice teachers and students from other universities may be on their professional experience at the same time as CHC students.

- If a preservice teacher elects to attend a placement that requires them to move away from their usual place of residence for the duration of the PEP, it is the preservice teacher's responsibility to make suitable travel and accommodation arrangements.
- In allocating preservice teachers to the state, Catholic and independent sectors, the PEP Office will consult with partner schools to honour the character and ethos of individual school learning communities.
- Preservice teachers can request special consideration in relation to their placement based on unique personal circumstances.

Placement Process for INTERNSHIP – (Bachelor of Education Courses)

The steps in the Internship placement process are summarised here:



Forms can be accessed by CHC students via the online Forms section on the CHC website: [EDUCATION PEP FORMS](#).

PEP Internship Application

- **The PEP Office will not seek to place an Internship teacher until the form is submitted.** It should, therefore, be completed as soon as possible after enrolling in the Internship unit. Any consequent delay, or inability to secure a suitable placement through late submission will be at the risk of the Internship teacher.
- **Internship teachers must not make unsolicited approaches to schools to secure a placement.** The PEP Office is responsible for securing all placements.
- Internship teachers who receive an invitation from a school (usually from a school at which they completed an earlier PEP) should forward a copy of the invitation to the PEP Office for consideration and follow-up.
- While every effort will be made to secure a placement in one of the Internship teacher's nominated schools, this will also be subject to the available teaching areas and places offered by individual schools. This is particularly the case with respect to secondary contexts because of the need to place Internship teachers in accordance with their teaching area specialties. It is important to note that schools do not exclusively place CHC Internship teachers and students from other universities may be on their professional experience at the same time as CHC students.
- If an Internship teacher elects to attend a placement that requires them to move away from their usual place of residence for the duration of the Internship, it is the Internship teacher's responsibility to make suitable travel and accommodation arrangements.
- In allocating Internship teachers to the state, Catholic and independent sectors, the PEP Office will consult with partner schools to honour the character and ethos of individual school learning communities.

- Internship teachers can request special consideration in relation to their placement based on unique personal circumstances.

Special Consideration

Special consideration is a process by which a preservice teacher can put forward a case to seek a professional experience placement with particular circumstances, eg. closer to their place of residence. It will be considered on a case by case basis, with all cases determined in the sole discretion of the PEP Coordinator. To trigger Special Consideration, the circumstances will need to be unique, significant and incapable of resolution by other reasonable means available to the preservice teacher.

The preservice teacher must complete and submit a Special Consideration form to the PEP Office within 24 hours of becoming aware of the circumstances giving rise to the claim for special consideration. The claim will be determined by the PEP Coordinator and the result notified to the preservice teacher within seven working days of submitting the form.

Conflicts of Interest

It is the responsibility of the preservice teacher to notify the PEP Office where there is a possible conflict of interest by completing and lodging the Notification of Conflict of Interest form with the PEP Office within 24 hours of becoming aware of the circumstances giving rise to the potential conflict. Examples of possible circumstances include:

- where a family member or close friend of the preservice teacher is employed in the school setting
- where the preservice teacher's children are enrolled at the school setting
- where a preservice teacher has a paid, or voluntary position with some authority (i.e., school chaplain or specialist teacher) at the school setting

The PEP Coordinator will determine whether the circumstances are likely to give rise to a real conflict of interest and whether action can be taken to remove or mitigate the conflict. If the conflict is considered too great for the preservice teacher to continue with the placement, the PEP Coordinator will make alternative arrangements for the placement.

Withdrawal from PEP Placement

Where a preservice teacher is unable to continue a PEP placement (e.g., medical, or personal circumstances) they need to contact the PEP Coordinator by email, or by phone within 24 hours of the decision to withdraw from PEP. They are also advised to discuss this action with their Course Coordinator prior to submitting an *Amend Unit Enrolment - Delete Unit* form to ensure they are aware of its impact upon their course progression. International students on a student visa are required to contact their Course Coordinator prior to submitting this form. Please note that semester census dates and associated rules apply to all PEP units.

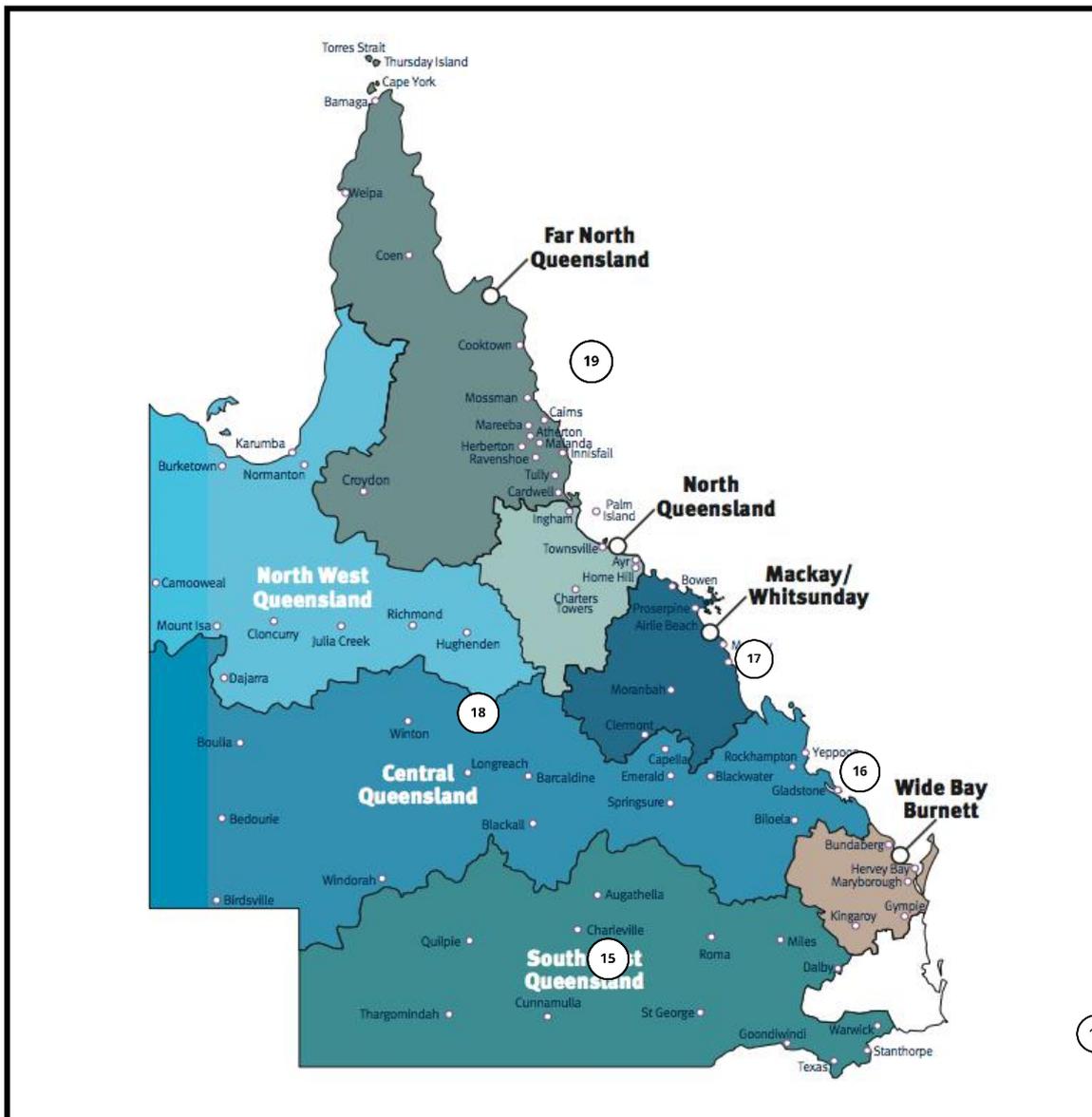
It is important for preservice teachers to understand that the Principal of the school retains the right to withdraw an offer of placement or terminate a placement after it has begun and instruct the preservice teacher to immediately leave the school if the preservice teacher commits a serious breach of school policy, engages in unprofessional conduct, or is unable to engage in the general types of activities and expectations that are inherent, or genuine occupational requirements of the teaching profession.

In such circumstances, CHC cannot guarantee that the preservice teacher will be placed in another school during that PEP block. The circumstances will be investigated and discussed with the school and preservice teacher by

the PEP Coordinator before any further placement occurs. CHC holds the right to further investigate the matter in relation to the CHC Code of Conduct Policy and to determine a final grade for the PEP.

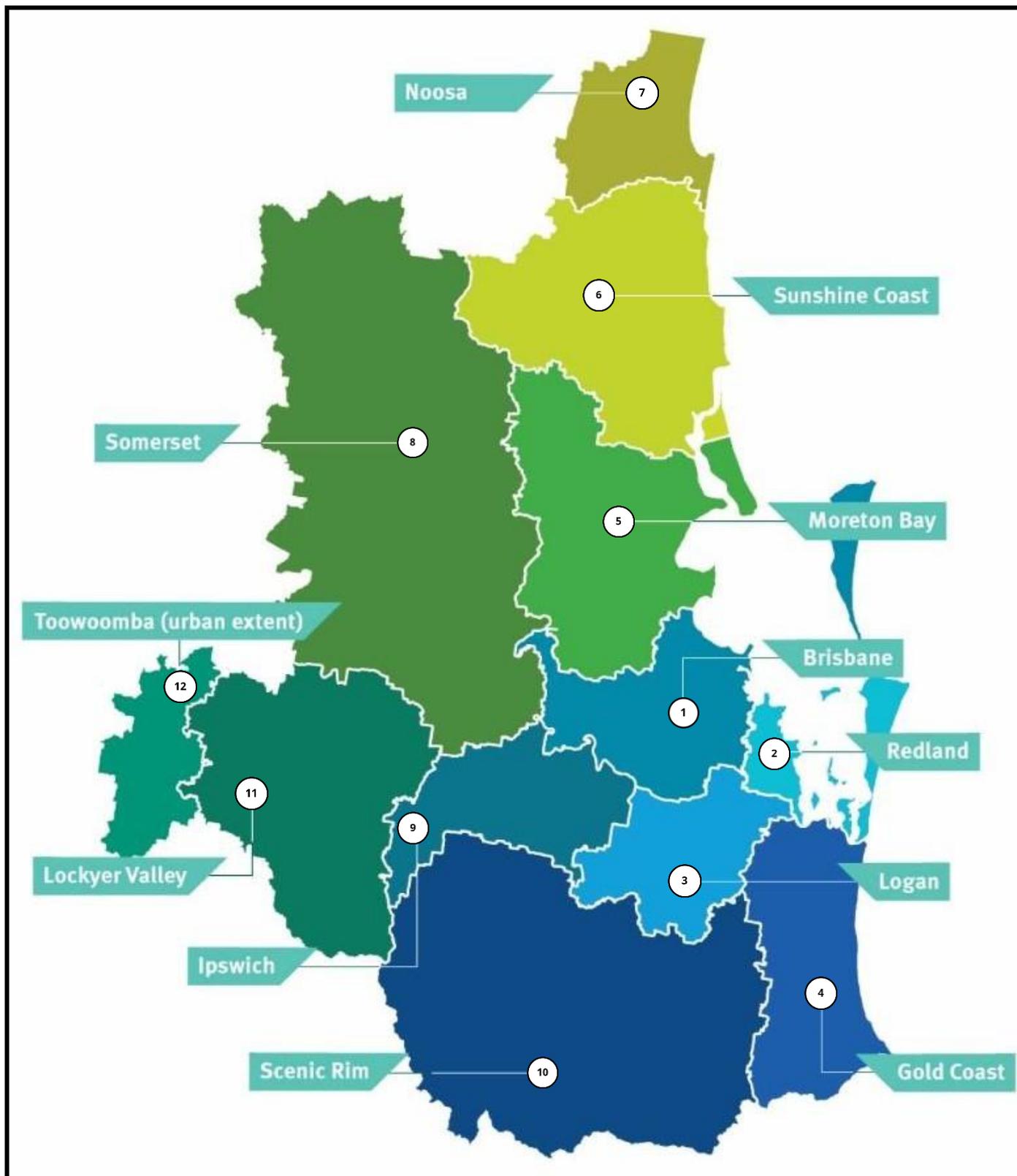
Queensland Placement Regions

1. Brisbane	6. Sunshine Coast	11. Lockyer Valley	16. Mackay/Whitsunday
2. The Redlands	7. Noosa	12. Toowoomba	17. North Qld
3. Logan	8. Somerset	13. Wide Bay Area	18. North West Qld
4. Gold Coast	9. Ipswich	14. South West Qld	19. Far North Qld
5. Moreton Bay	10. Scenic Rim	15. Central Qld	20. Outside Queensland



[Adapted regions map sourced from: Queensland Government. (2020). Back to Work. <https://backtowork.initiatives.qld.gov.au/contact-us/>]

Expanded view of South East Queensland



[Adapted regions map sourced from: Queensland Government. (2020). Back to Work. <https://backtowork.initiatives.qld.gov.au/contact-us/>]

SECTION 2 – GENERAL EXPECTATIONS & ASSESSMENT

Roles & Responsibilities

During professional experience, preservice teachers are under the jurisdiction of school leaders, Site Coordinators and supervising teachers. Like all teachers, they have responsibilities to the learners, other school staff and the school community. Preservice teachers have a responsibility to maximise their experience during the professional experience and to meet the school requirements for dress, punctuality, preparation and performance of all duties and requests.

A range of resources for use by all professional experience stakeholders has been developed by the Queensland College of Teachers (QCT), the Department of Education and Training (DET), and the Australian Institute for Teaching and School Leadership (AITSL). These resources include:

- **Supervising professional experience –**
<https://www.qct.edu.au/teaching-in-queensland/supervising-professional-experience>
- **Assessing the Australian Professional Standards for Teachers (Graduate career stage) –**
https://cdn.qct.edu.au/pdf/Evidence_Guide_for_Supervising_Teachers_QCT_2015.pdf
- **Queensland Professional Experience Reporting Framework –**
<https://teach.qld.gov.au/become-a-teacher/steps-to-become-a-teacher/professional-experience-reporting-framework>
- **Australian Professional Standards for Teachers with Illustrations of Practice –**
<https://www.aitsl.edu.au/standards/graduate>

Preservice teachers, supervising teachers, school leaders and Site Coordinators are encouraged to access these resources for additional learning and support with respect to their roles in the professional experience arena. At CHC general expectations of the various roles are summarised in the following table:

Role	Expectations
Site Coordinator	<ul style="list-style-type: none"> □ Comply with all relevant compulsory requirements, policies, procedures and expectations set out in this handbook and associated online materials. □ Use the instructions provided by the PEP Office to access the MENTORS - PEP Portal Moodle page for online information, documents and resources they need for PEP. □ Liaise with the PEP Office and school teachers to assist with the placement of preservice teachers in the school. □ Encourage classroom teachers to become supervising teachers for their own career development and support of the profession. □ Oversee the developmental progress of preservice teachers in the school and help facilitate their engagement with various members of staff in professional discussions. □ Work with supervising teachers to take action as soon as they believe that a preservice teacher is at risk (see Section 3 under the heading, Preservice Teachers At Risk of Failing). □ Assist with the assessment and moderation of reports by supervising teachers and sign documents where required.

Role	Expectations
<p>Supervising Teacher (Mentor)</p> <p>Please Note: In the case of Internship, mentors have a more collegial and consultative focus, rather than an evaluative one.</p>	<ul style="list-style-type: none"> □ Comply with all relevant compulsory requirements, policies, procedures and expectations set out in this handbook and associated online materials relating to the preservice teacher's PEP. □ Use the instructions provided by the PEP Office to access the MENTORS - PEP Portal Moodle page for online information, documents and resources they need for PEP. □ Regularly provide supportive written and oral feedback to the preservice teacher about their developmental progress noting strengths/weaknesses/suggestions for growth. □ Write specific evaluative comments on lessons taught – this may be done electronically or hand-written according to the supervising teacher's preference. □ Prepare and discuss a formative Mentor Report with the preservice teacher mid-PEP (for Internship refer to the at risk process). □ Prepare and discuss a summative Mentor Report with the preservice teacher at the end of PEP (for Internship refer to the at risk process). □ Action any at risk triggers (see Section 3 under the heading, Preservice Teachers At Risk of Failing) in a timely manner, including by: <ul style="list-style-type: none"> ○ completing the <i>Notification Form for At Risk Preservice Teachers (MENTORS - PEP Portal</i> Moodle page) informing the preservice teacher of the at risk concerns. ○ consulting with the Site Coordinator, PEP Coordinator and/or CHC lecturer to assist in troubleshooting with the preservice teacher. □ Sign all PEP documents where specifically indicated.
<p>Preservice Teacher</p>	<ul style="list-style-type: none"> □ Comply with all compulsory requirements, policies, procedures and expectations as set out in this handbook and associated online materials relating to their PEP. □ Access the STUDENT - PEP Portal Moodle page for online information, documents and resources they need for PEP. □ Respond in a timely and professional manner to all PEP communications from the PEP Coordinator, PEP Office, Site Coordinator or supervising teacher. □ Submit all PEP assessment as required on Moodle.
<p>PEP Coordinator</p>	<ul style="list-style-type: none"> □ Liaise with the Site Coordinator/Supervising teacher/Preservice teachers to arrange placements with the assistance of the CHC PEP Placements Officer. □ Create, maintain and disseminate PEP documentation (usually online) to Site Coordinator/Supervising teacher/Preservice teachers. □ Provide support for Site Coordinator/Supervising teacher/Preservice teachers in the at risk process, or for other questions or problems that arise. □ Arrange a site visit to the school by a CHC lecturer. □ Collect feedback from stakeholders to evaluate and improve on each year's professional experience.
<p>Internship Coordinator (This will be the PEP Coordinator or delegate)</p>	<ul style="list-style-type: none"> □ Establish relationships with the supervisor, Internship teacher and school by early and regular contact with a view to ensuring that all parties are comfortable with the requirements of the program and that the Internship is progressing well. □ Visit the school (in person or virtually) and consult with the Internship teacher, supervisor and Site Coordinator for collegial conversations:

Role	Expectations
	<ul style="list-style-type: none"> ○ classroom preparation and planning, ○ lesson implementation, ○ classroom management, ○ organisation and resourcing, and ○ relationships with school students, colleagues, administration staff and parents/carers. <p>□ Provide support to the Internship teacher, supervisor and the Site Coordinator as necessary and in particular if an Internship teacher is identified as being at risk of not achieving the professional requirements of the placement (see Section 3 under the heading, <i>Preservice Teachers At Risk of Failing</i>).</p>

Orientation Days prior to Placement Block

It is preferable where possible, that preservice teachers attend an orientation day at the school prior to commencement of the block. This orientation day can be used to offset a subsequent missed day during the placement block, e.g. due to illness or a public holiday. CHC recognises that this pre-placement orientation will not always be possible. In any event, the first day that a preservice teacher attends the school setting should include an induction and orientation by the Site Coordinator, or their delegate.

The information that should be addressed in the induction and orientation include:

- Work Health and Safety policy and procedures
- Emergency procedures
- Location of first aid station
- Staff code of conduct
- Child protection policy
- Behaviour management policy
- Bell times
- Playground duty rules
- Introduction to key staff
- Introduction to the school ethos and culture
- Tour of the site
- Curriculum and resources for teaching
- Such other matters as the Site Coordinator deems necessary

Some schools may give preservice teachers access to online training modules prior to placement. In such cases the preservice teacher should complete the modules in a timely manner so as not to delay commencement of their placement. In some states (Eg. NSW), there are mandatory training modules that must be completed before starting placement in a school, particularly in government schools. Please check with the school as early as possible about specific training that must be completed prior to starting placement.

Prior to Orientation, the preservice teacher should read this handbook and know CHC's expectations and the requirements of their PEP, so they can discuss them with their supervising teacher and/or Site Coordinator. It is important for preservice teachers to have some time to familiarise themselves with the school community, its facilities, routines and procedures and to ask questions.

ASSESSMENT PROCESSES IN PEPS 1-4 (Bachelor of Education & Master of Teaching Courses)

Formative and summative assessment of preservice teachers in professional experience units is a shared responsibility between CHC and partner schools. Supervising teachers and CHC staff will provide input into judgments of preservice teacher performance in the school setting based on evidence relevant to the Australian Professional Standards for Teachers (Graduate career stage). Both supervising teachers and visiting lecturers are required to be fully registered teachers. The SEH Board of Studies retains responsibility for assigning an overall assessment grade for professional experience units as part of its internal assessment processes. Each professional experience unit has its own unique unit code:

BACHELOR OF EDUCATION COURSES	
Unit Code	Unit Title
PE212	<i>Learning about Teaching: Planning for Learning (P-6)</i>
PE216	<i>Learning about Teaching: Planning for Learning (7-12)</i>
PE322	<i>Teaching for Learning: Motivating and Managing Learners (P-6)</i>
PE326	<i>Teaching for Learning: Motivating and Managing Learners (7-12)</i>
PE332	<i>Teaching for Learning: Curriculum and Planning (P-6)</i>
PE336	<i>Teaching for Learning: Curriculum and Planning (7-12)</i>
PE441	<i>Teaching for Transformation: Meeting Learner Needs (P-6)</i>
PE448	<i>Teaching for Transformation: Meeting Learner Needs (7-12)</i>

MASTER OF TEACHING COURSES	
Unit Code	Unit Title
PE511	<i>PEP 1 Introduction to Teaching & Learning (P-6)</i>
PE512	<i>PEP 1 Introduction Teaching & Learning (7-12)</i>
PE522	<i>PEP 2 The Productive Classroom: Motivating & Managing Learners (P-6)</i>
PE523	<i>PEP 2 The Productive Classroom: Motivating & Managing Learners (7-12)</i>
PE611	<i>PEP 3 Curriculum, Assessment & Reporting (P-6)</i>
PE612	<i>PEP 3 Curriculum, Assessment & Reporting (7-12)</i>
PE661	<i>PEP 4 Teaching for Transformation: Research and Data-informed practice</i>

Specific information about the teaching expectations for each professional experience unit appears in Section 5 of this handbook.

Preservice teachers will be assessed on their teaching practice by both their supervising teacher and a visiting CHC lecturer. The reports that supervisors and lecturers will use for assessment are published on the **STUDENT – PEP Portal** on Moodle at the start of the semester for preservice teachers to peruse.

On each placement, preservice teachers will collate a PEP Folio for submission to CHC. It will contain evidence generated during the professional experience demonstrating the Australian Professional Standards for Teachers (Graduate career stage) in the form of observations, reflections, professional discussions, planning and other relevant documentation that can be shown to supervising teachers, Site Coordinators, or CHC lecturers. Preservice teachers are reminded that the specific assessment requirements for each professional experience, including the contents of the PEP Folio, will be set out in the relevant Unit Outline.

Supervising Teachers (Mentors)

All reports and other PEP documentation required by supervising teachers to perform their duties appear on the **MENTORS - PEP Portal** on Moodle. Instructions for accessing this portal will be sent to Site Coordinators for dissemination to their staff prior to the placement.

Reports are completed using a single document, in which a teacher is able to use a tick box to indicate whether it is a **formative (halfway)** and a **summative (final)** version of a report. Supervising teacher will assess preservice teacher performance against the *Australian Professional Standards for Teachers (Graduate career stage)* on a four-point scale under the Queensland Professional Experience Reporting Framework:

Assessment ratings	Description
(E) = Exceeding Graduate level	<i>Consistent evidence of knowledge, practice and engagement that exceeds the APST descriptors at the Graduate Career Stage.</i>
(G) = Graduate level	<i>Consistent evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage.</i>
(D) = Developing towards Graduate level	<i>Awareness of the descriptors at the APST Graduate Career Stage but demonstrates inconsistent knowledge, practice and engagement at this level.</i>
(B) = Below Graduate level	<i>Little or no evidence of knowledge, practice and engagement or awareness that meet the descriptors at the APST Graduate Career Stage.</i>

Please note that this four-point scale is fixed and does not change across PEPs, being a progression towards Graduate level. This is based on a mastery framework, rather than a HD-F or A-E grade, which may be more familiar. Therefore, it is highly appropriate for students in the first or second placement experience to be marked mostly in the “Developing” column, as they are progressing towards Graduate standard. CHC expects students in their final placement experience to meet the Graduate standard across all areas of practice.

Supervising teachers should provide feedback comments in support of the rating given. Specific formative feedback for improvement **must** be provided for all ratings of **D** or **B**. Supervising teachers are again referred to the QCT publication entitled, [Assessing the Australian Professional Standards for Teachers \(Graduate career stage\)](#), to assist them in making consistent judgments against the standards.

The **formative report**:

- provides significant feedback to preservice teachers on their progress halfway through their placement and
- is a key identifier for all parties of issues that need to be addressed under the CHC ‘at risk’ policies and procedures (see Section 3).

It is, therefore, imperative that the formative report is given to the preservice teacher on time, approximately halfway through their professional experience. The formative report does not need to be shared with CHC if the preservice teacher is tracking well. However, if the “At-Risk” process needs to be triggered at this stage, the formative report can be sent to pep@chc.edu.au alongside the At-Risk documentation.

The **summative report** must be given to the preservice teacher at the end of the placement before leaving the school. The overall achievement in the summative report is either Pass or Fail.

Please note that the supervising teacher is not required to decide the overall achievement on a preservice teacher’s final professional experience (i.e., for **PE441, PE448, or PE661**). This will be decided by CHC based on the

recommendations of the supervising teacher on the Queensland Professional Experience Reporting Framework **Final Professional Experience Recommendations**. The preservice teacher must include a signed copy of the summative report for each placement in their PEP Folio.

As a developing professional, a preservice teacher will be engaging with the Australian Professional Standards for Teachers (Graduate career stage) as part of an ongoing, documented, self-reflective process. These reflections should form the basis for professional discussions with the supervising teacher and other practitioners in the school community. For each professional experience preservice teachers will complete:

- **Goal-Setting Tool** – stating several specific professional goals aligned with the APST and focus of the PEP, and
- **Self-Audit Tool** – identifying evidence of their practice on PEP relevant to attainment of the APST.

The preservice teacher is required to discuss these documents with their supervising teacher during PEP. Both documents are required to be signed by the supervising teacher for inclusion in the preservice teacher's PEP Folio. Preservice teachers can download the relevant tools from the **STUDENT – PEP Portal** on Moodle.

CHC Lecturers

School Visits to Observe Teaching

It is usual for lecturers to visit the school setting during the second to fourth week of a placement to observe preservice teachers in class. Preservice teachers should check their student email daily for important communications from the PEP Office about school visits and promptly respond to requests for information. At the discretion of the PEP Coordinator, or at the request of the school, visits may occur at other times, or at multiple times (commonly where At-Risk issues are identified).

The observed lesson should be between 30-45 minutes in length after which time the lecturer will debrief with the preservice teacher. CHC lecturers will usually complete a report for each of their visits to preservice teachers and provide a finished copy within 24 hours of the visit for the preservice teacher to sign and return. The report is marked on the four-point scale under the Queensland Professional Experience Reporting Framework with an overall achievement of Pass or Fail. The preservice teacher must include a signed copy of the report in their PEP Folio.

CHC visiting lecturers value the opportunity to discuss the professional experience and a preservice teacher's progress with supervising teachers. Consequently, supervising teachers should be present in the classroom and be available for consultation before or after the lesson. Site Coordinators and Directors/Principals may also wish to consult with CHC visiting lecturers on these days.

Recorded Lesson or Online Visit

Where a personal visit by a lecturer is not possible due to logistical constraints, the preservice teacher may be asked to provide a recorded lesson to the PEP Office for review. If school policies do not allow a lesson recording, an alternative online meeting may be scheduled by the visiting lecturer to discuss the preservice teacher's progress. In such cases a separate lecturer report will not be required as part of the preservice teacher's PEP Folio.

PEP Folio Requirements for PEP 1-4

Upon completion of each placement, preservice teachers are required to submit a PEP Folio containing a range of materials created during the placement. The PEP Folio will be submitted in an electronic format by uploading a OneDrive link to the Turnitin section on Moodle for the relevant PEP unit.

All documents in the OneDrive folder should have clear, consistent file names and be organised into named folders for ease of navigation by the person marking the folio. For example:

- 📁 *Lecturer and Supervisor Reports*
- 📁 *Goal-Setting and Self-Audit Tools*
- 📁 *Formal Observations & Professional Discussions*
- 📁 *Mini-lesson Plans (segments)*
- 📁 *Whole Lesson Plans*
- 📁 *Daily Plans (Full day & Continuous)*
- 📁 *Other Documents*

Lesson file names should include: *ddmmyyyy_Year level_Subject_Segment/Single/Double lesson*

For example:

- 📄 A lesson segment in Year 2 Art lesson on 3 June 2024 = **03062025_Y2_Art_LS**
- 📄 A single Year 5 Science lesson on 6 November 2024 = **06112025_Y5_Sci_SL**
- 📄 A double Year 10 English lesson on 12 October 2024 = **12102025_Y10_Eng_DL**
- 📄 A daily plan for 30 October 2024 = **30102025_DP**

It is the responsibility of the preservice teacher to ensure that all necessary parties sign documents where required. In particular, the summative report is a legal document providing evidence of the preservice teacher's performance against the graduate teacher standards and must be fully signed.

General Checklist for Elements of the PEP Folio

(Preservice teachers should read this general checklist subject to the specific requirements of their unit's assessment elaborations)

Supervising Teacher/Mentor Report

While each mentor should complete a formative and a summative version of the Mentor Report, only the summative report is included with the PEP Folio. It must be signed by all necessary parties as indicated on the report.

Lecturer Report

This must be signed by all necessary parties as indicated on the report.

Planning Documentation, including reflections

Throughout the placement block, preservice teachers will plan and deliver lessons. All planning documentation including lesson segment plans, whole lesson plans and daily plans should use the CHC templates and be included within the PEP Folio. It is important that all sections of the CHC templates are fully completed, including mentor feedback and reflective tasks. Detailed information about how many planning documents should be included in the professional folio can be found within unit outlines.

Goal-Setting Tool

This tool is designed to help preservice teachers develop a proactive approach to their professional development by setting specific, achievable goals against the Australian Professional Standards for Teachers (Graduate career stage). The tool should be completed by the preservice teacher in consultation with the supervising teacher at the commencement of the PEP block and reviewed throughout the PEP to

measure achievement of stated goals. The tool must be signed by both the preservice teacher and supervising teacher.

□ **Self-Audit Tool**

This tool is designed to help preservice teachers reflect on their professional development supported by specific pieces of evidence, e.g., observations, discussions, plans, activities, and other artefacts. The tool should be completed by the preservice teacher progressively during the placement and discussed with the supervising teacher as evidence of self-reflection on practice. It must be signed by both the preservice teacher and supervising teacher.

□ **Observations and Professional Discussions**

It is essential that preservice teachers provide documentary evidence of their engagement with these activities throughout the period of the placement. The specific requirements for observations, professional discussions to be included in the PEP Folio will be stated in the relevant unit outlines. All templated tools to be used for these activities are published on the **STUDENT – PEP Portal** on Moodle.

ASSESSMENT PROCESSES FOR INTERNSHIP (Bachelor of Education Courses)

Introduction

In the Bachelor of Education courses for both primary and secondary teaching, Internship teachers who have successfully completed PEP 1-4 and are otherwise course complete will undertake a 30 day school-based Internship placement.

BACHELOR OF EDUCATION COURSES	
Unit Code	Unit Title
PE450	<i>Internship: Teaching for Transformation</i>

Internship teachers have successfully demonstrated knowledge and skills meeting the Australian Professional Standards for Teachers (Graduate career stage) in their final professional experience. This capstone Internship unit has been structured to provide an environment in which Internship teachers can build upon the learning from their professional experiences to strengthen their professional growth and development to successfully bridge the gap into beginning teaching. Emphasis is therefore placed on teacher induction experiences and the development of critical pedagogical theory and practice. It is intended that Internship teachers have the opportunity to:

- experiment with different approaches to teaching and learning,
- establish professional goals and evaluate their progress, and
- reflect on their school-based Internship experiences to develop proposed approaches for their first year of teaching.

The Internship provides opportunities for simulating a teacher's role, as well as enabling Internship teachers to experience and participate in the wider life of the school community through extra-curricular involvement and other services that support the school. **Specific information about the teaching expectations for the Internship unit appears in Section 5 of this Handbook.**

Supervising Teachers (Mentors)

A checklist can be downloaded from the **MENTORS - PEP Portal** on Moodle to assist supervisors to monitor the weekly progress of the Intern from week 1 to week 6. This checklist is meant to assist supervisors to monitor the professional progress of the Intern from week 1 to week 6. It is not a formal assessment item. Complete this form at the end of each week of the placement period. Discuss with the preservice teacher any concerns you have about their progress and contact the CHC PEP Office if you have significant concerns that a preservice teacher may be 'at risk' (Email: pep@chc.edu.au). This could be indicated by persistent "Needs attention" results.

Supervisors will use the at risk process as the formal basis for evaluating the Internship teacher's satisfactory progress in meeting the professional requirements of the placement (**see Section 3 under the heading, Preservice Teachers At-Risk of Failing**). Any at risk triggers must be communicated to the Internship teacher and the PEP Coordinator as soon as possible so that remedial action can be taken.

Supervisors will also have input into the Internship teacher's professional proficiency progression by engaging in weekly professional discussions about the Internship teacher's professional goals and reflections.

CHC Lecturers

The Internship teacher will submit several pieces of assessment evidence to CHC as set out in the relevant Unit Outline relating to their professional proficiency progression and learning.

School Visits

School visits will also be conducted by a CHC lecturer for advisory and supportive purposes for both the Intern and the supervisor in Week 2 and Week 5 of the placement. These visits will be a key opportunity to address any concerns about the Intern's performance on the placement.

Internship Folio

Part A: Professional discussions and reflection

Collate a selection of four professional discussions with school staff performing different roles and responsibilities in the education context. Where possible select from the following categories:

- Pastoral care leader
- Curriculum leader
- Experienced teacher of 5+ years (same learning area or year level)
- Learning support teacher/coordinator
- Learning phase leader e.g. Upper Primary Coordinator or Head of Middle School
- Other as appropriate

The collated discussions should include a summary of key points discussed, linkages to APST and personal reflections about the topics discussed, synthesising some enduring understandings that may be transferable to both your current and future teaching practice.

Word Length/Duration: Part A (4 x 400 words)

Weighting: 50%

Assessed: One week after completion of placement

Part B: Professional Practice Progression

Use the APST framework as a guide to self-assess your current and developing capabilities, professional aspirations and achievements over the duration of your 30 days of Internship placement. Engage in collegial discussions with your supervising teacher to assist you to highlight your developing strengths and to set weekly goals for improvement.

Word Length/Duration: Part B (4 x 400-500 words)

Weighting: 50%

Assessed: One week after completion of placement

Preservice teachers should refer to the PE450 Unit Outline for more information about the assessment.

NOTE: Assessment for PE450 is PASS/FAIL resulting in an ungraded pass (UP) designation.

SECTION 3 – POLICIES AND PROCEDURES

No Card, No Start!

Preservice teachers will not be allowed to enter any professional experience settings unless they hold the necessary working with children check approval. Refer to the compulsory requirements in **Section 1** of this handbook.

Attendance Times & Duties

Preservice teachers are expected to arrive at school **at least 30 minutes before the school day begins**, unless required to arrive earlier by the Site Coordinator. They must also remain until the end of the scheduled school day and **attend meetings** or other professional activities that may be held onsite after students have left school.

Unless permission is obtained from the Site Coordinator or their delegate, preservice teachers must not leave the school between the start and end of the school day. If a preservice teacher wishes to leave school earlier on a given day, they must speak with the Site Coordinator and give a valid and substantiated reason for the request. Preservice teachers must adhere to school policies regarding **signing in and out** on arrival and departure.

Where a placement day falls on a student free day, professional development day, or school event such as a sports carnival, attendance will be counted towards the required professional experience days. In the event of industrial action by teachers at the school setting on a placement day (i.e., a strike), the preservice teacher should not attend school and inform the PEP Office of the situation. **Professional experience days lost due to industrial action or public holidays must be made-up.**

Absence from Professional Experience

If a preservice teacher is absent on a professional experience day, they must:

- telephone the school at least one hour before the start of the school day to inform their supervising teacher and Site Coordinator of their absence,
- if they are scheduled to teach that day, email their lesson planning to their supervising teacher, and
- email the PEP Office to notify their absence from school.

If the absence is for medical reasons and extends beyond one day, a medical certificate must be presented to the school and the PEP Office.

The QCT is responsible for the registration of teachers wishing to practice in Queensland schools. AITSL sets the minimum number of professional experience days that must be completed in initial teacher education programs:

- Preservice teachers in **undergraduate and double-degree initial teacher education programs** must complete a minimum of **80 days** of well-structured, supervised and assessed practice in schools to be eligible for registration.
- Preservice teachers undertaking a **graduate entry initial teacher education program** must complete a minimum of **60 days** of well-structured, supervised and assessed practice in schools to be eligible for registration.

At CHC, because we believe that PEP is a very powerful developmental tool for preservice teachers, both the Bachelor of Education and Master of Teaching courses have embedded professional experience days that exceed the mandated minimums. Despite this, **missed days must be made up**, unless there are special circumstances

that make it impractical to do so. In these circumstances missed days in one professional experience block may be added to a future professional experience block.

Failure to undertake required make-up days in the event of absences may result in the preservice teacher failing the professional experience unit.

PLEASE NOTE: In the case of an **Internship** placement, it is not always necessary for a missed day to be made-up. The Site Coordinator/supervising teacher should always contact the PEP Coordinator to discuss the need for make-up days in any given case.

Character & Conduct Requirements

It is expected that preservice teachers will model high standards of personal and professional conduct at all times in accordance with the [CHC Student Code of Conduct](#). Preservice teachers need to consider carefully whether their actions, lifestyle, behaviour, or conduct may potentially impact upon their suitability for placement within school contexts.

As developing professionals, preservice teachers are expected to understand and abide by:

- ❑ **the Queensland College of Teachers' (QCT) Code of Ethics for Teachers in Queensland**
<https://www.qct.edu.au/standards-and-conduct/code-of-ethics>
- ❑ **the QCT Professional Boundaries: A Guideline for Queensland Teachers**
<https://www.qct.edu.au/standards-and-conduct/professional-boundaries>
- ❑ **the Australian Professional Standards for Teachers (Graduate Teachers)**
<https://www.aitsl.edu.au/standards/graduate>
- ❑ **any other State or Territory based standards and/or codes of conduct for teachers, relevant to the location of placement**
- ❑ **the staff code of conduct of the placement school.**

In all circumstances, preservice teachers should be mindful of requirements to establish and maintain appropriate professional relationships within school contexts and the need to always act with impartiality, truthfulness and honesty.

All preservice teachers enrolled in PEP are required to sign a **Professional Conduct Commitment** acknowledging and agreeing to abide by the professional expectations of PEP. Failure to adhere to the character and conduct expectations may trigger the 'at risk' process or lead to failure of the PEP unit.

Cyber Conduct

To ensure that their professional behaviour is in keeping with relevant ethical standards and codes of conduct, preservice teachers should also be aware of how their on-line actions can impact upon their professional relationships within school communities. Use of information and communication technologies, such as email, mobile phones, text or instant messaging, blogs, social media (e.g., Facebook, Instagram) and other websites must be undertaken with extreme caution.

Such technologies must only be used for appropriate professional purposes whilst on school campuses, and any personal use of such whilst off school campus, before, during, or after a professional experience, must ensure that there is no reference to a particular school, or member of a school community. In keeping with this, preservice teachers must adhere to the following points:

- There must be no personal engagement with school students with whom preservice teachers have come into contact during the PEP via social media or digital technologies, either on, or off school campuses, at any time.
- Any professional engagement with students via information/digital technologies must be officially sanctioned by the school, via an official school site and for appropriate educational purposes only.
- Preservice teachers must not post, or publish online anything that may bring CHC, themselves, the school at which they are undertaking PEP, or any member of that community, into disrepute.

Failure to adhere to these expectations may trigger the At-Risk process or lead to failure of the PEP unit.

Standard of Dress & Presentation

Each school setting will usually have its own policies and standards with respect to dress and grooming of its staff. Preservice teachers are expected to comply with dress and grooming standards set by a school in keeping with its ethos.

Preservice teachers must remember that they are also representing CHC while on professional experience placement. It is the expectation of CHC that all preservice teachers will maintain a high standard of professional dress and grooming while serving in school settings. This should at least match the standard of senior staff in the school setting. General examples include:

- Clothing should be ironed, neat, clean and modest.
- CHC Polo shirts may be worn if appropriate to the context (e.g., for Sport or similar activities).
- CHC lanyard should be worn containing CHC student card, working with children check and school sign in for the day.
- Closed-in shoes should be worn for safety.
- A sun-safe hat and sunscreen for playground duty and outdoor activities.
- Personal hygiene, grooming and overall presentation should be of a high standard in keeping with the role of a teacher.

CHC lanyards will be provided to preservice students in their first year of study via the PEP Office. Preservice teachers will be responsible for the cost of the lanyard including postage.

Failure to dress appropriately may lead to exclusion from the school setting until the issue is rectified.

Duty of Care

During their placement, preservice teachers owe a general duty of care to staff, students and other members of the school community not to cause loss or injury by any negligent act of omission. However, because they are not registered teachers in the employ of the school, legal responsibility for students always remains with the supervising teacher and other school staff. **At no time should a preservice teacher be left in charge of students without supervision by a registered teacher.** The extent to which professional activities are delegated to preservice teachers by supervising teachers must be based on a careful assessment of each preservice teacher's current progress and readiness to assume responsibility.

Preservice teachers should follow the instructions and advice of supervising teachers and other school staff in authority with respect to maintaining a safe and supportive environment for students.

Work Health & Safety

As part of the PEP briefing by the PEP Coordinator, all preservice teachers will have an orientation on Work Health and Safety prior to going to the school and then at the school from the appropriate school officer. All schools should have a Work Health and Safety Policy and a Risk Management Policy. It is necessary that preservice teachers familiarise themselves with these policies. Schools should ask preservice teachers to sign a roll after viewing these policies. Preservice teachers are expected to comply with the school's policies so as not to cause injury to themselves or others.

If a preservice teacher is subject to threats of violence, intimidation or harassment from any person in the school setting, they should immediately report it to a supervising teacher and the PEP Coordinator. CHC does not expect its preservice teachers to remain in workplace situations where they feel threatened or unsafe.

Insurance & Liability

CHC's public liability insurance extends to cover preservice teachers undertaking professional experience placements, and the usual activities engaged in within a school community. This will extend to excursions and camps that form part of the school's curricular, or extra-curricular program.

If the preservice teacher is injured at school, or during a school related activity, they must report it to the school administration and supervising teacher. Medical assessment of the injury should be sought. As soon as possible the preservice teacher should complete the school's incident report form. A copy of the completed incident report must be sent to the PEP Office. Any lost days will need to be made-up.

Duties Camps & Excursions

Preservice teachers are expected to accompany their supervising teacher or other authorised school staff on yard duties, sports and other activities outside the classroom, as part of their professional experience.

If the school would like a preservice teacher to attend a camp or excursion that is running during the PEP block, CHC encourages the preservice teacher to do so in keeping with participation in the life of the school and experiencing a range of curricular and extra-curricular activities. The preservice teacher is expected to let CHC know of these arrangements by submitting to the PEP Coordinator a copy (electronic or hard copy) of the risk-assessment paperwork that the school has completed in relation to the event. This is needed to fulfil CHC's responsibilities to its preservice teachers in terms of Work Health and Safety. The preservice teacher should be familiar with the safety protocols and always comply with them for their own and other's safety.

Observations & Professional Discussions

In addition to specific assessment requirements for individual placements, preservice teachers are encouraged to observe a range of teaching and learning activities within the school setting and to record their observations for reflection and professional discussions. Permission should be sought from a supervising teacher or the Site Coordinator before undertaking an observation and confidentiality and respect must be maintained for the teacher and students. Observations should never be judgmental or evaluative but reflective in nature, focussing on learning. A Lesson Observation Record can be used by the preservice teacher to make notes of their observations. All lesson observation forms can be downloaded from the **STUDENT - PEP Portal** on Moodle.

An important aspect of professional development is learning to understand the wider contexts of schools. The professional life of a teacher is not just located within the classroom. Rather, teachers are part of a learning community, where there are multiple interrelationships and interdependencies. Developing an understanding of

the various ways in which schools are managed and organised to fulfil their mission statements is an essential experience in becoming a professional teacher.

Consequently, during each professional experience preservice teachers are expected to engage in professional discussions with school staff. These discussions can take many forms. Of great benefit are informal discussions initiated by preservice teachers who have accepted the responsibility to be proactive learners and investigators. Preservice teachers may involve themselves in discussions with supervising teachers, other teachers, group leaders, heads of departments, librarians, school support staff, ancillary staff and so on. It is important, however, when initiating this type of discussion that preservice teachers respect the time restraints and other commitments of school staff. Preservice teachers can record notes of these discussions in the Professional Discussions Log for reflection. The log can be downloaded from the **STUDENT – PEP Portal** on Moodle.

Planning & Preparation

Supervising teachers should **discuss ideas** for learning sessions and activities **at least three days before** the scheduled event to give the preservice teacher adequate time for planning and preparation.

Preservice teachers must provide a **draft of their planning** for a learning session, or activity to the supervising teacher to obtain feedback, **at least one full working day before** the scheduled event. In the absence of lesson planning, the preservice teacher should not be allowed to teach.

It is expected that the preservice teacher will receive constructive feedback from their supervising teacher in a positive and professional manner and will implement it as soon as practicable to improve their teaching practices. A **final copy of planning** for a learning session must be given to the supervising teacher prior to the preservice teacher implementing it.

School Resources

It is the responsibility of the preservice teacher to care for any resources that are lent to them by the school and to return them at the end of the placement, or other agreed time, in the same condition as when they were borrowed. The preservice teacher must comply with the borrowing procedures of the school. At no time should school resources be taken by the preservice teacher without express permission of school staff.

Preservice Teachers At-Risk of Failing

Preservice teachers may encounter a range of unforeseen issues during a professional experience. CHC aims to support schools, supervising teachers and preservice teachers where possible. A preservice teacher could be placed at risk for several reasons, including:

Triggers for at risk notification	
1.	Absence without valid explanation
2.	Failure or inability to plan for learning
3.	Serious difficulties with classroom management
4.	Significant lack of content knowledge
5.	Serious difficulties with implementing teaching strategies and pedagogical practices
6.	Inadequate progress in developing towards graduate level achievement
7.	Acting outside of the school's policies such as work health and safety, behaviour management, etc.
8.	Misconduct or failure to abide by the QCT Code of Ethics, the school's or CHC's code of conduct, or PEP protocols

At Risk Notification

It is imperative that the Site Coordinator, the PEP Coordinator and the preservice teacher are made aware of the At-Risk status as soon as it is identified, which should usually be no later than the provision of the **formative (halfway) report**. The supervising teacher, Site Coordinator, visiting lecturer or PEP Coordinator can place a preservice teacher at risk. The **At-Risk Notification form** can be downloaded from the **MENTORS - PEP Portal** on Moodle.

An At-Risk notification does not necessarily mean that the preservice teacher should or will fail the PEP unit, but it signifies that there are issues of concern that need to be addressed. The provision of an At-Risk notification to the PEP Office triggers extra support for a preservice teacher to help them redress issues of concern. This will include clear identification of the issues that need to be addressed and a follow up visit from a CHC lecturer. Where necessary, in consultation with the school, a decision will be made about the suitability of the preservice teacher to continue with the placement. If there is uncertainty on the part of a supervising teacher or Site Coordinator as to whether an At-Risk form is necessary, the notification should be completed to ensure that the PEP Office is informed of the issues and able to make appropriate interventions.

At-Risk Process

If schools have cause for concern regarding the progress of a preservice teacher, the following process should be followed:

- the circumstances considered to be at risk should be discussed with the preservice teacher by the supervising teacher and Site Coordinator, giving the preservice teacher a reasonable opportunity to improve
- if the situation does not improve, or is not resolved, the Preservice Teacher At-Risk Notification form should be completed and a copy given to the preservice teacher, supervising teacher, Site Coordinator and the PEP Coordinator
- a process of diagnosis, remediation and intervention will be undertaken in a joint effort between the preservice teacher, CHC and the school
- preservice teachers have the freedom in these circumstances to contact the PEP Coordinator for discussion and advice
- discussions should be conducted throughout the process with the visiting lecturer during visits, by telephone, or online
- every effort will be made to assist the development of the preservice teacher
- if satisfactory improvement is not made within the negotiated time frame, a discussion will take place with the preservice teacher and school as to the options for the preservice teacher
- the preservice teacher may also choose to withdraw from the PEP
- the school and/or CHC may choose to terminate the placement if no reasonable resolution can be reached
- in the case of serious misconduct, the preservice teacher will be immediately withdrawn from the school setting either at the instance of CHC or the Principal/Site Coordinator

If the At-Risk issues are not resolved so that the preservice teacher can complete the professional experience, they will receive a failing grade for the unit. In this case, the student will need to reattempt the unit in a future semester.

SECTION 4 – FREQUENTLY ASKED QUESTIONS

1. What if there are concerns about how a preservice teacher is performing on placement?

In the first instance, the preservice teacher needs to be given very clear feedback regarding the concerns and specific advice as to how to rectify these issues. The supervising teacher may inform the Site Coordinator of the concerns and seek advice as to whether they would like to reinforce the advice given to the preservice teacher by also speaking with them. If the preservice teacher does not respond positively and implement the changes or advice given at the next reasonable opportunity, the supervising teacher or the Site Coordinator should let the PEP Coordinator know as soon as possible. The PEP Coordinator can then speak with and/or visit the preservice teacher to provide additional support and assistance as needed. If the concerns are substantial, and lead to questioning whether the preservice teacher is likely to pass the PEP experience, the supervising teacher should fill out and submit to both the Site Coordinator and the PEP Coordinator an 'at risk' notification in accordance with the 'at risk' policy and procedures.

2. What if a preservice teacher does not submit his or her planning on time?

Failure to submit planning on time (that is, the working day before the teaching is scheduled to take place) is a substantial issue. In this instance, the preservice teacher should be informed that they will not be teaching the allocated class, and it is up to the supervising teacher as to whether they are willing to provide another opportunity to make up that lesson. The supervising teacher should inform the Site Coordinator straight away of any problems in this regard. The PEP Coordinator should be notified if planning is not submitted on more than one occasion, so they can reinforce this expectation with the preservice teacher and assist them with their organisational strategies to ensure that such failure does not occur again. If planning continues to be late following these interventions, an 'at risk' notification should be completed in accordance with the 'at risk' policy and procedures.

3. What if planning is submitted, but it is inadequate?

Written planning should be submitted on the working day before the teaching is due to take place. It may be in electronic or hard copy form depending on the supervising teacher's preference. This is to give supervising teachers the opportunity to ensure that it is suitable for teaching and if not, to enable resubmission prior to the lesson being implemented. If resubmitted planning is still incomplete or inadequate, the supervising teacher has the right to refuse to allow the preservice teacher the opportunity to teach. Insufficient or unsatisfactory planning is a substantial concern. In such instances, an 'at risk' notification should be completed in accordance with the 'at risk' policy and procedures.

4. Do missed placement days always need to be made up?

*At CHC, because we believe that PEP is a very powerful developmental tool for preservice teachers, both the Bachelor of Education and Master of Teaching courses have embedded professional experience days that exceed the mandated minimums. Despite this, **missed days must be made up**, unless there are special circumstances that make it impractical to do so. In these circumstances missed days in one professional experience block may be added to a future professional experience block. The preservice teacher and Site Coordinator/supervising teacher should always contact the PEP Coordinator to discuss the need for make-up days in any given case.*

In the case of an Internship placement, it is not always necessary for a missed day to be made-up. The Site Coordinator/supervising teacher should always contact the PEP Coordinator or Internship Coordinator to discuss the need for make-up days in any given case.

5. What if a preservice teacher is away due to illness?

If a preservice teacher becomes ill, they must notify the PEP Office, Site Coordinator and mentor at least an hour before the start of the school day that they will be absent. Any lesson plans for that day should also be emailed for the attention of the mentor. If the absence is for more than one day a medical certificate should be obtained and sent to the PEP Office and Site Coordinator. See FAQ 4 in relation to make up days.

6. Must a preservice teacher do make-up days if there is a public holiday or whole day school event during their professional experience?

Public holidays will need to be made-up which can be by way of a pre-placement orientation day. If a preservice teacher is attending a scheduled school event, such as a sports carnival, excursion, camp or student free day/s for planning/PD, these days will still count towards the required professional experience days.

7. Can preservice teachers go on school camps or excursions during PEP?

Yes, school camps and excursions are a great way for preservice teachers to interact with students in non-formal settings and gain valuable experience in terms of how such events are organised and managed. It is up to the discretion of the school as to whether preservice teachers can attend these types of events, and this may be dependent on things such as the amount of accommodation available for staff and/or transport arrangements. If the school would like a preservice teacher to attend a camp or excursion that it is running during their PEP block, CHC expects the preservice teacher to do so. The preservice teacher is expected to let CHC know of these arrangements by submitting to the PEP Coordinator a copy (electronic or hard copy) of the risk-assessment paperwork that the school has completed in relation to the event. This is needed to fulfil CHC's responsibilities to its preservice teachers in terms of Work Health and Safety. Unfortunately, if we do not have a copy of such paperwork, we cannot authorise a preservice teacher to attend an off-campus event such as an excursion or camp whilst on PEP.

8. What if the timetable given by the school does not allow the preservice teacher to fully meet the recommended teaching expectations for the professional experience?

If the shortfall is relatively minor, it is not a problem, e.g. missing two or three lessons across the placement. The recommended expectations are provided as guidelines for a reasonable opportunity to develop and assess preservice teacher skills. They are not exacting requirements. Any shortfall in teaching time should be documented by the preservice teacher in the PEP Folio by way of an explanatory note which includes the reason why lost teaching time could not be fitted elsewhere into the schedule. The preservice teacher should also aim to participate in sport, home class activities, assemblies or Chapels to gain further experience and exposure to school activities. However, the preservice teacher must not organise visiting other staff members' classrooms without first discussing this with the Site Coordinator or mentor to obtain permission.

9. How are mentors and Site Coordinators paid for hosting a preservice teacher?

All necessary payment forms are accessible in the MENTORS - PEP Portal on Moodle. Upon receipt of the claim form by CHC, payment will be arranged for deposit into the nominated bank account. Please ensure that payment claim forms are submitted to CHC as soon as possible after your student finishes their placement.

10. How is mentor feedback to be documented for the purposes of the PEP Folio?

The PEP Handbook instructs mentors to write evaluative comments for all learning sessions taught. This may be done electronically or hand-written according to the mentor's preference. We do not specifically require signatures on the documents, but some mentors will do this as a matter of course. A suggested formative feedback sheet can be accessed on the MENTORS - PEP Portal on Moodle. In practice, mentors will often have developed their own style of providing feedback. Some may give extensive written notes on the lesson plan, or

separately. Others may give brief notes and verbal feedback, which the mentee should write up for their future reference and for the folio. In some cases, feedback may be given via email. These can be included in the folio.

11. Does a teaching session greater than 60 minutes count as a double lesson?

Generally, a lesson that is longer than 60 minutes may be treated as a double lesson for the purposes of the expected teaching allocations set out in Section 5 of the PEP Handbook (see the Notes to the Schedule). However, it is preferred that doubles be no less than 70 minutes. An extra 10 minutes in a lesson is neither here nor there in the broader context of a preservice teacher gaining experience in the classroom during PEP.

12. Is there a difference between professional experience and Internship?

Yes, each professional experience has a developmental focus and builds upon the previous, whereas Internship is the bridge linking Internship teachers' studies to fulltime teaching.

13. What are the major differences between professional experience and Internship?

The major differences between professional experience and Internship are the expectations of the intern and the relationship between the intern and the College staff and mentor.

- **Expectation** – the intern is to be integrated into the school community and by the conclusion of the Internship program is capable of adopting the role of a beginning teacher.
- **The relationships** – the Preservice teacher on professional experience has mentoring relationships while the intern has relationships which may be described as more collegial.

14. What is the teaching load expectation of the Internship teacher?

The Internship program planned for each Internship teacher will be limited to an average of a half teaching load over the Internship period.

SECTION 5 – TEACHING LOADS FOR PRESERVICE TEACHERS

Introduction

This section contains specific information in relation to the professional experience requirements for Bachelor of Education and Master of Teaching courses.

In working with our preservice teachers, school leaders and supervising teachers are requested to consider the course context within which the professional experience is being undertaken. Preservice teachers will have varying degrees of content/curriculum knowledge and pedagogical skills depending upon where the experience falls in their course. Scope exists for a preservice teacher to still be developing towards the Australian Professional Standards for Teachers (Graduate career stage) in the first three professional experiences with increasing evidence of meeting the standards over time. By the end of PEP 4, all standards should be met at the Graduate level. We encourage supervising teachers to consider their preservice teacher's level of experience during orientation discussions. The placement days in schools for each course are summarised in the following tables:

BACHELOR OF EDUCATION COURSES

Activity	B.Ed. (Primary)	B.Ed. (Secondary)	Days
First Year Observations (Semester 2)	ES123 Introduction to Teaching and Learning (P-6) <i>Focus: Observational orientation to the school context from a teacher's perspective.</i>	ES126 Introduction to Teaching and Learning (7-12)	5 days
PEP 1	PE212 Learning about Teaching: Planning for Learning (P-6) <i>Focus: Connecting to teaching and learning in a school context, including planning, implementing and reflecting on individual lessons.</i>	PE216 Learning about Teaching: Planning for Learning (7-12)	15 days
PEP 2	PE322 Teaching for Learning: Motivating and Managing Learners (P-6) <i>Focus: Developing personal models for motivating and managing learners.</i>	PE326 Teaching for Learning: Motivating and Managing Learners (7-12)	20 days
PEP 3	PE332 Teaching for Learning: Curriculum and Planning (P-6) <i>Focus: Engaging with broad curriculum issues through unit planning.</i>	PE336 Teaching for Learning: Curriculum and Planning (7-12)	20 days
PEP 4	PE441 Teaching for Transformation: Meeting Learner Needs (P-6) <i>Focus: Differentiating programs, strategies and/or resources to meet the diverse needs of learners.</i>	PE448 Teaching for Transformation: Meeting Learner Needs (7-12)	25 days
PEP5 (Internship)	PE450 Internship: Teaching for Transformation <i>Focus: Managing the transition from preservice teacher to beginning teacher. Please note PEP5 is a "non-assessed" PEP and has special conditions. Please see p. 42 for more details.</i>		30 days
Total supervised days in schools			115 days

MASTER OF TEACHING COURSES

Activity	MTeach (Primary)	MTeach (Secondary)	Days
PEP 1	PE511 PEP 1 Introduction to Teaching & Learning (P-6)	PE512 PEP 1 Introduction to Teaching & Learning (7-12)	5 days observations
	<i>Focus: Planning for learning principles and understanding a range of effective teaching and learning strategies and techniques.</i>		15 days teaching
PEP 2	PE522 PEP 2 The Productive Classroom: Motivating & Managing Learners (P-6)	PE523 PEP 2 The Productive Classroom: Motivating & Managing Learners (7-12)	20 days
	<i>Focus: Understand and implement effective teaching and supportive, creative and well managed learning environments that are inclusive and differentiated.</i>		
PEP 3	PE611 PEP 3 Curriculum, Assessment & Reporting (P-6)	PE612 PEP 3 Curriculum, Assessment & Reporting (7-12)	20 days
	<i>Focus: Understand how to plan and implement curriculum, assessment and reporting that is inclusive, differentiated and data driven.</i>		
PEP 4	PE661 PEP 4 Teaching for Transformation: Research & Data-informed Practice		25 days
	<i>Focus: Demonstrate the capacity to meet each of the graduate career stage APST descriptors within the Final Professional Experience Recommendations and provide evidence of impact on learning through the collection and analysis of data within the parameters of the Graduate Teacher Performance Assessment (GTPA).</i>		
Total supervised days in schools			85 days

Guidelines for Teaching Allocations

Generally

For the purposes of PEP, CHC has set the following timings for different activities as a guide to preservice teachers and schools:

- **Lesson Observation** = 30-60 minutes
- **Lesson segment** = 15-20 minutes
- **Whole lesson** = 30-60 minutes
- **Full day** = 60-80% of 1.0FTE teacher load*
- **Continuous teaching** = 60-80% of 1.0FTE teacher load*

*60-80% of 1.0FTE teacher refers to the amount of lessons a full-time teacher at the placement school would normally teach in a day or week. In some cases, a preservice teacher may be placed with a supervising teacher who has a lighter teaching load, for example due to a leadership role or a part time. Where possible, a timetable for the preservice teacher should reflect 60-80% of a 1.0FTE teacher load *for this school context*. In these cases, the preservice teachers' timetable could then be made of, for example, 100% of the mentor teacher's load or other lessons added from other teachers' timetables.

PLEASE NOTE: Class contact time that the preservice teacher is not actively teaching, **MUST NOT** be used as planning, or break time. During these lessons, the preservice teacher should be engaged with the class in supporting and assisting the work that the class teacher is doing.

The tables on the following pages set out the recommended teaching allocations for PEPs 1-4 of the Bachelor of Education and Master of Teaching courses. CHC recognises the need for flexibility with the recommendations because of the wide variety of school contexts and unforeseen interruptions that can impact on teaching and learning time in any school. The supervising teacher should work with their preservice teacher to unpack the recommended allocation in a developmentally appropriate way. Provided preservice teachers can achieve the recommended number of lessons overall, the week in which they occur is not crucial. If preservice teachers are not able to meet the recommended allocations due to interruptions to regular school timetables, or the holding of special events, e.g., sports days, they should explain this in their PEP Folio.

Primary school context

In the primary school setting, there are some classroom setups that preservice teachers may experience for the first time – for example stage-based learning or composite classes. Preservice teachers should be supported to engage with the teaching and learning cycle in line with the school or supervising teachers' normal ways of working in these contexts.

Secondary school context

In the secondary school setting the Site Coordinator should develop a timetable for preservice teachers. It is important to provide secondary preservice teachers with some balance between their teaching areas across and within their placements.

Interacting with a variety of mentors is very challenging for preservice teachers. Conflicting advice and a lack of continuity with classes and mentors can lead to a sense of confusion. It is recommended that secondary preservice teachers be placed with **one or two mentors**, recognising that in some circumstances this may need to be extended to three. However, the allocation of a preservice teacher to more than three mentors is to be avoided.

Embedded Practice Program

Preservice teachers participating in the Embedded Practice Program (EPP) while working in a CHC partner school, may be eligible to complete placements in the partner school context. Whether this is in the form of a standard block or Embedded Placement days during a semester, the recommended teaching allocations and assessment requirements of the relevant PEP unit still apply.

To meet CHC's obligations to provide a diverse professional experience program, students can usually only complete one or two placements within a students' EPP school.

[TURN TO THE NEXT PAGE FOR RECOMMENDED TEACHING ALLOCATIONS]

Bachelor of Education Courses – Recommended Teaching Allocations for PEP 1-4

Unit code	Activities and Teaching Load	Evidence Required
ES123 or ES126	5 days Block or embedded placement	Orientation visit to schools for observation and formative introduction to school contexts
PE212 or PE216	15 days Block or embedded placement	<p>Teaching and Learning Activities across the block period:</p> <ul style="list-style-type: none"> • 5 x formal observations focused on planning for teaching • 3 x professional discussions on planning and preparation • 2 x lesson segments (<i>developmental step toward whole lessons</i>) • 8 x whole lessons (<i>up to 2 lessons per day</i>)
PE322 or PE326	20 days Block or embedded placement	<p>Teaching and Learning Activities across the block period:</p> <ul style="list-style-type: none"> • 5 x formal observations focused on classroom management • 3 x professional discussions about classroom management issues • Block PEP: A teaching load inclusive of <ul style="list-style-type: none"> ○ 12 x whole lessons (<i>up to 2 lessons per day</i>) ○ 1 x day teaching (<i>60-80% of 1.0FTE teacher load</i>) ○ 1 x week continuous teaching (<i>60-80% of 1.0FTE teacher load</i>) <p>Embedded or PTT PEP: 25-30 lessons across the embedded period</p>
PE332 or PE336	20 days Block or embedded placement	<p>Teaching and Learning Activities across the block period:</p> <ul style="list-style-type: none"> • 5 x formal observations focused on broader curriculum issues • 3 x professional discussions related to unit planning/curriculum • Block PEP: A teaching load inclusive of <ul style="list-style-type: none"> ○ 12 x whole lessons (<i>up to 2 lessons per day</i>) ○ 1 x day teaching (<i>60-80% of 1.0FTE teacher load</i>) ○ 1 x week continuous teaching (<i>60-80% of 1.0FTE teacher load</i>) <p>Embedded or PTT PEP: 25-30 lessons across the embedded period</p>
PE441 or PE448	25 days Block placement only	<p>Teaching and Learning Activities across the block period:</p> <ul style="list-style-type: none"> • 6 x formal observations focused on student learning/differentiation • 5 x professional discussions about evidence-based teaching and measuring impact on learning • 5 x weeks continuous teaching (<i>60-80% of 1.0FTE teacher load</i>)
Total embedded learning = 85 days		Notes: observation = 30-60 minutes; lesson segment = 15-20 minutes; whole lesson = 30-60 minutes; day = 60-80% of 1.0FTE teacher load; continuous = 60-80% of 1.0FTE teacher load.

Master of Teaching Courses – Recommended Teaching Allocations for PEP 1-4

Unit code	Professional Experience Days	Other requirements
PE511 or PE512	5 days	Introduction to school context and general observation
	15 days Block or embedded placement	<p>Teaching and Learning Activities across the block period:</p> <ul style="list-style-type: none"> • 5 x observation activities (<i>shared between observation visit and teaching block</i>) • 3 x professional discussions on planning • 2 x lesson segments • 8 x whole lessons (<i>up to 2 lessons per day</i>)
PE522 or PE523	20 days Block or embedded placement	<p>Teaching and Learning Activities across the block period:</p> <ul style="list-style-type: none"> • 5 x observation activities • 3 x professional discussions on classroom management • Block PEP: A teaching load inclusive of <ul style="list-style-type: none"> ○ 12 x whole lessons (<i>up to 2 lessons per day</i>) ○ 1 x day teaching (<i>60-80% of 1.0FTE teacher load</i>) ○ 1 x week continuous teaching (<i>60-80% of 1.0FTE teacher load</i>) <p>Embedded or PTT PEP: 25-30 lessons across the embedded period</p>
PE611 or PE612	20 days Block or embedded placement	<p>Teaching and Learning Activities across the block period:</p> <ul style="list-style-type: none"> • 5 x observation activities • 3 x professional discussions on curriculum, assessment and reporting • Block PEP: A teaching load inclusive of <ul style="list-style-type: none"> ○ 12 x whole lessons (<i>up to 2 lessons per day</i>) ○ 1 x day teaching (<i>60-80% of 1.0FTE teacher load</i>) ○ 1 x week continuous teaching (<i>60-80% of regular teacher load</i>) <p>Embedded or PTT PEP: 25-30 lessons across the embedded period</p>
PE661	25 days Block placement only	<p>Teaching and Learning Activities across the block period:</p> <ul style="list-style-type: none"> • 6 x observation activities • 5 x professional discussions on professional engagement • 5 x weeks continuous teaching (<i>60-80% of 1.0FTE teacher load</i>)
Total embedded learning = 85 days		<p>Notes: <i>observation</i> = 30-60 minutes; <i>lesson segment</i> = 15-20 minutes; <i>whole lesson</i> = 30-60 minutes; <i>day</i> = 60-80% of 1.0FTE teacher load; <i>continuous</i> = 60-80% of 1.0FTE teacher load.</p>

Bachelor of Education Courses – Recommended Load for Internship Teachers

The teaching load should be on average 50% of the supervising teacher’s load across the 30 days.

- **Non-teaching load** consists of observations, planning, assistance in the classroom, induction into the school, discussions with supervisor/Site Coordinator or specialised staff, etc.
- **Teaching load** includes teaching lessons, playground and sport supervision, staff meetings, staff devotions.

Please Note:

- Internship teachers cannot be used for internal supply within the school, however, they can be the supervising teacher for their own class, as long as a registered supply teacher is present.
- Internship teachers are encouraged to participate in yard duty and sports supervision, however, duty of care issues prevent them from doing so without being accompanied by a school employee.

Internship Structure

The detail of the structure of the Internship should be negotiated between the supervising teacher/mentor, the Site Coordinator, the Internship Coordinator and Internship teacher. There are several different models for the structure of the Internship program. Figures 1 to 4 are examples of the structure that the Internship could take. The shaded areas indicate how much teaching the intern could do in a full day to achieve a 50% load across the six weeks of the Internship. These figures are given as guides only because each school context is different.

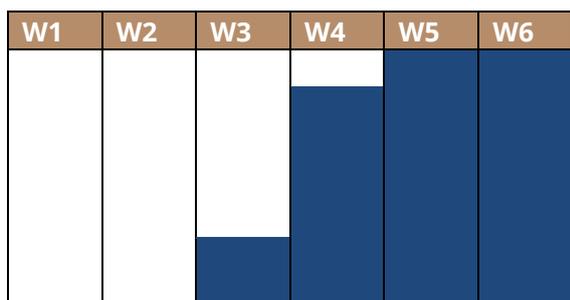


Figure 1 Weeks 1 and 2 are reserved for non-teaching activities and orientation with weeks 3 and 4 see the Internship teacher commence teaching and build up to full teaching responsibilities in weeks 5 and 6.

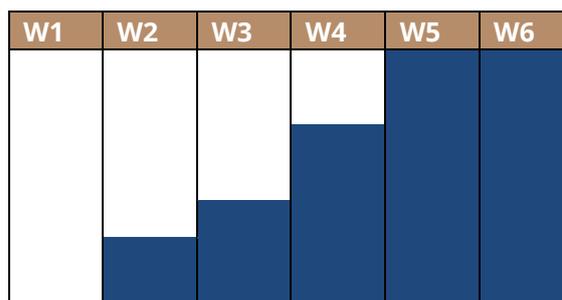


Figure 2 Week 1 is reserved for non-teaching activities and orientation with weeks 2 to 4 seeing the Internship teacher gradually commencing teaching which leads to full teaching responsibilities in weeks 5 and 6.

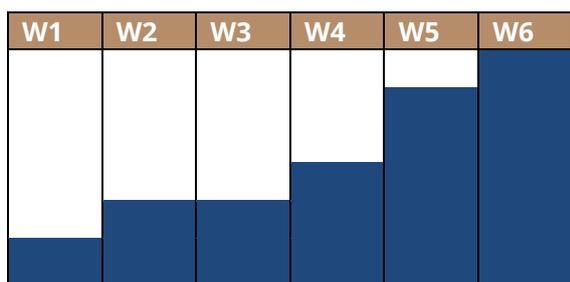


Figure 3 Weeks 1 to 5 see the Internship teacher gradually increase their teaching load until they reach full teaching responsibilities in week 6.

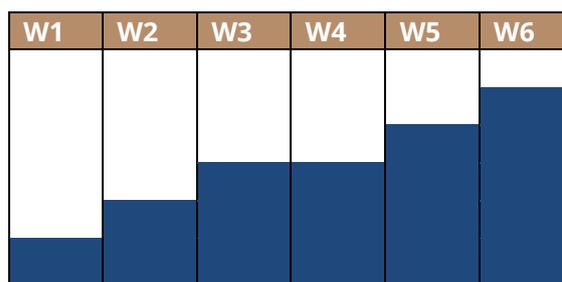


Figure 4 Weeks 1 to 6 see the Internship teacher gradually increase their teaching load yet do not reach a time where they are the only teacher. This model works best in classrooms with special needs classroom students who need constant support from their classroom teacher or have difficulties with change.

Professional Practice & Professional Resource

Internship teachers must develop both their **Professional Practice** and a **Professional Resource**. The Internship teacher can show **Professional Practice** both by their planning, which contributes to their own teaching and learning and by demonstration of their skills in the classroom. The **Professional Resource** will contribute to the teaching and learning team in the school.

1. Planning for Professional Practice

This is an opportunity for the Internship teacher to take ownership and exercise professional judgment in how they go about planning their learning sequences. It is part of developing their own style. The Internship teacher, in consultation with their mentor, will develop a planning document that they will use for the planning and teaching of their daily lessons in the classroom context. This document can draw from the CHC lesson plan template and other formats that meet the needs of the school context. This is the 'gateway' that Internship teachers must satisfactorily navigate before they can assume full responsibility of the teaching load. **The final document must be submitted via Moodle by the end of the second week of the placement.**

2. Developing a Professional Resource

This is a way for the Internship teacher to give back to the profession. The Professional Resource should relate to the planning, teaching or assessment undertaken in the Internship classroom context. As the Internship focus is Teaching for Transformation, Internship teachers are encouraged to develop a Professional Resource which will assist the school with transformational teaching and support of lifelong learning. The Professional Resource is also designed to add to the resources, ideas and strategies which, after evaluation can be the foundation of a 'library' of ideas for the beginning teacher. It may include the following:

- A major curriculum document including a curriculum overview and unit plan (if not completed in the Professional Practice)
- Teaching and learning materials developed for a specific unit plan
- Resources for an individual or group of school students with specific learning needs
- Documentation for the school students' evaluation program (formative and summative) including rubrics, pre- and post-testing, creative ways of reporting and feedback.

It is understood that each school provides different levels of planning for its teachers and therefore the Professional Practice requirement will differ depending on the school context:

- If the school has a major curriculum document including a curriculum overview and unit plan prepared for the Internship teacher, then the Internship teacher will present their planning from those documents as the Professional Resource.
- If the Internship teacher needs to develop the major curriculum document, then this can be used as both the Professional Practice and Professional Resource.

The final document must be submitted via Moodle by the end of the fifth week of the placement.

