



Teacher Education

Professional Experience Handbook 2026

A guide for In-school Coordinators, Supervising Teachers,
Teacher Education Students & Tertiary Supervisors



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Forms

Please review the Forms Usage Table at the end of the handbook for explanations on forms, where to source forms and their usage, or refer to the [Form Usage Guide](#) (pdf 261KB).

Supervising Teacher

You can source the professional experience documents on the [UTS Professional Experience Documentation webpage](#).

Pay Claim Documents

Complete the [Supervising Teacher/Professional Experience Coordinator Claim Forms](#), (pdf 1.89MB). This includes the UTS Supervising Teacher / PEC Claim Form, Tax File Number Declaration & ATO Superannuation Standard Choice form (available as fillable PDFs).

These forms are also available on the [UTS Professional Experience Documentation webpage](#).

Professional Experience Report and Attendance Sheet

The teacher education student will email the supervising teacher a link to their digital Professional Experience Report before placement. The PEx Report can be completed and saved as a draft throughout the placement period.

The supervising teacher is asked to complete, verify, date, and submit the Professional Experience Report within 30 days of placement completion.

The teacher education student will also email the supervising teacher a link to the digital Attendance Sheet. Upon completion of the placement, the supervising teacher is asked to verify, date, and submit this form.

Lesson Observation Report

The teacher education student will forward a link to the digital Lesson Observation Report. Supervising teachers are asked to complete at least one (1) Lesson Observation Report for each week during which the teacher education student conducts a lesson.

Professional Experience Additional Support Request, and Breach of Code of Conduct

Professional Experience Additional Support Request and Breach of Code of Conduct Forms are available on request from the student's allocated tertiary supervisor.



Teacher Education Student

All forms completed on MyPlacement, or using a MyPlacement link, will be saved as a PDF in MyPlacement → Documents once the final submission has been actioned.

Professional Experience Report and Attendance Sheet

The Professional Experience Report and Attendance Sheet for each placement will be automatically added to MyPlacement → Forms. You are required to use the external invitation feature to send each form to your supervising teacher.

Please refer to the timing on the Form Usage table at the end of this handbook for when you should send each form to your supervising teacher. For the Attendance Sheet, you can save drafts as often as required before sending the form to your supervising teacher.

UTS Preferred Lesson Plan

You must complete a Lesson Plan at least 24 hours in advance, or as directed by the supervising teacher, for each lesson you will be conducting. Lesson Plans should be saved in a shared location accessible by your supervising teacher and tertiary supervisor. You can self-select and complete your lesson plan in MyPlacement → Forms.

Lesson Observation Report

Your supervising teacher is asked to complete at least one (1) Lesson Observation Report for each week of placement during which you conduct a lesson.

If your supervising teacher completes the Lesson Observation Report using the MyPlacement link, then the report will be automatically saved as a PDF in your MyPlacement profile.

If your supervising teacher completes the observation report using an alternative format, such as through a Word document or PDF, you are responsible for uploading a minimum of one (1) such report per week of placement, to MyPlacement → Documents.

Please refer to the [UTS Professional Experience Documentation webpage](#) or the [Form Usage Guide](#) (pdf 261KB) for further explanation and timing of these forms, and for information on additional forms now available for students to self-select in MyPlacement.

Contacts

Professional Experience Office

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Professional Experience Subjects

C10480 Bachelor of Education Futures Master of Teaching in Primary Education	
Professional Experience: The Primary School Child (013450)	Year 2
Professional Experience: Classroom Management (013455)	Year 2
C04326 Master of Teaching in Primary Education	
Professional Experience: The Primary School Child (013454)	Year 1
Professional Experience: Classroom Management (013451)	Year 1
Professional Experience: Teacher Performance Assessment (013457)	Year 2
C10404 Bachelor of Science Master of Teaching in Secondary Education	
C10405 Bachelor of Communication (Writing & Publishing) Master of Teaching in Sec. Education	
C10406 Bachelor of Engineering Studies Master of Teaching in Secondary Education	
C10449 Bachelor of Business Master of Teaching in Secondary Education	
C10450 Bachelor of Economics Master of Teaching in Secondary Education	
Professional Learning (010048)	Year 2
Professional Experience Teaching Practice 1 (013241)	Year 3
Professional Experience Teaching Practice 2 (013242)	Year 4
C04255 Master of Teaching in Secondary Education	
Professional Experience Teaching Practice 1 (013251)	Year 1
Professional Experience Teaching Practice 2 (013252)	Year 2

C04326 Master of Teaching in Primary Education

013454 & 013450 Professional Experience: The Primary School Child Autumn and Spring Session

Duration and Dates	Autumn: 20 days commencing Tuesday 28 April 2026 and concluding Monday 25 May 2026 Spring: 20 days commencing Monday 24 August 2026 and concluding Friday 18 September 2026
Reporting (Supervising Teacher)	To be finalised upon completion of placement: <ul style="list-style-type: none"> • Attendance Sheet • Professional Experience Report <p>In the Professional Experience Report, evaluate the teacher education student with written comments in all sections.</p>
Recommended Observation and Teaching Allocation (TES)	<p>Days 1 – 5</p> <ul style="list-style-type: none"> • Orientation/induction to the School/Department. • Observe a variety of lessons as directed. • Assist students and work with groups where appropriate and/or as directed. • Discuss and plan requirements for the remaining professional experience. • In collaboration with the supervising teacher / professional experience coordinator, plan lessons to be taught (both co-teaching and full class teaching) in the following weeks. <p>Days 6 - 10</p> <ul style="list-style-type: none"> • Assist students and work with groups as directed. • With supervising teacher support and co-planning. • The teacher education student works towards increased allocation of co-teaching, up to an average of 1 hour per day. <p>Days 11 - 20</p> <ul style="list-style-type: none"> • Assist with students and work with groups as directed. • With supervising teacher support and co-planning. • The teacher education student works towards increased allocation of co-teaching, up to an average of 2 hours per day. • Teacher education students are required to teach for at least 8 hours in the final week of the professional experience period. • This includes lessons that are team taught, excursions and sport carnivals.
Lesson Preparation (TES)	Prepare lessons with supervising teacher. <ul style="list-style-type: none"> • Lesson planning should include parts of lessons that are team taught with the supervising teacher. • Submit lesson plans at least 24 hours in advance, or as directed by the supervising teacher. • Retain all teaching plans and make plans accessible to Supervising Teacher/s and Tertiary Supervisor. • Complete written self-evaluations and self-reflections for all lessons taught and maintain these as a cumulative record of the Professional Experience. • UTS preferred Lesson Plan to be used.
Lesson Feedback (Supervising Teacher)	Using the Lesson Observation Report, supervising teachers are asked to provide written feedback on at least two lessons taught by the teacher education student.

<p>Focus Areas and Outcomes (TES)</p>	<ul style="list-style-type: none"> • Know students and how they learn (GTS 1.1, 1.2, 1.5) • Know the content and how to teach it (GTS 2.5) • Plan for and implement effective teaching and learning (GTS 3.3, 3.5) • Create and maintain supportive and safe learning environments (GTS 4.1) • Assess and provide feedback and report on student learning (GTS 5.2) <hr/> <p>Non-academic attributes:</p> <ul style="list-style-type: none"> • Interpersonal and communication skills • Willingness to learn • Resilience • Self-efficacy • Conscientiousness and organisational skills • Cultural awareness <p>APST 1 – 7 https://www.aitsl.edu.au/teach/standards</p>
<p>Tertiary Supervision</p>	<p>Supervision visit will be prearranged by the Tertiary Supervisor in association with the school.</p>

013455 & 013451 Professional Experience: Classroom Management Autumn and Spring Session

Duration and Dates	<p>Autumn: 20 days commencing Tuesday 28 April 2026 and concluding Monday 25 May 2026</p> <p>Spring: 20 days commencing Monday 24 August 2026 and concluding Friday 18 September 2026</p>
Reporting (Supervising Teacher)	<p>To be finalised upon completion of placement:</p> <ul style="list-style-type: none"> • Attendance Sheet • Professional Experience Report <p>In the Professional Experience Report, evaluate the teacher education student with written comments in all sections.</p>
Recommended Observation and Teaching Allocation (TES)	<p>Days 1 - 3</p> <ul style="list-style-type: none"> • Orientation/induction to the School/Department. • Observe a variety of lessons in the supervising teacher's class. • Assist students where appropriate and/or as directed. • Work with groups and teach parts of lessons with supervising teacher. • In collaboration with the supervising teacher plan content and suggested strategies for teaching parts of lessons and co-teaching on Days 4 & 5. • Write lesson plans for the co-operatively planned lessons and have these checked by supervising teacher. <p>Days 4 - 5</p> <ul style="list-style-type: none"> • Co-teach parts of lessons with supervising teacher. • Observe lessons and assist as directed. • Discuss and plan requirements for the remaining professional experience. • In collaboration with the supervising teacher, confirm lessons to be taught in the following weeks, and send a final timetable to the tertiary supervisor. <p>Days 6 - 20</p> <ul style="list-style-type: none"> • With supervising teacher support and co-planning, the teacher education student works towards increased allocation of full-class teaching, up to 2-3 hours per day. <p>Teacher education students are required to teach an average of the equivalent of half the load of a full-time teacher, i.e. 8 to 11 hours per week (11 hours by the final week of the professional experience period). This includes lessons team taught, excursions and sport carnivals.</p>
Lesson Preparation (TES)	<p>Prepare lessons with supervising teacher.</p> <ul style="list-style-type: none"> • Lesson planning should include a sequence of lessons as directed. This may include planning part of a longer unit of work. • Submit lesson plans at least 24 hours in advance, or as directed by the supervising teacher. • Retain all teaching plans, and make plans accessible to supervising teacher/s and tertiary supervisor. • Complete written self-evaluations and self-reflections for all lessons taught, and maintain these as a cumulative record of the Professional Experience. • UTS preferred Lesson Plan to be used.
Lesson Feedback (Supervising Teacher)	<p>Using the UTS Lesson Observation Report, you are asked to provide written feedback on at least one lesson per week.</p> <p>Please provide written or verbal feedback on at least one lesson per day.</p>

<p>Focus Areas and Outcomes (TES)</p>	<ul style="list-style-type: none"> • Know students and how they learn (GTS 1.1) • Know the content and how to teach it (GTS 2.3, 2.5) • Plan for and implement effective teaching and learning (GTS 3.1, 3.2, 3.3, 3.5) • Create and maintain supportive and safe learning environments (GTS 4.1, 4.2, 4.3, 4.4) • Assess and provide feedback and report on student learning (GTS 5.2) • Engage in professional learning (GTS 6.3) Engage professionally with colleagues, parents/carers and the community (GTS 7.1, 7.2) <p>Non-academic attributes:</p> <ul style="list-style-type: none"> • Interpersonal and communication skills • Willingness to learn • Resilience • Self-efficacy • Conscientiousness and organisational skills • Cultural awareness <p>APST 1 – 7 https://www.aitsl.edu.au/teach/standards</p>
<p>Tertiary Supervision</p>	<p>Teacher education student to contact tertiary supervisor prior to or at the commencement of placement to arrange a mutually convenient time for a supervision visit in the first 3 weeks of the professional experience period. Teacher education student to provide lesson plan to tertiary supervisor 24 hours before tertiary supervision visit.</p>

013457 & 013453 Professional Experience: Teacher Performance Assessment Autumn and Spring Session

Duration and Dates	<p>Autumn: 20 days commencing Tuesday 28 April 2026 and concluding Monday 25 May 2026</p> <p>Spring: 20 days commencing Monday 24 August 2026 and concluding Friday 18 September 2026</p>
Reporting (Supervising Teacher)	<p>To be finalised upon completion of placement:</p> <ul style="list-style-type: none"> • Attendance Sheet • Professional Experience Report <p>In the Professional Experience Report, evaluate the teacher education student with written comments in all sections.</p>
Recommended Teaching Allocation (TES)	<p>Days 1 - 3</p> <ul style="list-style-type: none"> • Orientation/induction to the School/Department. • Observe a variety of lessons in the supervising teacher's class. • Assist students where appropriate and/or as directed. • Work with groups and teach parts of lessons with supervising teacher. • In collaboration with the supervising teacher plan content and suggested strategies for teaching parts of lessons and co-teaching on Days 4 & 5. • Write lesson plans for the co-operatively planned lessons and have these checked by supervising teacher. <p>Days 4 - 5</p> <ul style="list-style-type: none"> • Co-teach parts of lessons with supervising teacher. • Observe lessons and assist as directed. • Discuss and plan requirements for the remaining professional experience. • In collaboration with the supervising teacher, confirm lessons to be taught in the following weeks, and send a final timetable to the tertiary supervisor. <p>Days 6 - 15</p> <ul style="list-style-type: none"> • Minimum of 3 hours per day gradually increasing to whole day teaching, as negotiated with the supervising teacher. <p>Days 15 - 20</p> <ul style="list-style-type: none"> • Whole day teaching, adjusted for timetable requirements. <p>The teacher education student can be released from classroom teaching responsibilities for professional development or lesson planning as required and/or directed, once the mandated time for teaching has been completed.</p>
Lesson Preparation (TES)	<p>Prepare lessons with supervising teacher.</p> <ul style="list-style-type: none"> • Lesson planning should include longer units of work with a sequence of lessons as directed. • Develop and maintain a day book showing lesson planning and evaluation notes, as directed. • Submit lesson plans at least 24 hours in advance, or as directed by the supervising teacher. • Complete the requirements of the Teacher Performance Assessment (TPA): <ul style="list-style-type: none"> ○ Develop a unit of work as directed. • Record TPA lessons and provide supervising teacher with recordings.
Lesson Feedback (Supervising Teacher)	<p>Using the UTS Lesson Observation Report, you are asked to provide written feedback on at least</p>

	<p>one lesson per week.</p> <p>Please provide written or verbal feedback on at least one lesson per day.</p>
TPA and Portfolio (TES)	<p>The TPA requires the teacher education student to plan, teach, assess, moderate, and reflect on a sequence of lessons.</p> <p>Collect evidence of student learning and teaching resources:</p> <ul style="list-style-type: none"> • 2 x 10 minute video segments of their teaching (refer to NESA guidelines) • 2 lesson plans • Reflection notes • Feedback from the supervising teacher on the 2 lesson segments videoed • 3 de-identified student work samples <p>Attend to all TPA requirements as stipulated in the AfGT Information Guide v2.2, including referring to NESA guidelines if video recording is required.</p> <p>Seek feedback from the supervising teacher on lesson plans and teaching practice, and support in the moderation of assessments.</p>
Focus Areas and Outcomes (TES)	<ul style="list-style-type: none"> • Know students and how they learn (GTS 1.1) • Know the content and how to teach it (GTS 2.3, 2.5) • Plan for and implement effective teaching and learning (GTS 3.1, 3.2, 3.3, 3.5) • Create and maintain supportive and safe learning environments (GTS 4.1, 4.2, 4.3, 4.4) • Assess and provide feedback and report on student learning (GTS 5.2) • Engage in professional learning (GTS 6.3) • Engage professionally with colleagues, parents/carers and the community (GTS 7.1, 7.2) <p>Non-academic attributes:</p> <ul style="list-style-type: none"> • Interpersonal and communication skills • Willingness to learn • Resilience • Self-efficacy • Conscientiousness and organisational skills • Cultural awareness <p>APST 1 – 7 https://www.aitsl.edu.au/teach/standards</p>
Tertiary Supervision	<p>Teacher education student to contact tertiary supervisor prior to or at the commencement of placement to arrange a mutually convenient time for a supervision visit in the first 3 weeks of the professional experience period. Teacher education student to provide lesson plan to tertiary supervisor 24 hours before tertiary supervision visit.</p>

Combined Degrees with Master of Teaching in Secondary Education

010048 Professional Learning

Autumn Session for Combined Degree (Vertical Stack) Students (VSPEX 1)

Duration and Dates	Autumn: 20 days commencing Monday 5 May 2026 and concluding Friday 29 May 2026
Reporting (Supervising Teacher)	<p>To be finalised upon completion of placement:</p> <ul style="list-style-type: none"> ● Attendance Sheet. ● Professional Experience Report – Australian Professional Standards for Teachers and Non-Academic Attributes. <p>In the Professional Experience Report, evaluate the teacher education student with written comments in all sections.</p>
Recommended Observation and Teaching Allocation (TES)	<p>Days 1 – 5</p> <ul style="list-style-type: none"> ● Orientation/induction to the School/Department. ● Observe a variety of lessons as directed. ● Assist students and work with groups where appropriate and/or as directed. ● Discuss and plan requirements for the remaining professional experience. ● In collaboration with the supervising teacher / professional experience coordinator, plan lessons to be taught (both co-teaching and full class teaching) in the following weeks. <p>Days 6 – 10</p> <ul style="list-style-type: none"> ● Assist students and work with groups as directed. ● With supervising teacher support and co-planning, the teacher education students works towards increased allocation of co-teaching, up to an average of 1 hour per day. <p>Days 11 – 20</p> <ul style="list-style-type: none"> ● Assist with students and work with groups as directed. ● With supervising teacher support and co-planning, the teacher education students works towards increased allocation of co-teaching, up to an average of 2 hours per day. <p>Teacher education students are required to teach for at least 8 hours in the final week of the professional experience period.</p> <p>This includes lessons that are team taught, excursions and sport carnivals.</p>
Lesson Preparation (TES)	<p>Prepare lessons with supervising teacher.</p> <ul style="list-style-type: none"> ● Lesson planning should include parts of lessons that are team taught with the supervising teacher. ● Submit lesson plans at least 24 hours in advance, or as directed by the supervising teacher. ● Retain all teaching plans and make plans accessible to supervising teacher/s and tertiary supervisor. ● Complete written self-evaluations and self-reflections for all lessons taught and maintain these as a cumulative record of the Professional Experience.
Lesson Feedback (Supervising Teacher)	<p>Using the UTS Lesson Observation Report, supervising teachers are asked to provide written feedback on at least one lesson for each week the teacher education student teaches a lesson. Please provide written or verbal feedback on at least one lesson per day.</p>

<p>Focus Areas and Outcomes (TES)</p>	<ul style="list-style-type: none"> ● Know students and how they learn (GTS 1.1, 1.2, 1.5) ● Know the content and how to teach it (GTS 2.5) ● Plan for and implement effective teaching and learning (GTS 3.3, 3.5) ● Create and maintain supportive and safe learning environments (GTS 4.1) ● Assess and provide feedback and report on student learning (GTS 5.2) <p>Non-academic attributes:</p> <ul style="list-style-type: none"> ● Interpersonal and communication skills ● Willingness to learn ● Resilience ● Self-efficacy ● Conscientiousness and organisational skills ● Cultural awareness
<p>Tertiary Supervision</p>	<p>Supervision visit will be prearranged by the Tertiary Supervisor in association with the school.</p>

C04255 Master of Teaching in Secondary Education

013241 & 013251 Professional Experience Teaching Practice 1

Autumn and Spring Session

Duration and Dates	<p>Autumn: 30 days commencing Tuesday 28 April 2026 and concluding Tuesday 9 June 2026</p> <p>Spring: 30 days commencing Monday 10 August 2026 and concluding Friday 18 September 2026</p>
Reporting (Supervising Teacher)	<p>To be finalised upon completion of placement:</p> <ul style="list-style-type: none"> ● Attendance Sheet ● Professional Experience Report – Australian Professional Standards for Teachers and Non-Academic Attributes <p>In the Professional Experience Report, evaluate the teacher education student with written comments in all sections.</p>
Recommended Observation and Teaching Allocation (TES)	<p>Days 1 – 3</p> <ul style="list-style-type: none"> ● Orientation/induction to the School/Department. ● Observe a variety of lessons in both senior and junior classes of supervising teacher. ● Assist students where appropriate and/or as directed. ● Work with groups and teach parts of lessons with supervising teacher. ● In collaboration with the supervising teacher, plan content and suggested strategies for teaching parts of lessons and co-teaching on Days 4 & 5. ● Write lesson plans for the co-operatively planned lessons and have these checked by supervising teacher. <p>Days 4 – 5</p> <ul style="list-style-type: none"> ● Co-teach parts of lessons with the supervising teacher. ● Observe lessons and assist as directed. ● Discuss and plan requirements for the remaining professional experience. ● In collaboration with the supervising teacher, confirm lessons to be taught in the following weeks, and send a final timetable to the tertiary supervisor. <p>Days 6 – 30</p> <ul style="list-style-type: none"> ● With supervising teacher support and co-planning, the teacher education student works towards increased allocation of full-class teaching, up to 2-3 hours per day. <p>Teacher education students are required to teach an average of the equivalent of half the load of a full-time teacher, i.e. 8 to 11 hours per week (11 hours by the final week of the professional experience period). This includes lessons team taught, excursions and sport carnivals.</p> <p>Preferred classes: The ideal assignment would be three classes: Stage 4, Stage 5, and Stage 6, but other arrangements are acceptable.</p>
Lesson Preparation (TES)	<p>Prepare lessons with supervising teacher.</p> <ul style="list-style-type: none"> ● Lesson planning should include longer units of work, with a sequence of lessons as directed. ● Submit lesson plans at least 24 hours in advance, or as directed by the supervising teacher. ● Retain all teaching plans and make plans accessible to supervising teacher/s and tertiary supervisor. ● Complete written self-evaluations and self-reflections for all lessons taught and maintain these as a cumulative record of the Professional Experience. ● UTS preferred Lesson Plan to be used.

Lesson Feedback (Supervising Teacher)	Using the UTS Lesson Observation Report, you are asked to provide written feedback on at least one lesson per week. Please provide written or verbal feedback on at least one lesson per day.
Focus Areas (TES)	<ul style="list-style-type: none"> ● Know students and how they learn (GTS 1.1) ● Know the content and how to teach it (GTS 2.3, 2.5) ● Plan for and implement effective teaching and learning (GTS 3.1, 3.2, 3.3, 3.5) ● Create and maintain supportive and safe learning environments (GTS 4.1, 4.2, 4.3, 4.4) ● Assess and provide feedback and report on student learning (GTS 5.2) ● Engage in professional learning (GTS 6.3) ● Engage professionally with colleagues, parents/carers and the community (GTS 7.1, 7.2) <p>Non-academic attributes:</p> <ul style="list-style-type: none"> ● Interpersonal and communication skills ● Willingness to learn ● Resilience ● Self-efficacy ● Conscientiousness and organisational skills ● Cultural awareness
Outcomes (TES)	APST 1 – 7 https://www.aitsl.edu.au/teach/standards
Tertiary Supervision	Teacher education student to contact tertiary supervisor prior to or at the commencement of placement to arrange a mutually convenient time for a supervision visit in the first 4 weeks of the professional experience period.

013242 & 013252 Professional Experience Teaching Practice 2

Autumn and Spring Session

Duration and Dates	<p>Autumn: 30 days commencing Tuesday 28 April 2026 and concluding Tuesday 9 June 2026</p> <p>Spring: 30 days commencing Monday 10 August 2026 and concluding Friday 18 September 2026</p>
Reporting (Supervising Teacher)	<p>To be finalised upon completion of placement:</p> <ul style="list-style-type: none"> ● Attendance Sheet ● Professional Experience Report – Australian Professional Standards for Teachers and Non-Academic Attributes. <p>In the Professional Experience Report, evaluate the teacher education student with written comments in all sections.</p>
Recommended Observation and Teaching Allocation (TES)	<p>Days 1 – 3</p> <ul style="list-style-type: none"> ● Orientation/induction to the School/Department. ● Observe a variety of lessons in both senior and junior classes of supervising teacher. ● Assist students where appropriate and/or as directed. ● Work with groups and co-teach parts of lessons with supervising teacher. ● In collaboration with the supervising teacher, plan content and suggested strategies for teaching or co-teaching parts of lessons on Days 4 & 5. ● Write lesson plans for the co-operatively planned lessons and have these checked by supervising teacher. <p>Days 4 – 5</p> <ul style="list-style-type: none"> ● Co-teach parts of lessons with the supervising teacher. ● Perform some whole class independent teaching, as negotiated. ● Discuss and plan requirements for the remaining professional experience. ● In collaboration with the supervising teacher, confirm lessons to be taught in the following weeks, and send a final timetable to the tertiary supervisor. <p>Days 6 – 30</p> <ul style="list-style-type: none"> ● Teach 2-3 hours per day, with supervising teacher guidance and co-planning. ● Develop independence for lesson planning, assessment, and evaluation of learning. ● Complete the requirements of the Teacher Performance Assessment (TPA) for teaching and learning. <p>Teacher education students are required to teach an average of the equivalent of half the load of a full-time teacher, i.e., 8 to 11 hours per week (11 hours by the final week of the professional experience period). This includes lessons team taught, excursions and sport carnivals.</p> <p>Preferred classes: The ideal assignment would be three classes: Stage 4, Stage 5, and Stage 6, but other arrangements are acceptable.</p>
Lesson Preparation (TES)	<p>Prepare lessons with supervising teacher.</p> <ul style="list-style-type: none"> ● Lesson planning should include longer units of work, with a sequence of lessons as directed. ● Submit lesson plans at least 24 hours in advance, or as directed by the supervising teacher. ● Retain all teaching plans and make plans accessible to supervising teacher/s and tertiary supervisor. ● Complete written self-evaluations and self-reflections for all lessons taught and maintain these as a cumulative record of the Professional Experience. ● UTS preferred Lesson Plan to be used.

Lesson Feedback (Supervising Teacher)	Using the UTS Lesson Observation Report, you are asked to provide written feedback on at least one lesson per week. Please provide written or verbal feedback on at least one lesson per day.
Teacher Performance Assessment (TPA) and Portfolio (TES)	Teacher education student interns complete the requirements of the Teacher Performance Assessment (TPA). <ul style="list-style-type: none"> ● Develop a unit of work, as directed. ● Have a minimum of two lessons (with full lesson plans) supervised, with observations and feedback from supervising teacher (see TPA documentation for further information). ● Collect teaching resources and evidence of student learning. ● Attend to all TPA requirements as stipulated in the AfGT Information Guide v2.2, including referring to NESA guidelines if video recording is required.
Focus Areas (TES)	<ul style="list-style-type: none"> ● Know students and how they learn (GTS 1.2, 1.3, 1.5, 1.6) ● Know the content and how to teach it (GTS 2.3, 2.5) ● Plan for and implement effective teaching and learning (GTS 3.1, 3.2, 3.3, 3.5) ● Create and maintain supportive and safe learning environments (GTS 4.1, 4.2, 4.3, 4.4) ● Assess and provide feedback and report on student learning (GTS 5.1, 5.2, 5.3) ● Engage in professional learning (GTS 6.3) ● Engage professionally with colleagues, parents/carers and the community (GTS 7.1, 7.2) <p>Non-academic attributes:</p> <ul style="list-style-type: none"> ● Interpersonal and communication skills ● Willingness to learn ● Resilience ● Self-efficacy ● Conscientiousness and organisational skills ● Cultural awareness <p>The Teacher Performance Assessment (TPA) requires the teacher education student to plan, teach, assess, moderate, and reflect on lessons.</p> <p>Lesson plans to be finalised before teaching.</p> <p>The supervising teacher provides feedback on lesson plans, in addition to support in moderating assessments on selected lessons.</p>
Outcomes (TES)	APST 1 – 7 https://www.aitsl.edu.au/teach/standards
Tertiary Supervision	Teacher education student to contact tertiary supervisor prior to or at the commencement of placement to arrange a mutually convenient time for a supervision visit in the first 4 weeks of the professional experience period.

Roles and Responsibilities

The following is intended to assist all participants in gaining a better understanding of their roles and responsibilities during all professional experience.

The relationship between the supervising teacher, teacher education student and tertiary supervisor during the professional experience is one of cooperation, negotiation, and open communication. The links between field and campus-based activities are of primary importance in any professional experience. The articulation of theory and practice should be actively encouraged by all participants.

The Supervising Teacher

The supervising teacher is responsible for the professional development of teacher education students during the professional experience period.

School Policies and Procedures

The supervising teacher is the local guide and mentor for the teacher education student while they are on placement.

This role includes:

- Clarifying and explaining classroom and school organisation details.
- Ensuring that the teacher education student is familiar with the school's student well-being policy.
- Advising teacher education students of crisis management plans, the procedures for getting assistance in an emergency and that they should seek assistance as a priority in emergency situations.
- Providing a wide range of experiences in the school environment.

Classroom Practice

The supervising teacher is responsible for supporting the teacher education student to develop as a strong and competent classroom teacher, including:

- Checking lesson plans prior to each lesson to ensure adequate preparation.
- Providing regular and constructive feedback. Teacher education students should reflect on their own performance and identify and analyse areas of strength and weakness as they proceed through their professional experience.
- Using the UTS Lesson Observation Sheet. It is asked that the teacher education student should receive at least one lesson observation report each teaching week throughout the professional experience.
- Demonstrating practices that will complement and supplement feedback to teacher education students.
- Having regular discussions with the teacher education student regarding their lessons and other aspects of teaching.

Communication

The supervising teacher is responsible for communicating with the tertiary supervisor and UTS, regarding their observations of the teacher education student's practice, including:

- Liaising with the tertiary supervisor about the professional development of the teacher education student. If there are concerns and the teacher education student requires additional support, the supervising teacher should communicate immediately with the tertiary supervisor.
- Reporting on the teacher education student's progress and achievement at the conclusion of the professional experience period and recommending the result on the Professional Experience Report.
- Completing the teacher education student's Professional Experience Report and Attendance Sheet.



The responsibility for the class rests with the supervising teacher.

Except for final placement teacher education students who have achieved conditional accreditation and are undertaking a placement in accordance with a Waiver of Appendix B, teacher education students are not permitted to be left alone with the class.

Submission of Reports

After the conclusion of the Professional Experience, the supervising teacher is asked to submit the following forms through MyPlacement:

- Professional Experience Report (completed, signed/verified, and dated).
- Attendance Sheet (completed, signed/verified, and dated).

Payment for Supervising Teachers & Professional Experience Coordinators

The Payment Claim Form, ATO Tax File Number Declaration Form and ATO Superannuation Standard Choice Form must be completed as soon as possible after the conclusion of the Professional Experience. Ensure information is fully completed.

Please visit the [UTS Professional Experience Documentation webpage](#) to source these documents.

Your payment can be processed only after receipt of the Professional Experience Report, Claim Form, ATO Superannuation Form, and ATO Tax Form.

Please email pexclaims@uts.edu.au to submit your claim forms. DO NOT return your forms via the teacher education student. DO NOT mail your forms.

Please be patient. Payment may take up to 8 weeks.

Payment Rates 2024 (2026 rates yet to be issued)

Professional Experience Coordinators - \$1.85 per student per day

Supervising Teachers - \$37.15 per student per day, except as noted below.

Placements with the approval of Waiver B application

Where the teacher education student has obtained approval of a *Waiver of Appendix B of the NESAP Professional Experience Policy*, the mentoring supervising teacher (program supervision) will be paid the following rate:

- 20% of daily rate

Teacher Education Student

The purpose of Professional Experience is to support the teacher education student to develop practical skills that are required for teaching in a school.

In their capacity as pre-service teachers, teacher education students must meet the following professional expectations.

Mandatory Checks

Teacher education students must provide the following documentation through the Checks tab in the Student Portal on MyPlacement:

- Working with Children Check verifications, including:
 - Office of the Children’s Guardian Working With Children Check
 - NSW Department of Education Working with Children Check Verification and Placement Registration for Pre-service Teachers
- NSW Department of Education CPAT (Child Protection Awareness Training) Certificate
- NSW Department of Education Aboriginal Cultural Education
- NSW Department of Education Code of Ethics & Conduct
- NSW Department of Education Anti-Racism Policy
- ASCIA Anaphylaxis Training Certificate
- UTS Inherent Requirements (Education Inherent Requirements) Acknowledgement
- UTS Conditions of Participation Acknowledgement and Briefing Quiz
- LANTITE (placement relevant)
- COVID-19 vaccination (if attending a School for Special Purpose)

Further information can be found on the [UTS Mandatory Checks webpage](#).

Contact with School

Teacher education students must contact their supervising teacher prior to the start of the professional experience.

If the supervising teacher has not been advised, then the teacher education student must contact the school's professional experience coordinator.

The teacher education student must provide contact details to the relevant school contact (supervising teacher or professional experience coordinator), including an email address.

During Professional Experience

Teacher education students are expected to demonstrate a professional attitude throughout their time in schools and adhere to the UTS Code of Ethics and Conduct and relevant government regulations.

Professionalism

Teacher education students are expected to arrive punctually for meetings, classes and duties.

They will present in clean, neat, modest attire, consistent with standards evident in the school.

They will interact with students, teachers, school personnel, tertiary supervisors and parents in a courteous manner as outlined in the UTS Code of Conduct.

They must adopt ethical behaviours in relation to their interactions with students, teachers, parents, and community members. These include being aware of child protection and discipline policies in the school.

Attendance Expectations

Teacher education students are required to attend the school in accordance with the attendance pattern specified on their Attendance Sheet.

Attendance at the school will be at least **from 30 minutes prior to the first teaching session of the school day**.

Attendance may also involve remaining at the school at least until 30 minutes after the conclusion of the final teaching session of each day, at the discretion of the supervising teacher.

It is expected that teacher education students will attend staff meetings and other related professional activities conducted during the Professional Experience period.

Absences

Except as a result of illness or misadventure, teacher education students are not permitted to change their attendance pattern without approval by the Professional Experience Office.

Absences must be explained to the supervising teacher and the school **must be notified in advance**, wherever possible.

Absences must be made up through additional days negotiated with the supervising teacher.

In the event of longer absences, alternative attendance arrangements must be made in consultation with the UTS Professional Experience Office.

In some cases, it may be necessary to arrange a supplementary placement at a later point in the semester.

The teacher education student is also required to advise the tertiary supervisor of the absence(s), and to complete the Absence Form in MyPlacement → Forms.

Lesson Preparation

Lessons should be prepared after discussion with the supervising teacher, using the UTS Preferred Lesson Plan.

Lesson plans **MUST** be available 24 hours prior to teaching, or as directed by the supervising teacher, for the supervising teacher's approval.

Teaching plans must be retained in a cumulative folder and be accessible by the supervising teacher and tertiary supervisor.

Attitude

Teacher education students are expected to implement advice from previous discussions in subsequent teaching/learning episodes.

They will reflect self-critically on teaching performance and observe and reflect on teaching by the supervising teacher and other teaching staff.

Non-teaching time should be used as opportunities for observing, reflecting, planning, compiling, documenting, and organising resources.

Participation

Teacher education students are required to observe and participate in the supervising teacher's work and undertake with them assigned duties, such as playground duty.

The teacher education student may negotiate with their supervising teacher to visit other classrooms in the school and to become familiar with such services as the school library.

Lesson preparation, and other activities such as the writing of assignments, must not be undertaken during class time during the professional experience.

Non-teaching time should be spent in observing, assisting the supervising teacher, and/or engaging in class activities as appropriate.

After Professional Experience

The teacher education student is responsible for verifying that the [Professional Experience Report and Attendance Sheet](#) have been completed, signed and dated, and submitted by the supervising teacher through MyPlacement.

Failure to upload these documents to MyPlacement will result in a Q Grade (result pending) for the Professional Experience subject, until such time as the documents are received.

The Professional Experience Report will be signed by the subject coordinator or the director of professional experience.

IMPORTANT

The teacher education student **MUST NOT** accept the supervising teacher's claim form, ATO Tax Form or ATO Superannuation form.

The supervising teacher must submit the forms for processing to pexclaims@uts.edu.au.

The teacher education student should download a copy of the Professional Experience Report for their personal records.

It is a document that every teacher must have on file, to be available when applying for teaching positions and for recognition of qualifications if teaching in any other state or overseas.

UTS Inherent Requirements

Inherent requirements are fundamental competencies that must be demonstrated by all teacher education students.

Teacher education students with a disability or medical condition, carer responsibilities, challenges with English language skills or cultural/religious considerations that may impact upon their capacity to demonstrate a specific inherent requirement, are strongly encouraged to seek support and/or adjustments, prior to the census date.

To successfully complete a Teacher Education course at UTS, a teacher education student must:

- a) Successfully complete all required professional experience placements; and

b) Demonstrate all the inherent requirements.

Both of the above must be satisfied as prerequisite for graduation from the course.

Attention: New Department of Education Pre-service Teacher Onboarding Process from June 2024

If attending a Department of Education School for placement, the pre-service teacher is required to refer to the Department's [Induction for pre-service teachers webpage](#) and follow the steps listed PRIOR to their first day of placement.

Onboarding of the pre-service teachers will be completed by the school either at a face-to-face meeting prior to the placement at the school or on day 1 of placement. This is school dependant, and the pre-service teacher will need to check with the school as to what process they follow. The pre-service teacher will need to provide photo ID at this meeting.

The Tertiary Supervisor

The vital role of the tertiary supervisor is to act as liaison between the teacher education student, the participating school, and UTS.

Teacher Education Student

The tertiary supervisor acts as a mentor to the teacher education student. The role includes:

- Observing the teacher education students' teaching/learning practices.
- Clarifying university policy and practices relating to the professional experience.
- Conferring with the teacher education student on matters relating to their plans for teaching and learning.
- Counselling the teacher education student when they require assistance or advice.

Participating School

Tertiary supervisors liaise with school personnel to facilitate the smooth running of the professional experience, including:

- Clarifying university policy and practices relating to the professional experience for the supervising teacher.
- Meeting with the supervising teacher to discuss aspects of the current professional experience program to ensure communication is facilitated.
- Consulting with the supervising teacher regarding the teacher education student progress and evaluation.

UTS

Where there is cause for concern regarding a teacher education student's progress, the tertiary supervisor, in conjunction with the supervising teacher, will consult with the [UTS Tertiary Supervisor Coordinator](#) and the [Director of Professional Experience](#).

Application for a waiver to Appendix B of the NESAs Professional Experience Policy

With an approved Application for a waiver of Appendix B of the NESAs Professional Experience Policy, conditionally accredited initial teacher education students, who meet the requirements of the waiver, can continue their employment including receiving payment/wages while undertaking their final placement in a school where they are employed.

The school of employment will be asked to provide information, including the name, position and contact details of the nominated *Mentoring Supervising Teacher*. The mentoring supervising teacher is responsible for completing and submitting the teacher education student's Professional Experience Report, verifying, and submitting the teacher education student's Attendance Sheet, and supporting the teacher education student to complete their placement including their TPA.

Please refer to the Application for a waiver of Appendix B of the NESAs Professional Experience Policy tab on the [UTS Professional Experience Documentation webpage](#) for further information.

Professional Experience Report

The teacher education student is responsible for providing an electronic copy of the Professional Experience Report and Attendance Sheet to the supervising teacher.

At the conclusion of the placement period, the Professional Experience report will be prepared by the supervising teacher.

Considerations

It is important for the supervising teacher to consider the teacher education student's strengths and weaknesses in the context of the school setting. While areas of weakness may be evident early in the professional experience, the Professional Experience Report should note the progress and skill development demonstrated throughout the professional experience.

The following factors should be taken into consideration when compiling the Professional Experience Report:

- Evidence from observations and evaluations conducted during the placement period.
- The teacher education student's current position in their professional learning continuum.

Professional Judgement

The supervising teacher should form a professional judgement on the level of attainment, and indicate this on the professional experience report as one of the following:

- **Not Met:** Graduate teacher standard descriptor has been offered for assessment but has not been met.
- **Developing:** Graduate teacher standard descriptor has been partially met with scope for further development
- **Met:** Graduate teacher standard descriptor has been met
- **Exceeds Expectation:** Graduate teacher standard descriptor exceeds expectations
- **Not Encountered:** No opportunity was available for the pre-service teacher to meet the descriptor in this placement, and it should be a focus in a future placement



Submission of the Professional Experience Report

At the conclusion of the Professional Experience placement, the supervising teacher must complete a report that recommends a grade of "Satisfactory" or "Unsatisfactory" for the teacher education student's placement.

The supervising teacher will need to select the appropriate justification for the grade recommended. Please refer to the table under each grade for available justifications.

The supervising teacher should discuss this report with the teacher education student prior to submitting through MyPlacement.

Satisfactory

If the professional experience was satisfactory, then the supervising teacher should:

- Note this as the final award and select the appropriate justification,
- Ensure that the Attendance Sheet has been completed, signed/verified, and dated, and
- Submit the signed and dated Professional Experience Report.

Justification	Definition
Standards Achieved	The student met the Graduate Teacher Standards and completed the required placement days.
Standards Achieved – Did Not Complete Placement	The student met the Graduate Teacher Standards; however, they did not complete the required placement days.
Standards Achieved – Special Consideration	The student met the Graduate Teacher Standards; however, the student cannot complete the required placement days due to special considerations, including medical reasons related to mental health, factors beyond the student's control, and unforeseen circumstances.

Unsatisfactory

If a final award is to be unsatisfactory, this decision must be discussed prior to the submission of the report.

The timely submission of a [Professional Experience Additional Support Request](#) must precede an award of Unsatisfactory.

Such a decision must be taken in conjunction with the tertiary supervisor, the tertiary supervisor coordinator, and the director of professional experience.

Where the Professional Experience Report has not been finalised at the conclusion of the Professional Experience, the supervising teacher should still submit it, together with the Attendance Sheet.

Justification	Definition
Standards Not Achieved – Poor Performance	The student has completed the required placement days; however, they do not meet the Graduate Teacher Standards.
Standards Not Achieved – Did Not Complete Placement	The student does not meet the Graduate Teacher Standard and did not complete the required placement days.
Standards Not Achieved – Special Consideration	The student does not meet the Graduate Teacher Standards and is unable to complete placement due to special considerations, including medical reasons related to mental health, factors beyond the student's control, and unforeseen circumstances.

Professional Experience Supplementary Documents

Breach of Conduct

If a supervising teacher or tertiary supervisor believes that a teacher education student is in breach of the UTS Professional Experience Code of Conduct, the school's Code of Conduct, or Professional Responsibility Conduct in Schools, then the tertiary supervisor coordinator should be immediately contacted, and the Breach of Code of Conduct Form completed and submitted via MyPlacement.

UTS will implement a response, which will be communicated directly to the tertiary supervisor and supervising teacher.

Additional Support Request

If a supervising teacher has a concern regarding a teacher education student's general progress or wellbeing, the tertiary supervisor should be immediately contacted and advised.

The tertiary supervisor is to advise the tertiary supervisor coordinator of the student in need of additional support.

The Professional Experience Additional Support Request should be initiated by the tertiary supervisor, in consultation with the supervising teacher and teacher education student.

The Additional Support process is designed to offer support to assist the teacher education student to successfully complete their professional experience placement. It identifies areas needing development, a plan for addressing the areas identified, and an appropriate time frame for development and adjustment.

When an Additional Support Request is filed by the Tertiary Supervisor and/or Supervising Teacher, the teacher education student's Professional Experience will be referred directly to the Tertiary Supervisor Coordinator and the Director of Professional Experience for further action.

The Additional Support Request will specify:

- areas of concern,
- action strategies to be undertaken, and
- the period in which sustained adjustments to performance would be expected, identifying outcomes that are reasonable for the number of days of placement remaining.

Possible outcomes following an Additional Support Request may include:

- engagement with an agreed improvement plan targeting specific concerns;
- extension of the Professional Experience placement, at the discretion of the school and supervising teacher;
- additional review and/or lesson observations by the Tertiary Supervisor Coordinator and/or Director of Professional Experience;
- potential termination of the Professional Experience placement.

In the event that the Professional Experience placement is terminated due to circumstances beyond the teacher education student's control, the teacher education student will be offered an alternate placement with no academic penalty.

An academic penalty and a Professional Experience placement assessment of "Unsatisfactory" will be applied if the teacher education student is deemed not to have met the requirements for the Professional Experience.

Additional Subject & Course Requirements

UTS Rule 10.6 – Repeated Failure in a Subject

1. In accordance with UTS Rule 10.6 Repeated Failure in a Subject, FASS Faculty Board has resolved that teacher education students with two fails in a Professional Experience subject in the primary or secondary teacher education courses will not be permitted to re-enrol in that subject.
2. Professional experience subjects are a compulsory component of the Teacher Education degrees. Therefore, teacher education students unable to re-enrol in a professional experience subject will be unable to complete the requirements for their course and will be directed to seek academic advice as to their options.
3. These options include:
 - a. withdrawing from the course (students can then apply for admission to another course at UTS or other institution, if desired).
4. If a teacher education student does not appeal, or if an appeal is unsuccessful, exclusion is for one academic year. The teacher education student may apply for readmission after that time. Standard application procedures apply through the Universities Admissions Centre or direct for international students. Re-admission is not automatic, and the teacher education student should therefore seek guidance from the Faculty on work or study programs that could be undertaken in order to enhance the opportunity for readmission. For international students, UTS International will report the exclusion to the Department of Immigration and Border Protection as required by law, and the student visa may be cancelled.
5. The FASS Faculty Board may waive exclusion for students who appeal (Resolved FASSFB/2011/02/11), based on the condition that the students pursue an option nominated in 10.6.2.

Course and Professional Experience Subject Requirements

Teacher education students must complete at least one Professional Experience placement in their 1st teaching area. Students may also complete a Professional Experience placement in their 2nd teaching area if applicable.

When a teacher education student decides to withdraw from the course or un-enrol from any Professional Experience subject, they must **immediately** notify the Professional Experience Office.

Conflicts with Main Calendar Subjects

Professional Experience placement dates are fixed at specific times of the year, to fit in with school availabilities and the School of International Studies and Education schedule.

When conflicts occur between subjects in the Main Calendar and Professional Experience placements, it is the responsibility of the student to ensure that they communicate with affected lecturers for Main Calendar subjects as soon as possible in order to work through any issues.

There is limited flexibility available with regard to Professional Experience placements. If possible, a subject in the Main Calendar may need to be undertaken in a different session to avoid a clash.

If students have major issues following negotiations with Main Calendar lecturers, they should notify the Professional Experience Office as soon as possible and seek advice from the [Director of Professional Experience](#).

Form Usage

All forms submitted through MyPlacement will be saved as PDFs in MyPlacement, under the student's *Documents* tab.

Form	How to use the form
<p>Professional Experience Report For the supervising teacher to provide a professional judgement regarding the teacher education student's level of attainment.</p> <p>Form source: Teacher education student → MyPlacement → Forms</p>	<p>Prior to placement The teacher education student emails a link to the report to their supervising teacher.</p> <p>Throughout placement The supervising teacher can SAVE DRAFT throughout the duration of the placement period.</p> <p>After placement The supervising teacher completes, verifies, and submits the PEx Report upon completion of placement.</p> <p>Following submission by the supervising teacher, the subject coordinator will verify, date, and submit.</p>
<p>Professional Experience Attendance Sheet For the teacher education student to record and maintain daily placement attendance.</p> <p>Form source: Teacher education student → MyPlacement → Forms</p>	<p>Throughout placement During placement, the teacher education student is to maintain details of attendance each day.</p> <p>Teacher education students can SAVE DRAFT each day to save the information in the form.</p> <p>After placement On completion of placement the teacher education student is to provide a link to the attendance sheet via email to the supervising teacher to verify, date, and submit.</p>
<p>Absence Form For the teacher education student to notify if absent for one or more days of placement.</p> <p>Form source: Teacher education student → MyPlacement → Forms</p>	<p>During placement (if required) Supporting documentation such as a Medical Certificate is required to be uploaded with the form.</p>
<p>Waiver B Application For a teacher education student who is employed as a classroom teacher in a school, to request final placement at their school of employment.</p> <p>Form source: Teacher education student → MyPlacement → Forms</p>	<p>Prior to placement (if required) The teacher education student initiates the application process.</p> <p>They forward the application to the school of employment's professional experience coordinator, mentoring supervising teacher, and principal.</p> <p>The form is then forwarded to the director of professional experience. All applications for a Waiver of Appendix B must be compiled for approval by NESAs. The application must be submitted at least 6 weeks prior to the scheduled placement commencement date. The student will be advised of the NESAs outcome by email.</p>

Form	How to use the form
<p>Breach of Code of Conduct Report For completion by the tertiary supervisor or the supervising teacher if the teacher education student has breached the Code of Conduct.</p> <p>Form source: Tertiary supervisor → MyPlacement → Forms</p>	<p>Immediately, at any time during placement (if required) The Breach of Code of Conduct Report must be completed immediately as required.</p> <p>Tertiary supervisor can complete or forward to the supervising teacher.</p>
<p>Additional Support Request For completion by the tertiary supervisor with the supervising teacher if the teacher education student may need additional support to help them to successfully complete placement.</p> <p>Form source: Tertiary supervisor → MyPlacement → Forms</p>	<p>During placement (if required) The tertiary supervisor, supervising teacher and teacher education student are all required to verify, date and submit the report after completing the section detailing areas of concern, and strategies for improvement/support.</p> <p>Following a review meeting during which all parties consider the progress made by the teacher education student since the Additional Support Request was filed, all parties are required to verify, date, and submit the completed document.</p>
<p>Supervising Teacher Pay Claim Documents (Combined) Completed by supervising teacher/professional experience coordinator requesting payment.</p> <p>Form source: UTS PEx Webpage → For Supervising Teachers</p>	<p>After placement To be submitted after all required documents, including Attendance Sheet and Report, have been verified and submitted.</p> <p>Please complete and email to pexclaims@uts.edu.au.</p>
<p>UTS Preferred Lesson Plan For completion by the teacher education student for each lesson to be conducted.</p> <p>Form source: Teacher education student → MyPlacement → Forms</p> <p>Alternative form source: UTS PEx Webpage → Teacher Education Student</p>	<p>Throughout placement The teacher education student is to complete a lesson plan prior to each lesson they will conduct during their placement.</p> <p>Lesson plans are to be saved in a central location such as a shared file for access by the supervising teacher and tertiary supervisor.</p>
<p>Supervising Teacher Lesson Observation Report For completion by the supervising teacher while observing a lesson conducted by the teacher education student.</p> <p>Form source: Teacher education student → MyPlacement → Forms</p>	<p>Throughout placement For each week of placement the student conducts a lesson, the supervising teacher is asked to complete a minimum of one (1) Lesson Observation Report.</p> <p>If not completed through MyPlacement, the teacher education student is responsible for uploading one Lesson Observation Report per week to the <i>Documents</i> tab in MyPlacement.</p>
<p>Tertiary Supervisor Lesson Observation Report Tertiary supervisor to complete when observing a lesson conducted by the teacher education student.</p>	<p>Any time during placement The Tertiary Supervisor will complete the Lesson Observation Report when observing the teacher education student conducting a lesson.</p>

Form source: Tertiary supervisor →
MyPlacement → Forms

Insurance Certificates

2025/2026 Public Liability Insurance and 2025/2026 Personal Accident Insurance certificates may be accessed through the [UTS Professional Experience Documentation webpage](#).



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[Visit the Professional Experience Website](#)