



Queensland Professional Experience Reporting Framework

A guide for the supervision and assessment of preservice teachers



Contents

Introduction	2
Professional experience	4
Purpose of the Queensland Professional Experience Reporting Framework	5
Final professional experience recommendations	5
Professional development reflection	6
Professional experience placement checklists	6
Professional experience glossary of terms	6
Roles and responsibilities	7
Resources and references	9
Acknowledgements	10

Supporting documents

- [Final professional experience recommendations](#)
- [Professional development reflection](#)
- [Professional experience checklists](#)
- [Professional experience glossary of terms](#)

Queensland Professional Experience Reporting Framework documentation

The suite of *Queensland Professional Experience Reporting Framework* documents are available online at

Website: www.teach.qld.gov.au

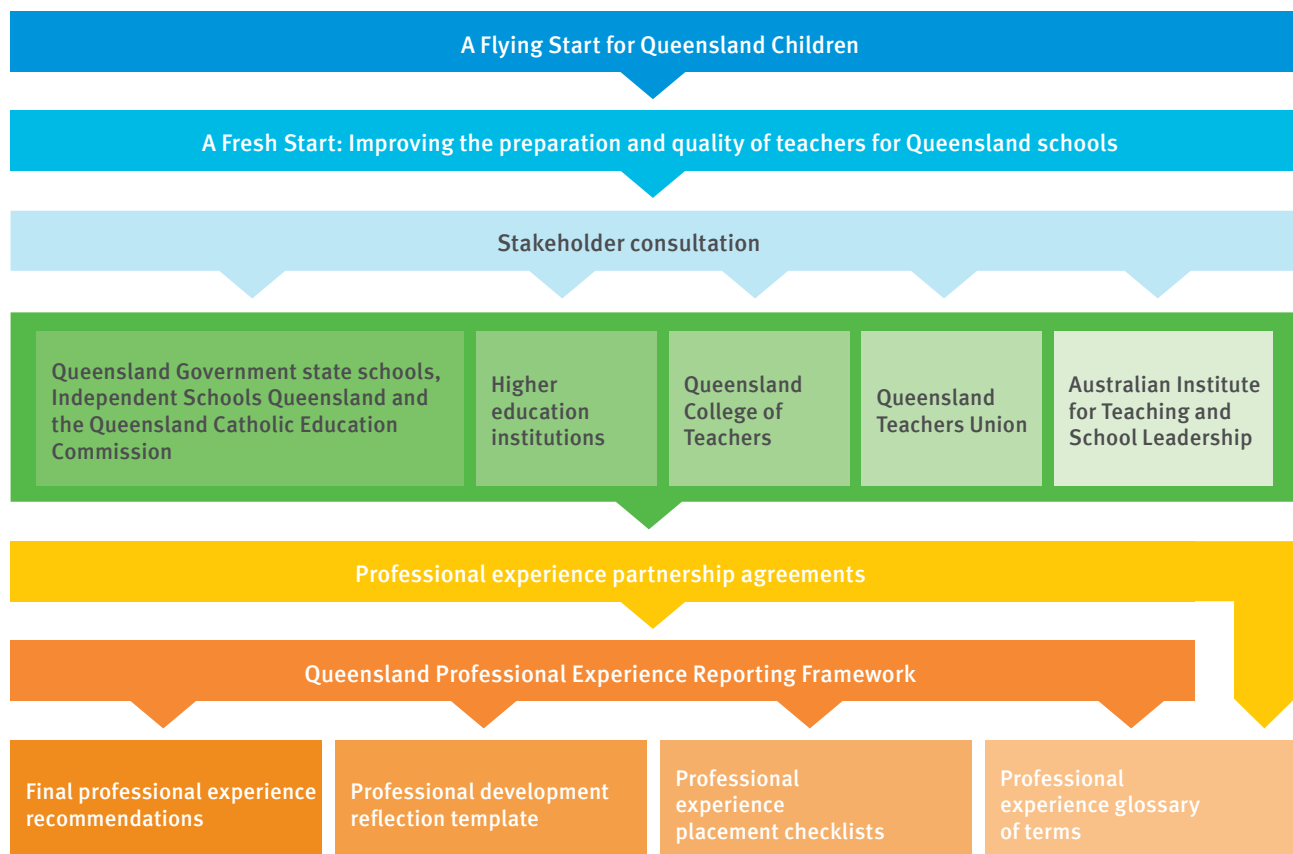
Introduction

The *Queensland Professional Experience Reporting Framework* is a key initiative within *A Fresh Start: Improving the preparation and quality of teachers for Queensland schools* launched by the Queensland Government in July 2013 and *Every student succeeding – State Schools Strategy 2014-2018*. The strategy focuses on ensuring graduates from Queensland's initial teacher education programs are well prepared for their important role in contemporary Queensland schools.

The framework ensures a streamlined and moderated approach to the assessment of professional experience in Queensland. It reflects the shared commitment of higher education institutions and teacher employers to providing opportunities for preservice teachers to develop their skills and knowledge using authentic assessment processes.

The framework provides consistency and clarity across state and non-state schooling sectors and higher education institutions. The documents ensure that evidence of the theoretical and practical aspects of initial teacher education programs have been demonstrated in a school setting and that supervising teachers can provide constructive feedback on a preservice teacher's performance.

Queensland Professional Experience Reporting Framework context



The framework is supported by a suite of documents available online including:

- Final professional experience recommendations
- Professional development reflection
- Professional experience checklists for site coordinators and supervising teachers
- Professional experience glossary of terms.

The implementation of the framework is supported by the professional experience partnership agreements developed and implemented by the Department of Education and Training, on behalf of both the state and non-state schooling sectors. The professional experience partnership agreements strengthen the links between school sectors and higher education institutions to ensure a coordinated approach to supporting quality professional experiences for Queensland's initial teacher education programs.

Detailed information about the *A Fresh Start: Improving the preparation and quality of teachers for Queensland schools strategy* is available at: www.teach.qld.gov.au



Professional experience

Professional experience, often referred to as practicum, provides an important avenue through which preservice teachers develop and demonstrate their teaching capabilities under the direct supervision and guidance of experienced teachers. Professional experience involves actively engaging in all aspects of the teaching process, in different school settings and with a range of learners. Successful completion of professional experience is a prerequisite for eligibility for registration and employment as a teacher in Queensland schools.

The supervised professional experience component of each initial teacher education program must include no fewer than 80 days of well structured, supervised and assessed teaching practice in schools in undergraduate or double degree teacher education programs and no fewer than 60 days in graduate entry programs, in accordance with the Australian Institute of Teaching and School Leadership (AITSL) *Accreditation of initial teacher education programs in Australia: standards and procedures* and the Queensland College of Teachers.

Professional experience represents a developmental continuum during which the preservice teacher moves from high levels of support to collaborative and independent practice and consolidates their academic knowledge with their teaching practice. Professional experience provides opportunities for preservice teachers, their supervising teachers and site coordinators to gather evidence of engagement in planning for a diverse range of students, teaching the required curriculum and managing learning environments, as well as assessing student learning.



Purpose of the Queensland Professional Experience Reporting Framework

The Queensland Professional Experience Reporting Framework addresses the current challenges associated with the assessment and identification of high performing preservice teachers, especially as these often form the evidence base for recruitment processes across Queensland schools and sectors.

The framework establishes a set of guiding principles for professional experiences with a strong focus on supervisory and professional support arrangements, providing consistency in the fundamental expectations of supervising teachers, mentors and school-based professional experience coordinators across cohorts, programs and higher education institutions. This will provide preservice teachers with a seamless transition between placement settings by ensuring school-based personnel are confident in their roles and responsibilities.

The framework is reflective of the Australian Professional Standards for Teachers (Graduate Career Stage) and:

- provides consistency, clarity and guidance for all stakeholders about the roles and responsibilities, terminology, assessment, monitoring and reporting of Queensland preservice teachers undertaking mandatory professional experience as part of their initial teacher education program
- provides a single professional experience recommendation template, reflection template, checklists and glossary for use across all nine Queensland higher education institutions delivering initial teacher education programs and professional experience in schools
- ensures all Queensland graduates of initial teacher education programs have demonstrated achievement of the Australian Professional Standards for Teachers (Graduate Career Stage)
- fosters assessment practices based on authentic assessment principles
- supports preservice teachers transition to employment.

Final professional experience recommendations

The final professional experience recommendations document is at the core of the framework and ensures that the assessment of performance of final year undergraduates and postgraduate preservice teachers at this critical stage of their preparation is consistent, equitable and supported.

Developed by an expert writing group and through consultation with key stakeholders, the final professional experience recommendations will support:

- supervising teachers and site coordinators to document summative judgements on the professional practice, knowledge, skills and engagement demonstrated by a preservice teacher during their final professional experience, against the Australian Professional Standards for Teachers Graduate Career Stage
- higher education institutions' assessment of each preservice teacher's final professional experience of their initial teacher education program
- the recruitment and selection of graduate teachers by schools and the schooling sectors.

Higher education institutions are encouraged to draw upon the report to inform the development of professional experience reporting templates for earlier experiences.

Professional development reflection

The inclusion of a professional development reflection template within the framework will enable preservice teachers to self-reflect upon their professional development requirements after each professional experience. The template encourages the identification of focus areas for ongoing development during subsequent professional experience placements and as they transition into employment. Preservice teachers will be able to draw upon the reflection to facilitate discussion about their development needs with supervising teachers, mentors and employers.

The professional development reflection template will also enable site coordinators to match preservice teachers with supervising teachers who are best suited to supporting their identified areas for development. School leaders will be able to use the plan to support the transition of beginning teachers.

Professional experience checklists

The professional experience checklists seek to assist schools by providing a detailed list of the expectations of site coordinators and supervising teachers in professional experience settings. These checklists provide guidance about the focus of these roles during the four key stages of professional experience:

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

Higher education institution professional experience documentation outlines the responsibilities and requirements of preservice teachers in relation to professional experience placements. The checklists identify the common roles and responsibilities across schooling sectors and professional experience placements.

Professional experience glossary of terms

The professional experience glossary of terms has been created to provide consistency and clarity of language across all professional experiences.

Roles and responsibilities

Guiding, assessing, and reporting of professional experience is the shared responsibility of higher education institutions and the educational settings in which placements occur. The following outlines the key roles and responsibilities associated with professional experience in Queensland.

Role	Responsibilities
School leader	<p>School leaders support the establishment of effective partnerships with all stakeholders engaged in professional experience and the preparation of preservice teachers. They provide opportunities for preservice teachers to undertake professional experiences in their school context by:</p> <ul style="list-style-type: none">• identifying and supporting a designated site coordinator to coordinate professional experience opportunities within the school• providing appropriate staffing resources and professional learning opportunities for effective professional experience.
Site coordinator	<p>Site coordinators from placement schools play a pivotal role in the building and maintenance of effective partnerships between stakeholders engaged in professional experience. They regularly communicate with supervising teachers, preservice teachers and the higher education institution representative. Site coordinators assist in the administration of placements and assume an important leadership role in helping to establish effective procedures and resolving conflict.</p> <p>Key responsibilities of this role are detailed in the professional experience placement checklists.</p>
Supervising teacher	<p>The role of a supervising teacher includes overseeing the professional experience required of a preservice teacher's initial teacher education qualification. Supervising teachers should be exemplary classroom teachers who have demonstrated a positive impact on student learning and have the capacity and ability to mentor an adult preservice teacher. They require a high level of skills in observation, providing feedback, holding professional conversations and working collaboratively. Supervising teachers must know and understand the Australian Professional Standards for Teachers.</p> <p>Key responsibilities of this role are detailed in the professional experience placement checklists.</p>

Role	Responsibilities
Preservice teacher	<p>Preservice teachers enrolled in initial teacher education programs are required to demonstrate teaching practice consistent with the Australian Professional Standards for Teachers Graduate Career Stage.</p> <p>Key responsibilities of this role include:</p> <ul style="list-style-type: none"> • familiarising themselves with the Australian Professional Standards for Teachers Graduate Career Stage and the requirements of the particular professional experience • liaising with the supervising teacher to complete the professional development reflection, and communicate regularly, openly and honestly with the site coordinator and higher education institution representative • adhering to all policy, codes and legislative requirements relevant to the site including working with children requirements, ethical use of social media, communication protocols and support of the school ethos.
Higher education institution representative	<p>The higher education institution (HEI) representative supports preservice teachers by organising all professional experience placements through engagement with site coordinators to comply with initial teacher education professional experience requirements. This partnership also involves providing assistance and support to supervising teachers regarding assessment, moderation and reporting and ensuring that appropriate processes are in place to manage preservice teachers ‘at risk’ of not successfully completing their professional experience.</p> <p>HEI representatives develop criteria for selecting schools in which professional experiences occur to access a range of settings including low socio-economic status, rural or remote locations, special needs, metropolitan and large schools.</p> <p>Their key responsibilities are to:</p> <ul style="list-style-type: none"> • provide a minimum of one site visit to the school during professional experience placements to meet with preservice teachers, supervising teachers and site coordinators, provide moderation of assessment and assist with formative and general feedback on the experience; where physical attendance is difficult, video conferencing or teleconferencing may occur • ensure that procedures are in place to develop and disseminate professional experience guidance and evaluation documents to all participants • support supervising teachers by providing a training program to ensure that they can confidently use the observation and evaluation instruments • develop and implement evaluation procedures to seek feedback from preservice teachers on supervising teachers, site coordinators and schools, and reporting annually on the implications of such feedback on plans for the succeeding year’s professional experience.

Resources and references

Australian Institute for Teaching and School Leadership	Graduate Career Stage	http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list?c=graduate
	Australian Professional Standards for Teachers descriptors	http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list
	Supervising preservice teachers	http://www.aitsl.edu.au/media-newsroom/multimedia-centre/supervising-preservice-teachers
	Illustrations of practice	http://www.aitsl.edu.au/australian-professional-standards-for-teachers/illustrations-of-practice/find-by-career-stage
Independent Schools Queensland	Home page	www.isq.qld.edu.au/
Department of Education and Training	Make A Difference Teach	www.teach.qld.gov.au
	Professional experience	www.education.qld.gov.au/hr/recruitment/teaching/pro-exp.html
Queensland Catholic Education Commission	Home page	www.qcec.catholic.edu.au/
QCT resources	Home page	www.qct.edu.au/
	Professional standards	www.qct.edu.au/Standards/index.html
	Professional experience	www.qct.edu.au/Education/professional.html
	Evidence guide	https://www.qct.edu.au/PDF/PSU/TransitiontoFullRegistration_Providingevidenceofpractice.pdf
	Providing evidence of practice	https://www.qct.edu.au/registration/SupportTools.html
Teacher evidence	Home page	www.teacherevidence.net

Acknowledgements

The *Queensland Professional Experience Reporting Framework* has been developed with the assistance of an expert writing group, comprising representatives of the Department of Education and Training, Independent Schools Queensland, the Queensland Catholic Education Commission, the Queensland College of Teachers and the Queensland Deans of Education Forum.

