



Trade to Teach

Internship Program

Guidelines 2025

v1.0

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Introduction

The Trade to Teach Internship Program (T2T Program) is a Queensland Government initiative that provides people with a trade qualification with a supported pathway into a teaching career in a [Queensland state school](#).

The T2T Program is designed to make a career change to teaching more attractive by reducing the financial impact of completing undergraduate initial teacher education (ITE) study, while providing participants with classroom experience through a paid internship.

The T2T Program aims to increase the supply of Technologies (Industrial Technology and Design) teachers, a subject area of unmet demand. Upon successful course completion and provisional registration with the Queensland College of Teachers (QCT), participants will be placed in Queensland state schools (secondary years) where the need for Technologies (ITD) teachers is the greatest. In doing so, the T2T Program aims to bolster the Queensland teaching workforce and in turn provide greater opportunities for students to access subjects to build their foundational trade skills and provide future employment pathways.

The T2T Program provides participants with the financial support of a \$20,000 scholarship while studying in the first year of an undergraduate ITE course and a paid internship with a part-time teaching load during the second, third and fourth years of study. The T2T Program offers T2T interns real-world classroom experience through the T2T internship in a Queensland state school/s.

These guidelines have been developed to support the implementation of the T2T Program by providing an overview of program inclusions and the roles and responsibilities of the various stakeholders within the program.

The benefits of the Trade to Teach Internship Program:

- \$20,000 scholarship (taxed).
- Paid internship, teaching a half load in a Queensland state school while completing study.
- School-based supervising teacher and mentor teacher.
- Guaranteed permanent teaching offer in Technologies in a location of need.



Trade to Teach Program overview

Year 1

Undergraduate full-time study, including PEx

- Full-time ITE study over 3 trimesters/terms at a T2T partner higher education institution (HEI) adhering to the T2T/HEI program map provided with the contract of employment, allowing for credit from recognition of prior learning (RPL).
- Relevant professional experience (PEx). 1 x PEx in the first year managed by HEI, 10-15 days depending on the HEI.
- \$20,000¹ (taxed) scholarship payment, paid in four instalments across the year.

Years 2-4

T2T internship employment and undergraduate part-time ITE study, including PEx

- Part-time ITE study over 3 trimesters/terms and part-time internship in a Queensland state school.
- Relevant PEx in a host school, where possible, across years 2-4, that is:
 - » managed by the HEI, 65-70 days depending on HEI
 - » inclusive of five-week final year PEx and Teacher Performance Assessment (TPA).
- A paid internship in a state school with a fortnightly salary² starting at [Band 1 Step 1](#), increasing to Band 1 Step 2 for years 3 and 4 of the internship, before tax and other deductions³.
- A full-time T2T intern salary with a part-time (50%) teaching load of 25 rostered hours of duty per fortnight (excluding meal breaks), allowing time for the completion of undergraduate ITE degree course work.
- Interns are only expected to be at the school site part-time, not full-time, with the exception of the blocks of PEx.
- Gradual release from full supervision (provided by the Trade to Teach school supervising teacher – T2T school ST), with intern responsibilities increasing from observations to teaching independently.
- Benefits of being a full-time [beginning teacher](#).
- T2T beginning teacher additional non-contact time (NCT).
- Payment of the Permission To Teach (PTT) fee to the QCT by the T2T project.
- Access to [rural and remote benefits](#) if the internship is in a state school with a transfer rating (TR) of 4-7.
- Ongoing appropriate supervision and support by the T2T school ST and school-based mentor teacher (T2T school MT) for the duration of the internship.
- Regular access to a HEI liaison in the internship years.
- Access to an independent T2T project team mentor (T2T project mentor) for the cohort, who is part of the T2T project team.
- Access to a T2T community of practice to share experiences.
- T2T project-funded computer for the intern.
- Four [Teacher Relief Scheme](#) (TRS) days for the school-based T2T school ST per intern, per year, funded by the T2T project.
- One TRS day for the school-based T2T school MT per intern, per year, funded by T2T project.

Year 5

Beginning teacher/ongoing permanent employment

- Permanent employment, subject to meeting the program conditions, as a state school teacher in the ITD subject area in a school/s of high demand.
- Benefits of a full-time [beginning teacher](#), including additional beginning teacher NCT.
- Recognition of three internship years toward [Recognition of prior service](#) to increase permanent starting salary.
- Access to [rural and remote benefits](#) if employed in a state school with a TR of 4-7.
- Minimum service period with the department of 3 to 4 years, depending on the location of the school of permanent placement.

¹ All payments are taxed as they are earned, i.e. taxed on lump sum of \$5000, and may affect the recipient's annual income and/or benefits received. It is recommended that recipients obtain financial advice from a financial advisor, Centrelink and/or the Australian Taxation Office.

² Fortnightly salary as per Band 1 Step 1 of the Teachers' Salary Schedule and any applicable allowances, increasing to and remaining at Band 1 Step 2 for the second and third years of the T2T internship.

³ Deductions every fortnight includes tax and compulsory superannuation. Other deductions could include HECS-HELP.

⁴ T2T Program minimum service commitment to the Department of Education: TR1-TR6 schools – four years; TR7 schools – three years.

Program timeline

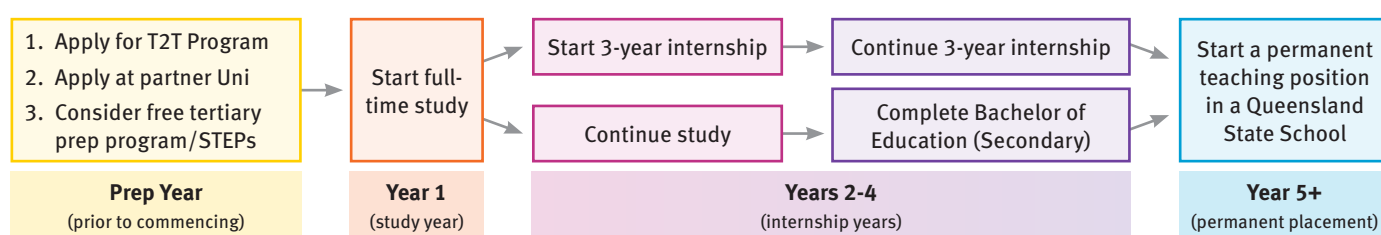


Diagram 1: T2T Program timeline



Program conditions

Each T2T Program participant agrees to the conditions outlined in their T2T Program Contract of Employment, signed and executed by the Chief Executive's delegate. In addition, these guidelines outline the roles and responsibilities of each stakeholder.

Role of the Trade to Teach intern

Classroom responsibility

T2T interns will have responsibility for the following while working towards achieving the Australian Professional Standards for Teachers [Graduate career stage \(Graduate APSTs\)](#):

- Plan, prepare and deliver quality and effective teaching and learning programs which are consistent with the [Graduate APSTs](#), relevant syllabi, curriculum policies, work programs, and educational trends.
- Develop teaching competency and knowledge of the Australian Curriculum as required by the department or other relevant statutory authorities.

Australian Professional Standards for Teachers (APSTs)

- Contribute to a safe and supportive learning environment with effective behaviour management practices in line with the school's [Student Code of Conduct](#).
- Support the physical, social, cultural, and emotional wellbeing and physical safety of students while at school, and enhance their overall development towards effective citizenship and responsible adulthood through participation in timetabled, non-timetabled, and planned extra-curricula activities.
- Develop skills in the assessment of students (diagnostic, formative, and summative) for developmental, feedback, and reporting purposes.
- Develop skills in maintaining student records and samples of work, and report on student performance to students, parents/carers, the department, and other stakeholders.
- Participate in the collaborative development and evaluation of curriculum and regularly monitor, through observation and evaluation, the effectiveness of the learning/teaching program.
- Develop and maintain appropriate interpersonal relationships between the school and community, particularly in regard to the ethical obligations outlined in the [Queensland Government Code of Conduct](#).
- Participate as appropriate in school decision-making processes and professional development activities.
- Build respectful professional relationships with T2T school ST and T2T school MT, accepting and enacting feedback on performance.
- Collect evidence for and undertake assessment against the Gradual Release Indicators (GRI) at the end of Term 2, and until Graduate level APST 'on-balance' is met. Each HEI provides a tool to assist interns to collate evidence within a portfolio.

Gradual release from full supervision

A gradual increase of classroom responsibility is a requirement of the T2T Program. T2T interns will have different levels of confidence, knowledge, and skills.

There will be a gradual release from full supervision by the T2T school ST, as the T2T intern progresses throughout the first two school terms (minimum). For the purposes of the T2T Program, the term full supervision means that a T2T intern will not be responsible for a class independent of the T2T school ST, and the T2T interns will work fully supervised with the T2T school ST in the classroom. The following is a guide for gradual increase of T2T intern classroom responsibility.

Term 1, first internship year only

Week 0

Student free days

Professional development, e.g. whole school meetings, site specific workshop induction training, evacuation procedures, code of conduct, class planning and ITD department meetings

Week 1

Observations only and reflective conversations with the T2T school ST

Full supervision by the T2T school ST in ITD teaching area

Week 2

Observations only and reflective conversations with the T2T school ST

Full supervision by the T2T school ST in ITD teaching area

Weeks 3 and 4

Observations, create resources, and reflective conversations with the T2T school ST

Work with small groups, 1:1 help/support for students under instructions from T2T school ST

Full supervision by the T2T school ST in ITD teaching area

Weeks 5 to 10

Plan and begin to team teach with the T2T school ST, and/or work with small groups.

Reflective conversations with the T2T school ST.

Full supervision by the T2T school ST in ITD teaching area

The internship should commence with observations only and reflective conversations for weeks 1 and 2, with observations, development of resources, and opportunities to work with small groups or 1:1 with a student under the guidance of the T2T school ST in weeks 3 and 4.

The T2T intern must not undertake any planning of lessons or ITE program course work during the time they are meant to be observing. They are required to take notes on lessons observed as appropriate.

From week 5, the intern may begin to plan some lessons and team teach with the T2T school ST, and/or work with small groups for the remainder of the term.

Interns are required to complete mandatory professional experience placements throughout their degree.

Some PEx may be within the period of full supervision, some once they are teaching independently. Each HEI has their own schedule of PEx.

The HEI will liaise with the school and intern to arrange PEx within the host school wherever possible.

T2T interns studying at UniSQ have a 15 day PEx in Term 1, and again in early Term 2 of their first internship year. Interns studying at CQU have a PEx in Term 4.

Interns must complete PEx at various times throughout the internship. Please confirm timing of PEx with your intern as these vary between HEIs (CQU or UniSQ).

Term 2, first internship year only

Week 1

Begin to plan lessons and assessment tasks and teach some lessons under the support and guidance of the T2T school ST and T2T school MT.
Reflective conversations with the T2T school ST.
Full supervision by the T2T school ST in ITD teaching area

Weeks 2 and 3

Plan lessons and assessment tasks and teach some lessons under the support and guidance of the T2T school ST and T2T school MT.
Reflective conversations with the T2T school ST.
Full supervision by the T2T school ST in ITD teaching area

Weeks 4 to 7

Plan units of work and gradually increase planning, teaching, assessment, and reporting for the remainder of the Term to be teaching at 80% (of 0.5 FTE) by the end of Week 8.
Reflective conversations with the T2T school ST.
Full supervision by the T2T school ST in ITD teaching area

Week 8

GRI assessment period

Plan, teach, assess, and report to provide evidence for assessment of GRI.
Reflective conversations with the T2T school ST.
Full supervision by the T2T school ST in ITD teaching area
Use school templates/HEI e-portfolios to assist with gathering of evidence. Complete GRI template

Week 9

GRI assessment period

Plan, teach, assess, and report to provide evidence for assessment of GRI.
Reflective conversations with the T2T school ST.
Full supervision by the T2T school ST in ITD teaching area
Use school templates/HEI e-portfolios to assist with gathering of evidence. Complete GRI template
T2T intern must email complete and moderated GRI attempt with all relevant signatures to the T2T project team for review

Week 10

Plan, teach, assess, and report to provide evidence for assessment of GRI.
Reflective conversations with the T2T school ST.
Full supervision by the T2T school ST in ITD teaching area

From week one of Term 2, the T2T intern should begin to plan and teach some lessons and assessment tasks under the support and guidance of the T2T school ST and T2T school MT.

From week four of Term 2, the intern should gradually increase their planning, teaching, assessing and reporting for the remainder of the term. It is a requirement that the intern enact the feedback of their T2T school ST and T2T school MT.

In the final weeks of Term 2, the T2T intern should teach to provide evidence against the GRI, and be assessed against these by the T2T school ST. The GRI template is to be completed.

Diagram 3: Gradual release from full supervision Term 2

Internship rostered hours of duty

During the internship years the T2T intern has a half teaching load, and is paid a full-time intern wage by the T2T project team. The rostered hours of duty for the T2T intern are 25 hours per fortnight (excluding meal breaks) at the host school. Refer to [timetabling](#).

T2T interns are rostered 25 hours per fortnight

The time over and above the 25 hours a fortnight of hours of duty is to be used for ITE coursework, and the T2T intern is not expected to be at the school. Where possible, the T2T intern should be rostered on full days (e.g. 3 days one week, 2 days the second week) or minimum half days to allow greatest amount of time for study.

The T2T intern must not undertake any playground, bus, or similar duties at any stage during the internship.

Any timetabling concerns should be raised with the host school principal or their delegate in the first instance. If the concerns cannot be resolved, contact the T2T project team.

Staff meetings are not included in the rostered hours of duty however it is expected that the T2T intern attends a staff meeting when it is scheduled on a day the T2T intern is rostered for duty.

During PEx, the T2T intern will revert to pre-service teacher status and will be required to be onsite full-time, regardless of whether the GRIs have been met prior.

The supervising teacher for the PEx does not need to be the same as the T2T school ST for the internship. The PEx supervising teacher is arranged between the HEI and the school.

The internship status remains until the end of the school calendar year, as per the Contract of Employment. The intern will continue at 0.5 teaching load but will be paid full-time by the T2T project.

Salary - first year internship

As per the Enterprise Bargaining Agreement (EBA), interns will be paid at Band 1 Step 1 for the first year of their internship and until the commencement of the school year in the second year of their internship, including vacation periods.

Salary - second and third internship years

The full-time intern wage from the second year of the internship will increase to Band 1 Step 2 from the first day of the school year, and remain at that band and step until the completion of the internship, including any EBA increases.

The internship status, regardless of host school, remains until the end of the school calendar year in the third and final year of the internship, as per the T2T Program Contract of Employment. The intern will continue at 0.5 teaching load, but will be paid full-time intern wage by the T2T project, including any period between completing the ITE Program, achieving provisional registration, and the end of the school calendar year.

Vacations

Interns receive paid leave during the school vacation periods and the school vacation periods are inclusive of any annual leave entitlement the T2T intern may have under the *Industrial Relations Act 2016*, the *Teaching in State Education Award – State 2016 (Award)* and the *Department of Education State School Teachers' Certified Agreement 2022 (Agreement)*.

Paid leave during vacations includes payment between completion of internship and start of permanent employment the next year.

Probation

T2T interns have a unique Contract of Employment with the Department and are subject to an 8-month probationary period from the commencement of their internship.

T2T interns are subject to an 8-month probation, and an interim report (at 3 months) and end of probation report (at 6 months) is to be completed by the school. This is to be kept on file at the school and sent to tradetoteach@qed.qld.gov.au

The interim probation report is to be completed at the three-month mark by the school (mid April). The End of Probation Report is intended to show improvements in areas identified on the 3-month interim probationary report as 'unsatisfactory' and is due at **6 months (end July/August)**.

There is a specific template to be used for T2T interns.

[Interim Probation Report template \(3 months\)](#)

[End of Probation Report template \(6 months\)](#)

The school is to send both probation reports to the T2T project team once completed.

Schools should document performance conversations, both positive and developmental, as record to support probation. This should be kept on file at school, and if requested sent to the T2T project team should it be necessary.

Permanent employment

Upon successful completion of the internship and ITE course, and provisional registration with the QCT, the intern will be offered a permanent position within ITD in the Department of Education, where there is greatest demand.

On commencement of the first day of permanent employment the T2T intern will commence at the relevant salary classification level based on completed years of service, and any recognised relevant industry experience assessed, if applicable. This is based on the intern meeting three years recognition of prior service from the internship and does not take into consideration further recognition of prior service which can be applied for.

The intern can also apply for recognition of prior service based on recent and relevant industry experience once they have commenced in a permanent role. This is assessed on a case-by-case basis, and applications can be made via the [Services Catalogue Online](#) form.

Provisional registration

T2T interns are to apply for provisional registration through the QCT up to 6 months prior to completion of their undergraduate ITE course.

LANTITE

T2T interns must successfully meet the Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE) as part of their accredited ITE course. Refer to the HEI for information about LANTITE.

Feedback and support

There are multiple levels of support available to T2T participants during the full-time study and internship years. This includes the T2T project team (including the T2T project mentor), HEI representatives, ITE program coordinators, HEI liaison, T2T school ST and T2T school MT, host school principal and/or their delegate.

It is the responsibility of the T2T intern to accept and enact feedback professionally, as well as make time for appropriate feedback discussions to take place. This includes, but is not limited to:

- attending mandatory T2T Program community of practice
- reading the T2T Program newsletter
- liaising with the project team's T2T project mentor
- responding to emails and requests in a timely manner and at appropriate times
- using email to correspond with the T2T project team
- preparing lessons and sharing lesson plans as requested
- seeking additional support through T2T school ST, T2T school MT, and the host school principal or their delegate as required
- fulfilling all ITE course requirements, and expectations of the HEI (including check-ins with the HEI liaison and checking university emails regularly).

Professional experience placements

T2T interns must complete 80 days of PEx over the duration of their undergraduate degree. This is mandatory component of the university degree. These placements are arranged and scheduled by the HEI.

T2T interns therefore complete several placements while on their internship. They return to preservice teacher status, attend full time and are fully supervised. During the internship, wherever possible the placements will be in the internship host school.

Mandatory requirements of the intern role include:

- having a current [PTT](#) certificate issued by the QCT. PTT for the T2T intern will be coordinated and paid for by the department
- having a successful working with children check (Blue Card) and criminal history check, these are included as part of the PTT application
- undertaking [mandatory training for school teachers](#), including [CARA](#)
- undertaking safety training – [ITD \(Technologies\) Safety Awareness and Induction](#).

Clarifying misconceptions of the T2T intern role

A T2T intern is not a beginning teacher. On commencement of the T2T Program internship, participants have completed the first year of their ITE Program (undergraduate) coursework. They have not yet been assessed against the Queensland Final Professional Experience Report (QPERF). The T2T Program internship is not a PEx, nor is it to be confused with University Internship Agreements which ceased operation at the end of 2021.

PEx occurs at the host school, where possible, during the internship but may occur in a different subject area or year level to help meet the diversity of placement, as required by the accredited ITE Program. For T2T interns who are studying two teaching areas as part of their ITE Program, PEx may need to be completed in their second teaching area. This will be arranged with the school by the HEI.

A T2T intern does not fall under the standard conditions for a PTT. A PTT is used as a vehicle for the T2T Program internship to occur, however, the requirements are different to a standard PTT. The T2T intern must not teach independently or be left unsupervised until a specific standard and a minimum point in time are met.

The T2T internship is to be completed in the teaching area of ITD. The T2T intern may only teach the subjects areas as per their PTT, with no exceptions. PEx will be at the discretion of the HEI, in order for the T2T intern to meet accreditation requirements of their ITE course.

The T2T intern must be supervised by a registered teacher with relevant knowledge, skills and experience in the teaching areas as per the T2T intern's PTT.

The T2T school MT is an additional layer of support and should be a registered teacher, who is from any teaching area/department.

The T2T intern must receive full supervision for the entire duration of Terms 1 and 2 of the first internship year, with full supervision continuing until graduate level 'on balance' of the APSTs is met as per the GRIs, and the host school principal receives written approval from the T2T project team.

It is not an expectation that the GRIs will be met at the end of Term 2. In some circumstances, an intern may require full supervision for Term 3 or longer. The host school should workforce plan accordingly. There is an expectation that the GRI on balance benchmark will be met by the end of the first year of the internship.

The T2T intern must fulfill all requirements of the ITE course, including PEx. This will mean that the T2T intern will return to preservice teacher status and attend full time for their PEx, regardless of whether they have met the GRIs and are teaching independently.

FURTHER INFORMATION

For further information refer to:

- [Teaching in State Education Award – State 2016](#)
- [Department of Education State School Teachers' Certified Agreement 2022](#)

Trade to Teach Program roles and responsibilities

There are a number of key roles that support the T2T Program including:

- **T2T project team, Queensland Department of Education (DoE), including**
 - » T2T project mentor for the entire T2T cohort
- **Partnering T2T HEI**
 - » T2T HEI representative
 - » T2T HEI liaison
- **T2T host internship school:**
 - » Principal/site coordinator and/or their delegate
 - » T2T school ST
 - » T2T school MT

The roles and responsibilities of each are summarised below, with detailed information outlined in [internship phases](#). This document should be used as a key reference point related to all stakeholders' roles and responsibilities.

Stakeholders roles and responsibilities

T2T Project Team	Queensland College of Teachers	Partner HEIs	Host schools	T2T project mentor
<ul style="list-style-type: none"> T2T Program implementation Selection of T2T participants Scholarship payments T2T guidelines Intern and host school support Host school matching 'At risk' intern case management 	<ul style="list-style-type: none"> Approval of PTT Accreditation of ITE Programs Registration of teachers 	<ul style="list-style-type: none"> Enrolment in degree, RPL Delivery of ITE course Academic support Student wellbeing PEx in schools HEI liaison (when on internship) 	<ul style="list-style-type: none"> Host T2T intern in a intern teaching role (half load) Provide supervising teacher and mentor teacher Provide real-world practical teaching experience while intern completes study Provide support and feedback to develop intern 	<ul style="list-style-type: none"> Mentor entire cohort of interns while on internship Support host schools Liaise with HEI, T2T project team and host schools

Trade to Teach project team

The T2T project team was established by the department to develop, implement and oversee the T2T Program.

The T2T project team is the key departmental contact for the T2T Program and should be contacted for any general program related enquiries:

Tel: (07) 3034 5810 or Email: TradetoTeach@qed.qld.gov.au

Roles and responsibilities

The role of the T2T project team is to:

- manage recruitment process, applications, contracts and record keeping for participation on the T2T Program
- ensure ongoing continuous support of T2T participants throughout the entirety of their study year and internship
- work with regions to match T2T participants to host schools that can provide appropriate support for the internship
- seek approval from the QCT and pay all relevant fees for PTT, excluding overseas police checks
- provide appropriate information sessions and project support for all stakeholders
- liaise with the appropriate departmental teams to manage payment of quarterly scholarships and School Appropriation Payment Application for TRS payments
- liaise with the Computers for Teachers (CfT) team to manage T2T project-funded laptops for T2T interns
- manage Communities of Practice to provide ongoing support to T2T Program participants including quarterly formal meetings, informal fortnightly drop-in sessions, and communications such as newsletters
- manage and maintain the T2T Program [OnePortal](#) and [Teach Queensland](#) pages, and associated resources
- monitor and record T2T participant academic progress, performance in schools and enrolment in accordance with the T2T/HEI agreed program map
- support HEIs and host schools to manage 'at risk' interns
- ensure all stakeholders undertake relevant roles and responsibilities as per these guidelines
- celebrate the success of T2T Program participants
- review GRI assessment and notify stakeholders of approval to teach independently, with ongoing supports in place
- continue regular consultation with QCT, Queensland Teachers' Union (QTU), partnering HEIs, and internal work units
- work with regions to match T2T interns to their permanent school
- meet governance and project management requirements for the T2T Program
- case manage T2T participants
- review and approve any revisions of intern HEI program maps.

Refer to [internship phases](#) for detailed information.

Trade to Teach project mentor

The T2T project mentor is a dedicated mentor for all T2T interns. The role sits within the T2T project team and will support the entire cohort of T2T interns, throughout their internship. The role of the T2T project mentor is to provide professional guidance and support.

Unlike beginning teachers, T2T interns have not yet achieved the Graduate APSTs, and as such are not formally assessed against these during the internship. The T2T project mentor is an additional support person for the T2T intern and provides professional guidance to assist the T2T intern to develop an understanding of their role as an ITD teacher. It involves meeting regularly virtually or face to face with the T2T intern, assisting them in problem solving issues and providing an additional layer of support through listening, guidance, and sharing advice and further professional development opportunities. The T2T project mentor will also liaise with the T2T school ST and the HEI.

The T2T project mentor supports the entire cohort of T2T interns while on their internship

Roles and responsibilities

The role of the T2T project mentor is to:

- connect incoming T2T interns with their host school contacts during Term 3 and 4 of the year prior to the internship commencing
- connect with and support host schools, T2T school STs and interns during the internship years
- during first year of internship, check in with each intern on a monthly basis (virtually, phone or email) and undertake school visits throughout the year with the aim to visit each intern 2 times per year (minimum). Contact can be reduced in the following years, to 'as required'
- liaise with the host school, T2T school ST, T2T school MT, principal or site coordinator when needed or requested to support the success of the T2T intern
- coordinate information sessions and induction to complement existing beginning teacher and school inductions, relevant to in the T2T internship
- coordinate information sessions for T2T school STs, T2T school MTs and site coordinators to understand their role and share experiences
- support T2T interns to understand safety in school workshops
- identify, coordinate and share relevant and useful resources for interns (through Communities of Practice, newsletters etc)
- prepare and coordinate intern community of practice sessions
- attend monthly HEI meetings to update attendees on any interns who are currently being case managed
- liaise with the HEI where necessary to ensure success of the T2T intern
- identify any performance issues with interns and support the host school to undertake appropriate performance management processes in consultation with the HEI and T2T project team
- report progress and concerns with interns, host schools or HEIs to the T2T project team. Maintain case notes as required
- ensure that supervision and mentoring is occurring at the host school
- review any revisions to T2T intern's program maps and raise concerns with T2T project team and HEI
- be a champion for the T2T intern in terms of workload and study load, and provide tips on how to manage both well
- assist with retention of interns in the T2T Program, where possible
- add value to the interns by delivering extra one on one or group professional development or guidance where necessary
- notify the Internships Team Project Officer of any updates to school contacts.

The T2T project mentor:

- is an additional person to support the T2T intern on their learning journey
- supports the entire cohort of T2T interns
- will provide support across different locations, in varying ways and formats
- may meet virtually or face to face with the T2T interns
- may have varied teaching experience, which includes recent experience in ITD
- will liaise with the HEI where needed in regards to the T2T intern's progress with their undergraduate studies.

Partner Trade to Teach higher education institutions

Certain HEIs have been selected to deliver the undergraduate ITE course, including PEx required by the T2T Program.

A list of current T2T HEI partners and their respective approved T2T Program courses can be found on the [Teach Queensland website](#).

The HEI is the first point of contact regarding ITE program, study and professional experience placements

Roles and responsibilities

The role of the HEI is to:

- work in partnership with the T2T project team and the host school
- participate in the T2T Program at no additional cost to the department
- participate in information sessions to onboard new HEI representatives and liaisons
- be informed of the Collaboration Deed between the HEI and T2T Program
- attend T2T participant and program promotional events
- provide 1 x core representative as a contact for T2T interns and the T2T project team
- provide a list of enrolled teaching areas during the application phase of each cohort, the first teaching area must be ITD/Design and Technologies
- monitor enrolment patterns (program maps) for the entirety of the program completion, ensuring alignment to the T2T/HEI participant's program map
- share any revision of the T2T intern's enrollment pattern (program map) with the T2T project team for approval
- deliver and assess course work related to the ITE Program
- notify the T2T project team through summary reports of academic progress, including providing a copy of academic transcripts and PEx reports in Sharepoint
- attend monthly meetings with the T2T project team via MS Teams, and informally as required
- complete actions and make decisions in a timely manner
- allocate an HEI liaison to each T2T intern prior to the commencement of the internship year
- provide contact details for each HEI liaison including name, phone number, and email, to the T2T project team

- ensure the HEI liaison has, at a minimum, monthly contact with the T2T intern regarding study and PEx, and maintains a record of this in Sharepoint. Monthly contact and reporting should be maintained for the first year of the internship and reduce to 'as needed' in the following years
- communicate any issues or successes regarding study or PEx with the T2T project team
- manage PEx, ensuring diversity of placement is met across the 80 days of PEx over the duration of the undergraduate ITE Program
- liaise with the T2T mentor/project team when interns are at risk of breaching T2T employment contract, and case management is required. Refer to [T2T Program 'at risk' process](#).
- share and discuss ITE program progress and performance on PEx and in host schools with the T2T project mentor and the T2T project team
- initiate PEx at-risk processes with the host school PEx site coordinator and notify the T2T project team
- manage conflict of interest (COI), including ensuring diversity of placements and HEI liaison moderation of GRIs.

Please refer to the relevant HEI handbook for specific information related to course requirements, HEI contacts and HEI support during the T2T Program.



Trade to Teach higher education institution liaison

All partnering HEIs will allocate an HEI liaison for each T2T participant for the duration of the internship years.

The T2T intern will be allocated a HEI liaison who will check in with them on a monthly basis regarding study and the internship

Roles and responsibilities

The role of the HEI liaison is to:

- be the first point of contact for the T2T intern and T2T project team in regards to university degree course requirements
- advise the T2T project mentor and T2T project team as early as possible where there are concerns with academic progress of an intern. Where required, facilitate an appropriate management response/plan for any 'at risk' interns (as per usual HEI process)
- connect with the intern, principal or site coordinator prior to the commencement of the internship to introduce yourself
- in first year of internship make monthly contact, at a minimum, with the T2T intern and maintain record of this in SharePoint for the T2T project mentor and T2T project team. Contact and reporting can be reduced in the following years to 'as required'
- maintain monthly contact, at minimum, with the host internship school to ensure the T2T intern is achieving goals and expectations of the internship, particularly the T2T GRIs. Contact and reporting can be reduced in the following years to 'as required'
- liaise with the T2T project mentor as needed to ensure that the T2T intern is achieving the goals and expectations of the internship and study
- observe, where necessary, the T2T intern undertaking teaching tasks and provide feedback on performance
- assist the T2T intern to understand the GRI requirements and to collect appropriate evidence to demonstrate their performance in relation to the APSTs
- moderate assessment of the T2T GRIs at the end of Term 2, and then each Term as required until GRI benchmark is achieved, (refer to Flowchart of GRI process in *Trade to Teach Internship Program Gradual Release Indicators 2025*).
- remind the T2T intern of their requirement to complete and email their T2T GRI assessment report(s) to the [T2T project team](#) following HEI liaison moderation
- advise the HEI representative, T2T project mentor and T2T project team as early as possible where there are concerns with intern progress and performance, where the intern could be considered 'at risk'. Refer to [T2T Program 'at risk' process](#)
- where requested by the T2T project mentor/T2T project team, provide support for any interns who have been identified as not meeting the internship performance standards (support may include a classroom observation, professional guidance or similar)
- notify the T2T team of any updates required in the SharePoint 'Host School Contact Information' list. (i.e. If a T2T school ST is changed at a host school)
- attend monthly HEI meetings to update attendees on any interns who are currently requiring additional support or at 'at risk'.

T2T HEI liaison check-ins and reporting

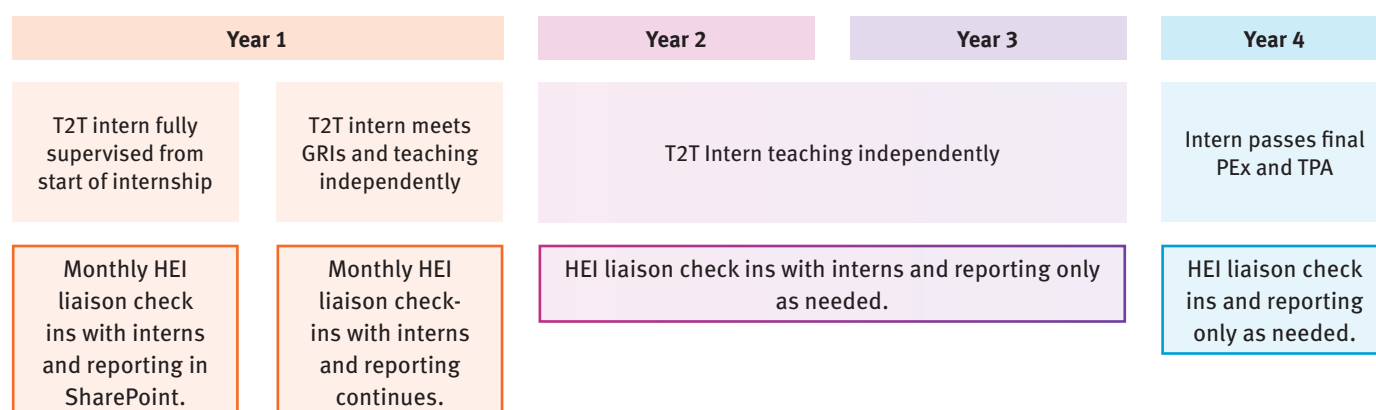


Diagram 4: T2T HEI liaison check-ins and reporting

The Trade to Teach host school

The principal or site coordinator and/or their delegate

Each T2T host school will nominate a person that may provide both educational and administrative support to the T2T interns, T2T school ST and T2T school MT. The nominated personnel should be a member of school leadership such as the principal, site coordinator if applicable, and/or their delegate.

Roles and responsibilities

The role of the principal or site coordinator and/or their delegate is to:

- provide a safe and supportive environment for the T2T intern to transition from their ITE program to professional practice as they undertake their internship
- ensure the T2T intern is placed in a suitable learning environment with an appropriate T2T school ST relevant to their PTT
- attend a T2T host school information session
- liaise with the T2T project team, DoE
- organise orientation and complete [OneInduction](#) of the T2T intern, ensuring adequate time is allocated to complete [mandatory training for school teachers](#)
- in consultation with the T2T intern, organise timetabling of the internship with appropriate hours of duty, including NCT, refer to the [hours of duty table](#)
- allocate a suitable workspace for the T2T intern
- provide access to the school [student code of conduct](#)
- allocate an appropriate T2T school ST and T2T school MT, and discuss expectations of T2T internship with T2T school ST and T2T school MT
- notify the T2T project team of any changes to T2T school ST and T2T school MT
- organise for the T2T school ST and T2T school MT to participate in information session prior to internship
- facilitate a welcoming introduction of the T2T intern as a valued member of staff to the T2T school ST, T2T school MT, teaching and administration staff
- commence the [Intern ACDP](#), at the beginning of the internship
- ensure the T2T intern acknowledges strengths and areas for development in relation to the graduate APSTs and develops their [Intern ACDP](#)
- monitor the T2T intern through conversations and observations
- ensure the T2T intern is fully supervised for the entire duration of Terms 1 and 2, and then until the T2T GRI benchmarks are met

- ensure the gradual release from full supervision of the T2T intern, commencing with observations only, refer to [gradual release from full supervision](#)
- manage the ongoing support and ensure appropriate supervision is provided to the T2T intern for the entire duration of the internship (four TRS days per year are paid to the host school for this purpose)
- communicate any issues or success with the T2T project mentor, T2T project team, and the HEI liaison
- provide support to the T2T school ST in the assessment of the T2T intern against the T2T GRIs
- moderate the T2T GRI assessment with the HEI liaison, Flowchart of GRI process in *Trade to Teach Internship Program Gradual Release Indicators 2025*
- ensure the T2T intern does not teach independently until the T2T project team has provided written approval
- ensure the T2T intern only teaches classes as per their PTT
- carry out the probationary processes for the T2T intern
- use the intern probation templates for interim and end of probation reports at 3 and 6 months, and send to the T2T program team at time of completion
- distribute the T2T project-funded laptop to the T2T intern once delivered to the school
- manage allocation of T2T project-funded TRS to T2T school ST and T2T school MT
- manage T2T intern leave requests through MyHRSelf Service
- confer with the T2T project mentor and HEI liaison and identify actions required around at-risk T2T interns.



Trade to Teach school supervising teacher

The T2T school ST is the main supervisor of the T2T intern during the internship years. The T2T school ST provides support and opportunities to enhance the T2T intern's capacity to become an effective teacher.

The T2T school ST can support the T2T intern's development by providing:

- **guidance on:**
 - » daily teaching life
 - » school structures such as staff organisational structure
 - » interactions with school staff and stakeholders
 - » behavioural support
 - » teaching pedagogy
 - » building relationships with staff, students, and the community
 - » classroom management strategies including a focus on safety
 - » areas for development by providing feedback.
- **support by:**
 - » creating welcoming and encouraging environments to help the T2T intern build confidence and flourish
 - » building positive relationships with the T2T intern based on trust and mutual respect
 - » creating a safe and supportive environment that encourages professional growth.
- **behind-the-scenes orientation by:**
 - » showing the T2T intern the ins and outs of the behind-the-scenes work a teacher does
 - » leading by example and modelling effective preparation.
- **personal experience by:**
 - » reminding the T2T intern that all teachers start somewhere and explaining that they will build their portfolio of tools as their experience progresses
 - » sharing some of their own professional challenges and discussing how they overcame them.

Roles and responsibilities

The roles and responsibilities of the T2T school ST are to:

- provide a welcoming and professional environment for the T2T intern with respectful conversation
- know and understand the APSTs, in particular, the expectations of achieving and developing towards graduate level of the Graduate APSTs
- allow the T2T intern to commence with observations and gradually release planning and teaching responsibilities of allocated classes to the T2T intern depending on their progress, refer to [gradual release from supervision](#)
- support the T2T intern in the development of their [Intern ACDP](#) and support achievement of these specific goals in the classroom

- support the ongoing professional development of the T2T intern with an initial focus on achieving and developing towards graduate level of the APSTs
- assess the T2T intern's progress against the T2T GRIs
- provide full supervision of the T2T intern until they have met the T2T GRIs benchmark. *Please note. A T2T intern must be fully supervised for the entire duration of Terms 1 and 2 of the first year of their internship, regardless of their achievement against the T2T GRIs*
- ensure regular, ongoing support and appropriate supervision is provided to the T2T intern for the entire duration of the internship (4 TRS days per year are paid to the host school for this purpose)
- provide advice and information on school and class programs to the T2T intern including school specific curriculum, school-wide pedagogy, teaching topics and concepts and planning documents such as unit plans
- discuss the administrative tasks undertaken by teachers in the school and clarifying expectations for the T2T internship
- discuss management procedures and strategies for student behaviour, learning, and care, including current classroom rules and routines
- model effective pedagogy and behaviour management strategies
- review T2T intern's lesson and unit plans prior to implementation in a class setting
- provide regular feedback to the T2T intern, and time for joint reflection of practice (including feedback on strengths and opportunities for improvement)
- support intern to gather and record evidence to help meet the GRI 'on balance' benchmark
- encourage and guide self-reflection by the T2T intern
- provide guidance on professionally engaging with colleagues, parents and carers, and community
- contact the T2T project mentor as required to discuss intern progress and additional areas of support, where needed
- provide an update on T2T intern to the T2T project mentor when requested to assist in supporting intern success.

Please note, the role of supervising a T2T intern during the internship of the T2T Program differs to supervising a preservice teacher on a traditional PEx. The [Professional Experience Placement Agreement](#) (PEPA) Guideline outlines the role of supervising a preservice teacher during their PEx.

As the T2T Program differs from a PEx, T2T school STs are not remunerated for the internship. An allocation of four TRS days per T2T intern per year is provided for the T2T school ST. Refer to [TRS](#).

However, if the T2T school ST is the supervising teacher of the PEx, they are remunerated as per PEPA arrangements. Supervising teachers of PEx are to apply for payment direct to the relevant HEI after the PEx has occurred.

Trade to Teach school mentor teacher

The school-based T2T school MT is an additional support person for the T2T intern and provides professional guidance to assist the T2T intern to develop an understanding of their role as a teacher. The T2T school MT may have varied teaching experience and be in a different subject area to the T2T intern. The T2T school MT must not be the same person as the T2T school ST or site coordinator.

Roles and responsibilities

The roles and responsibilities of the school-based T2T school MT is to:

- meet regularly with the T2T intern throughout their internship
- assist the T2T intern in problem solving issues
- provide an additional layer of support through listening, guidance and sharing advice to support the T2T intern on their learning journey
- allow for a more diverse experience
- provide a confidential and supportive professional relationship in which the intern and the mentor appreciate and respect the importance of the guidance and support being provided
- review the T2T school ST's GRI assessment and comments and sign the GRI document, refer to Flowchart of GRI process in *Trade to Teach Internship Program Gradual Release Indicators 2025*
- meet with the T2T intern for the suggested minimum of 2 x 30 minute sessions per Term in the first year of the internship, to collaborate and discuss progress in relation to the T2T GRIs and provide a second layer of support
- meet with the T2T intern for the suggested minimum of 1x 30 minute session per Term beyond the first year, and for the remainder of the internship
- contact the T2T project mentor as required to discuss intern progress and additional areas of support, where needed
- provide an update on T2T intern to the T2T project mentor when requested to assist in supporting intern success.

The role of the school-based T2T school MT is to provide professional guidance and support and differs to the traditional role of beginning teacher mentors, who often support new first year teachers to transition to provisional teacher registration. Unlike beginning teachers, T2T interns have not yet achieved the Graduate APSTs, and as such are not formally assessed against these for the internship.

As the T2T Program internship differs from a PEx, T2T school MT are not remunerated for the internship. An allocation of 1 TRS day per T2T intern, per year, is provided for T2T school MT, scheduled by the host school as required. Refer to [TRS](#).

The [Mentoring hub](#) provides resources, tools and templates that support the mentoring process. Please note that these resources are essentially directed at mentoring beginning teachers, but the skills are transferable to mentoring a T2T intern.



Distinction between the role of the T2T Program mentors and supervising teachers

T2T school supervising teacher

- School-based role.
- The main supervisor of the T2T intern during the internship and provides guidance to assist the T2T intern to reach the T2T GRIs and develop teaching competency.
- Assesses the T2T intern's progress against the T2T GRIs.
- Provides full supervision of the T2T intern until they have met the T2T GRI benchmark which is a minimum of two terms at the start of the internship.
- The T2T intern will be placed with a T2T school ST in ITD teaching areas and within the T2T school ST's timetables as approved for the PTT.
- This role differs to a traditional preservice teacher supervising teacher role, refer to [PEPA Guidelines](#) for more detail.
- Continues to provide supervision, support and guidance for the duration of the internship once the T2T intern is deemed ready to teach independently. Regular, scheduled meetings should form part of this ongoing support.

T2T school mentor teacher

- School-based role.
- Provides ongoing support through the duration of the internship.
- A professional, supportive and confidential relationship between mentor and T2T intern.
- Participates in assessing and moderating the T2T intern's progress against the T2T GRIs.
- The suggested time spent with the T2T intern includes:
 - » 2 x 30 minute catch-up sessions per Term in the first year
 - » 1 x 30 minute session per Term in years 2 and 3
 - » ongoing on an adhoc basis, where required.

T2T project mentor

- T2T project role.
- Provides ongoing support throughout the internship. A professional, supportive relationship between the T2T project mentor and T2T intern.
- Is a liaison between the T2T intern, HEI, host school, T2T school ST, and T2T school MT.
- Provides expertise in ITD and provides additional support and development to support T2T interns to be successful in their internship.
- Not based in a school and is a position funded by the T2T project team to mentor all T2T interns in the program.
- Supports all T2T interns in the program across a variety of locations.
- The suggested time spent with the T2T intern includes:
 - » a minimum 2 catch-up sessions per Term of the internship with additional support if required.

Diagram 5: Role distinction between program mentors and supervising teachers

Other important information for interns

University ITE course

T2T interns must commit themselves to their studies and all university ITE requirements as a participant of the T2T Program, including while on the internship. This includes checking university emails and responding in a timely manner, attending check-ins with the HEI liaisons, and passing all units/subjects. More than 2 units/subject fails will put the T2T intern 'at risk' of not meeting their T2T Program obligations. Any revisions to the enrolment pattern (program maps) must be approved by the T2T project team.

T2T interns must complete at least one Professional Experience Placement (PEX) before commencing the internship

Blue card

As part of the PTT application process prior to becoming an intern in a host school, the QCT requests an Australian criminal history check from the Queensland Police Service (QPS) or a Blue Card verification from the relevant agency if an intern holds a current Queensland Blue Card. Once on a current PTT or currently registered with the QCT, teachers are exempt from requiring a Blue Card.

In the first year of study, prior to the PTT application process, all preservice teachers are required to have a current Blue Card prior to commencing their PEX.

T2T branded clothing and equipment

T2T interns are provided with T2T-branded clothing and equipment such as t-shirts and lanyards. The participant is responsible for representing the T2T Program with professionalism when wearing any T2T branding. If the contract is not complete, the T2T participant will be required to return all T2T branded clothing and equipment to the T2T project team.

Relocation information

If required to relocate, moving expenses and access to subsidised housing may be available, dependent on location and subject to availability. Please contact the [T2T project team](#) for further information.

Other employment

The T2T Program is structured and a scholarship is provided so that interns can focus on their course work and PEX during the first year of the T2T Program. This focus extends to the internship in the second, third, and fourth years on the T2T Program, where course load is intentionally decreased.

Any additional employment being undertaken by a T2T intern may be taken into consideration by the QCT as part of the PTT application. If a workload issue or risk is identified as a result of additional employment, the QCT may not approve the PTT for the internship.

T2T Program PTT applications are only supported by the department and approved by the QCT for the T2T intern in specific subjects that the intern has the qualifications, knowledge, skills or training to teach and for a specific

location. The approved PTT does not cover casual relief teaching or additional teaching contracts.

During the internship, T2T interns are considered a full-time departmental employee. They are not permitted to undertake additional employment within the department in any capacity, for example, as a casual relief teacher, teacher (contract), teacher aide, schools officer or VET trainer.

If T2T interns are looking to subsidise their pay through other employment, the [Notification of other employment procedure](#) provides information on the responsibility of employees to declare other employment and how to complete a record of employment. The T2T intern will need to notify the host school and the T2T project team of any intention to undertake other employment during the internship. Additionally, T2T interns must not acquire or hold a contract (such as supplying trade services, including as part of another business) with a school or other unit of the department unless prior authorisation is obtained from the Assistant Director-General, Human Resources branch.

It would be considered a risk for T2T Program participants to undertake additional work during their internship if it impacts on their ability to fulfill their role and responsibilities on the T2T Program.

Classroom Management Hub

The Classroom Management Hub is available via the Education Futures Institute (EFI) [Catalogue](#). The [Classroom Management Hub](#) provides teachers with an overview of the practices that have been shown to have the greatest positive impact on learning, wellbeing and behaviour.

Employee Assistance Program (EAP)

All Departmental staff and their immediate family members are entitled to access up to four counselling sessions per calendar year. This counselling service is provided by TELUS Health and provides staff with support and assistance for any work or personal challenges that may be impacting on their day to day life, relationships or general wellbeing.

As departmental employees, T2T interns can access free and confidential counselling through the Employee Assistance Program

Call TELUS Health direct on 1800 604 640 (24/7) for free confidential telephone, video and face to face counselling.

Deaf/hard of hearing staff are encouraged to contact the Employee Assistance Team via email at aus_lifeworks1@lifeworks.com and an Auslan Interpreter can be organised to attend the counselling sessions. Further information about the EAP can be found on [OnePortal](#).

Useful resources for interns

The department has developed a [Starting Successfully Program](#) resource for early career teachers. This can be accessed from the Education Futures Institute on QLearn.

Information for host schools

Trade to Teach gradual release indicators

The T2T GRIs are an integral part of the T2T Program. Although the T2T intern has been granted a PTT, they are required to be fully supervised during Terms 1 and 2 at the commencement of their internship, and are to remain fully supervised until a graduate level on-balance T2T GRI assessment has been achieved. The T2T GRI template is to be completed initially during the second Term of the T2T internship. It will then continue to be utilised throughout the internship, until the T2T GRI benchmark has been met.

Ongoing supervision, support and mentoring for the T2T intern will continue throughout the internship, regardless of when the T2T intern meets the T2T GRI graduate level on-balance benchmark for each section. This is expected, as the T2T intern will require ongoing guidance, mentoring, and professional support to ensure that all aspects of their work are developing towards the graduate or exceeding level throughout the internship.

It is expected that the T2T intern will meet the GRI on balance benchmark by the end of the first internship year

Internship teaching practice assessment milestones

Throughout their internship, T2T interns will be assessed at various milestones for their teaching practice and performance, for different purposes. Some of these milestones are a mandatory requirement of their ITE course and some as part of the internship. They include PEx (university course requirement), the GRI assessment (internship requirement) and the final TPA (university course requirement). Further information about the various teaching practice assessment milestones is available in [Appendix 4](#).

Conditions of employment

T2T interns receive the same conditions as any other temporary teacher employed at your school. For example, leave, sick leave, work cover, professional development activities.

T2T interns are entitled to receive the [benefits of a beginning teacher](#) in their internship year.

Absence from school

Interns need to follow their host school's process for advising when they are absent. Interns should also talk to their T2T school ST and school contact about their preferred way to communicate absences. Interns/schools must also enter leave into My HR Self Service. Refer to [Applying for leave in My HR](#).

Sick leave

During the internship year, T2T interns have access to MyHR Self Service. Any leave balances and applications are to be accessed through MyHR SS as per the procedures of a teacher.

Applying for leave in MyHR

As an intern, sick leave will accrue at an hourly rate from the commencement of the internship (except where interns have been previously employed by the department and may have an existing leave balance).

Internship (50% teaching load/0.5 FTE)

Short-term leave (up to and including one calendar week)

Leave applications are not required for days an intern is not rostered to be at the school.

When applying for leave in MyHR Self Service, leave should be entered as hours and/or days as per the intern's rostered timetable. It is important to note that when blocks of leave are entered into the MyHR Self Service system, it will be deducted at a full-time rate as the intern is considered as a full-time employee (1.0 FTE) in the payroll system.

To avoid the potential for an incorrect leave amount being applied, it is recommended that leave be entered as individual hours/days.

Extended leave (greater than 1 calendar week)

Any leave for extended periods (e.g. maternity/paternity) must be supported by the T2T project team and school prior to submission, and entered as one continuous period (start date to end date). This will avoid the risk of being overpaid and having to repay any overpayment.

Professional Experience Placement (full-time teaching load/1.0 FTE):

While on PEx, T2T interns attend school full time as a preservice teacher.

Therefore, leave applications are to be entered as hours/days of absence based on the expectation that the interns will attend full time for the entire PEx period.

Given the importance of the final PEx in determining the intern's graduation and provisional registration with the QCT, leave during this time should be for emergency situations only.

Timely application for leave

It is important to enter leave into the MyHR system as soon as possible, so it doesn't result in an overpayment to the intern and a potential recovery of salary by the department.

Teacher relief scheme

The [Agreement](#) outlines that TRS days will be allocated as follows:

- 1 x TRS day total is allocated for the T2T school MT per intern for each internship year.
- A total of 4 x TRS days per intern, per year have been allocated for the T2T school ST.

TRS payments will be paid directly to eligible schools through the School Appropriation Payment Application schedule.

Trade to Teach appointment forms

All appointment forms will be completed by the T2T project team and forwarded to the relevant payroll team. There are no requirements for host schools to complete these forms.

Application for teacher employment form

T2T interns are not required to complete an application for teacher employment form, formerly known as or commonly referred to as TAC.

Permission to Teach

The T2T project will pay the cost of the PTT.

T2T interns may only teach as per approval on their PTT. Any classes or year levels outside of their PTT may be observational only, with a qualified teacher teaching in the room at all times. PTT approved teaching areas have been emailed to host schools and can be located in TSS. Audits will be conducted against timetables and PTT approvals.

The PTT is the vehicle for the T2T internship to occur. There are additional supervision requirements related to the T2T Program.

PTT applications are approved by QCT for two years only. There will be a new application/renewal required near the end of the second year of the internship, and at that point the conditions of the PTT will be reviewed based on conversations with the school, the intern and regional HR. This may mean a change of school for the intern.

Student free days

T2T interns are expected to attend student free days at their host school, consistent with other temporary teachers employed at the school. The dates of the pupil free days may vary from school to school and in some circumstances, the T2T intern may need to attend student free days prior to the first day of their PTT and contract start date. Additional days at the start of the year are in lieu of student free days later in the year.

Professional development

The T2T Program does not provide funds for T2T interns to attend professional development.

Probation

T2T interns are subject to an 8-month probationary period from the commencement of their internship.

However, there is a specific template to be used for T2T interns.

[Interim Probation Report template \(3 months\)](#)

[End of Probation Report template \(6 months\)](#)

The interim probation report is to be completed at the three-month mark by the school (end April). The End of Probation Report is intended to show improvements in areas identified on the 3-month interim probationary report as 'unsatisfactory' and is due at **6 months (end July/August)**.

Schools are to send the Interim (at 3 months) and End of Probation report (at 6 months) to the T2T project team, and also keep on file.

Schools should document performance conversations, both positive and developmental, as record to support probation. This should be kept on file at school, and if requested sent to the T2T Program team should it be necessary.

Annual Capability Development Plan

T2T interns are required to complete an [Annual Capability Development Plan \(ACDP\)](#) early in their internship, to identify professional goals. This plan also provides the platform to have a conversation with the intern about areas of strength and areas for development. An interactive template is available from My HR – Performance, Capability and Talent.

Computers for interns

The T2T Program is funding computers for interns, and this is being managed by the department's Cft team.

The T2T intern will be allocated a laptop for the duration of the internship years. These will be imaged and distributed to the host school in early January of the first internship year. Host school principals will receive an email alerting them to delivery, a few days prior to dispatch. The laptops are to be assigned to the T2T intern only.

Activating T2T intern accounts

Before interns can use the laptops, they will need active accounts and the host school will need to register them in OneSchool and assign the laptop to them in OAMPS, an asset module within OneSchool, to complete the setup process. This process is the same across the teacher, nurse or therapist and wellbeing fleet process. Issues experienced with the other fleets are typically related to delays with getting users onboarded on department systems.

Any laptop-related enquiries should be directed to the Cft team at computersforteachers@qed.qld.gov.au. Any project related questions should be directed to the T2T project team.

Hearing conservation program

The T2T project will facilitate a hearing safety and awareness training session with T2T interns prior to the commencement of the internship.

Host schools must include the T2T intern in the planned schedule of hearing tests conducted by Attune, in line with the mandatory [Hearing Conservation Program](#). Host schools can send the invoice for the hearing test only for the T2T intern to the T2T project team at tradetoteach@qed.qld.gov.au. The T2T project team will provide hearing equipment (earplugs and earmuffs) to the T2T interns for the start of their internship.

OneSchool timetabling

T2T interns will require OneSchool access. They are not to be allocated classes in OneSchool until they have met the GRI benchmarks, and not before Term 3 of the first internship year.

Playground and bus duty

T2T interns are not to be allocated playground or bus duty, or any similar duties, during their internship even once teaching independently.

Professional experience placements

All T2T interns must complete 80 days of professional experience across the duration of their 4-year ITE undergraduate degree. Each HEI has different timing for their PEx. The placements during the internship should, where possible, be at the internship host school. The school will need to plan for this, as the intern must return to full-time preservice teacher status and be fully supervised, regardless of whether they are teaching independently or not. T2T interns must complete at least one PEx before commencing their internship.

Payment during professional experience

Salary payment will continue during PEx. This condition is for the T2T internship only.

Professional experience conditions

PEx will take place for T2T interns over the internship years. The PEx will occur at the host school, where possible, and where this arrangement meets the HEI's ITE course accreditation requirements for diversity of placement.

Please note: The [PEPA](#) applies during this period. The T2T intern must be fully supervised during PEx. During this time the T2T intern will be undertaking a full-time teaching load. HEIs have been provided with host school information to arrange PEx at the host school.

'At risk' interns

When interns are not fulfilling their role and responsibilities of an intern teacher while on their internship, or there is a matter of concern, the following process should be followed:

1. The school should manage the matter within the school in the first instance as per usual process and procedures (as they would any other temporary employee).
2. If unresolved, the school should raise the matter with the HEI liaison and the T2T project mentor by email or telephone.
3. In consultation with the school and the HEI, an appropriate plan/response will be put in place by the T2T project team to manage the situation, and reach a suitable outcome.
4. The T2T project team will liaise with the school, the HEI and the intern throughout the process.
5. If the T2T intern does not meet the conditions of the employment contract, they may be terminated.

Please note that if there is a concern with PEx or an academic concern, the HEI will lead the response, enact their standard HEI 'at risk' procedure and liaise with the T2T project team. Refer to [T2T Program 'at risk' process](#).



Timetabling

- For the internship, the T2T intern will be placed with a T2T school ST in an ITD teaching area as approved for the PTT, and within the T2T school ST's timetable.
- T2T interns are only to teach in their nominated areas, as this is required under an approved PTT.
- These nominated areas for the T2T Program are ITD subjects.
- The time T2T interns spend in other subjects not approved on PTT must be observation only.
- The T2T interns will return to full-time rostered hours of duty during PEx, to comply with the HEI requirements for their placement.

Managing timetabling complexities

- A T2T intern will be matched to an T2T school ST who teaches ITD.
- In some circumstances, it may be necessary for the T2T intern to have two supervisors, particularly where a teacher has a particular ITD specialty. This is common practice during PEx and is usually negotiated at the school site.
- Please note:* due to PTT conditions, the T2T intern may not teach outside their PTT agreed teaching area.
- Please note:* It would not be appropriate to redirect the T2T school ST to another project while they are required to provide full supervision of the T2T intern.

Hours of duty, including non-contact time

NCT is a condition of employment within the [Award](#) and the [Agreement](#). The *Award* and *Agreement* should be read in conjunction with each other.

Although the T2T intern is employed on a full-time salary on the Teacher *Award* Band 1 Step 1 in the first year of internship, increasing to Band 1 Step 2 for the second and third years of the internship, for the purpose of the T2T Program they are allocated a half teaching load of 0.5 FTE.

In accordance with the *Award*, clause 8.2:

8.2 Part-time employment

A part-time employee receives, on a pro rata basis, the same salary and conditions of employment to those of an equivalent full-time employee who performs the same kind of work.

Therefore, T2T interns receive NCT on a pro rata basis.

In addition, the T2T intern will receive the beginning teacher additional NCT on a pro-rata basis as per 2.4 of the *Agreement*.

Rostered hours of duty

A T2T intern is to be rostered for 25 hours per fortnight.

Please note: The T2T intern has a reduced teaching load (50%) and is not expected to be at the school full-time, even though they are paid a full-time intern wage by the T2T project team. The time over and above the 25 hours a fortnight of rostered duty time is to be allocated for ITE coursework.

Interns are rostered 25 hours a fortnight. Wherever possible, this should be condensed into 2-3 days a week.

Moreover, as per clause 8.2.1 (d) (ii) of the *Award*, employment within that pattern in terms of one day will be either for one-half day or a full day.

Therefore, when timetabling, an intern should be employed one-half day or a full day. This will allow for greatest amount of time for study, and minimal travel time.

Staff meetings

Staff meetings are not included in the rostered hours of duty, however T2T interns should attend if the meeting is on a day they are rostered to be at school.

School camps, excursions, parent teacher interviews

Duties undertaken outside of the 25 hours per fortnight of rostered duty time are voluntary for the T2T intern, for example school camps, excursions or parent teacher interviews. Staff meetings are the exception to this.

HOURS OF DUTY FOR A T2T INTERN, INCLUDING NCT

Hours of duty	0.5 FTE T2T intern (pro rata) per fortnight
Rostered duty time Includes face-to-face teaching time, associated professional duties*, NCT and the 10 minute rest pause each day. <i>*Associated professional duties are times when teachers have contact with students in forums such as assembly, form class, pastoral care, sport etc.</i>	25hrs (1500mins) per fortnight
• Face-to-face teaching	Maximum of 19hrs and 30mins (1170mins) per fortnight
• NCT or preparation and correction time	3hrs and 30mins (210mins) per fortnight
• T2T beginning teacher additional NCT	1hr and 10mins (70mins) per fortnight
• Rest pause	10mins rest pause per day

In addition, teaching staff are entitled to 45 minutes for uninterrupted meal breaks as per the *Award*.

Glossary

ACDP	Annual Capability Development Plan
APST	Australian Professional Standards for Teachers
At Risk	At risk of not meeting the requirements
APSTs	Australian Professional Standards for Teachers
CARA	Curriculum Activity Risk Assessment
CLAW	Centre for Learning and Wellbeing
Complaints	A complaint made about any aspect of the T2T internship
CFT	Computers for Teachers
COI	Conflict of interest
CQU	Central Queensland University
DoE	Department of Education
EAP	Employee Assistance Program
EBA	Enterprise Bargaining Agreement
EFI	Education Futures Institute
Extra-curricular	Activities that occur outside of school hours or away from the school site. This could include, but is not limited to: <ul style="list-style-type: none"> • after-school meetings (not staff meetings) • parent teacher interviews • planning sessions • school camps • excursions • sports coaching • awards night • subject selection evening.
FTE	Full time equivalent
Graduate APSTs	Australian Professional Standards for Teachers Graduate career stage
GRI	Gradual Release Indicators
HEI	Higher Education Institution
ID	Identification (includes personal ID and university ID)
IT	Information Technology

ITD	Industrial Technology and Design
ITE	Initial Teacher Education
L&D	Learning and Development
LAC	Local Accommodation Committee
LANTITE	Literacy and Numeracy Test for Initial Teacher Education Students
LCC	Local Consultative Committee
MAST	Mandatory All Staff Training
NCT	Non-contact time
PEPA	Professional Experience Placement Agreement
PEX	Professional Experience Placement
PTT	Permission to Teach
QCT	Queensland College of Teachers
QPERF	Queensland Professional Experience Reporting Framework
QPS	Queensland Police Service
QTU	Queensland Teachers' Union
RPL	Recognition of prior learning
T2T	Trade to Teach Internship
T2T school MT	Trade to Teach internship mentor teacher (school-based role)
T2T project mentor	Trade to Teach project mentor (T2T project-position)
T2T school ST	Trade to Teach internship supervising teacher (school-based role)
T2T Program	Trade to Teach Internship Program
TPA	Teaching Performance Assessment
TR	Transfer rating
TRS	Teacher Relief Scheme
TSS	The Solution Series - the department's payroll system
UniSQ	University of Southern Queensland

Additional resources

Department of Education strategies

- [Equity and Excellence](#)
- [Inclusive education policy](#)
- [Every student with disability succeeding plan](#)
- [Neuro-diverse strategy](#)
- [Code of Conduct for the Queensland Public Service](#)

Beginning teacher resources

- [Teach Queensland](#)
- [Support for early career teachers](#)
- [Five tips to secure your next teaching job](#)
- [Teach Queensland newsletters](#)
- [Disability standards for education](#)

Scholarships, grants and schemes

- [Beyond the Range Professional Experience Grant](#)
- [Turn to Teaching Internship Program](#)
- [Rural and Remote Experience program](#)
- [Recognition of Rural and Remote Service Scheme \(RoRRS\)](#)



Appendix 1: Internship phases

This appendix is an overview and quick reference guide to the roles and responsibilities at each phase of the internship component of the T2T Program. For consistency, the document follows the format of the [Professional experience partnership agreement \(PEPA\)](#) guidelines for state schools.

This appendix should only be used during the T2T internship. For PEx, please refer to the [PEPA guidelines](#) and the university professional experience handbook.

As part of the T2T Program, the DoE actively engages in partnerships and encourages schools to host T2T interns, which is essential to the success of the T2T Program and sustainability of the teaching profession. Host schools and T2T school ST play a critical role in developing quality teachers for the future. The passing of knowledge and best practice principles from experienced teachers to T2T interns lays important foundations in the profession. Each T2T host school creates a school culture that promotes professional learning and growth, and provides inspiration to T2T interns. Encouraging effective teachers, who possess good support and coaching skills, to become supervising and mentor teachers, and engaging in innovative teaching are ways schools can

build on and embed contemporary practice. Throughout the duration of the T2T internship, host schools will work with T2T school STs, T2T school MT, HEIs, and the T2T project mentor (T2T project team position) to ensure the objectives of the T2T Program are clear and well documented.

To assist with navigating this document, these guidelines have been structured to reflect the phases of the T2T internship and each phase has been separated into three parts.



Knowledge

What the stakeholder must be aware of during that phase of the T2T internship.



Actions

The activities that take place during that phase of the T2T internship.



Enhancements

Other activities that could be implemented to improve the overall quality and outcomes of the T2T internship.

Please note that not all phases of T2T internship have considerations in all three parts.

This appendix is to be used for reference during the T2T internship

Please refer to [PEPA guidelines](#) for state schools for roles and responsibilities during PEx



1.0 Pre-T2T internship

Higher education institution	T2T project team, Department of Education	T2T project mentor	T2T host school	T2T school supervising teacher	T2T school mentor teacher	T2T intern
KNOWLEDGE						
Graduate stage of the APST The schools allocated to their T2T interns Nominated teaching area/s of their T2T interns Understand GRI	Graduate stage of the APST The schools allocated to T2T interns Nominated teaching area/s of T2T interns Communication to T2T host school regarding PTT conditions and implications for intern role, timetabling, assigned duties and expectations	Graduate stage of the APST HEI contact details T2T guidelines, roles and responsibilities Understand the inclusive education policy Understand Departmental strategies, policies and procedures , particularly the inclusive education policy and the Disability Standards for Education 2005 (online professional learning) Understand GRI	Graduate stage of the APST HEI contact details T2T guidelines, roles and responsibilities, pro-rata NCT for T2T interns, hours of duty, leave options, etc, including additional T2T Beginning Teacher NCT (pro rata) Understand the difference between a normal PTT and a T2T intern on a PTT Understand GRI	Graduate stage of the APST HEI contact details T2T guidelines, roles and responsibilities Understand and apply Departmental strategies, policies and procedures , particularly the inclusive education policy and the Disability Standards for Education 2005 (online professional learning) Understand GRI	Graduate stage of the APST HEI contact details T2T guidelines, roles and responsibilities Understand and apply the inclusive education policy Understand and apply Departmental strategies, policies and procedures , particularly the inclusive education policy and the Disability Standards for Education 2005 (online professional learning) Understand GRI	Graduate stage of the APST HEI contact details Internship objectives T2T guidelines Awareness of school policies and procedures (refer Mandatory training for school-based employees) including CARA Awareness of inclusive education Awareness of the Disability Standards for Education 2005 (online professional learning) and supports for students with disability Submission of all relevant QCT documentation following DoE submission of PTT application to QCT
ACTIONS						
Provide DoE with academic transcript and PEx reports Provide T2T intern with HEI handbook Allocate HEI liaisons to each Intern Provide liaison information to the T2T project team Ensure diversity of placement accreditation requirements have been met in PEx	Prioritise T2T internship placements in relation to schools offering breadth of ITD curriculum, experienced ITD internship supervising teacher and workforce planning data Consult with regions to match T2T interns to schools that can appropriately support them Seek PTT approval from QCT for T2T interns Consult with HEI to ensure courses/units have been successfully completed prior to commencement of internship Distribute copies of T2T guidelines to T2T intern host schools, HEIs, T2T school ST, T2T school MT, and T2T intern Collect information required for employment Information sessions for host school and interns to outline operations and roles and responsibilities for internship	Establish program and strategy to mentor all T2T interns Develop schedule of intern visits, face to face and/or virtual Connect with all T2T interns and their host schools Review mentoring resources in the Mentoring Hub Co-design and co-facilitate T2T school ST and T2T school MT information sessions Contribute to the design and delivery of the T2T intern Communities of Practice Review and provide feedback and suggestions	Identify T2T school ST and T2T school MT availability Confirm T2T internship with DoE Communicate with school community and parents/guardians Identify alternate supervisor as a back-up, where possible Ensure scheduling adheres to conditions outlined within the T2T guidelines and the Award. Provide access to training for T2T school ST	Agree to supervise a T2T intern Review T2T guidelines Review GRI Attend the T2T information session for T2T school STs and T2T school MTs	Agree to mentor a T2T intern Review T2T guidelines Review GRI Attend the T2T information session for T2T school STs and T2T school MTs	Prepare for T2T internship Meet T2T host school and T2T school ST to arrange flexible timetabling to meet ITE and teaching requirements Review reasonable adjustments procedure and advise T2T project team and host school of any reasonable adjustments required (for person with a disability or medical condition)
ENHANCEMENTS						
Promote rural and remote opportunities and highlight Beyond the Range grant	Training for host school T2T school ST and mentor teachers Local Accommodation Committees (LACs) may assist with accommodation in rural and remote T2T internships Beyond the Range grant Scholarships and Grants Establish T2T intern Community of Practice	Complete Supervising preservice teachers course , if not recently completed Additional professional development offered through CLAW (Centre for Learning and Wellbeing) , Learning and Development (L&D) on demand training, QLearn , and industry bodies such as DATTA	Introduce T2T intern (where possible), consider the school newsletter Share local community information, including accommodation options in rural and remote locations and contact details of CLAW (where appropriate)	Consider completing Supervising preservice teachers course Additional professional development offered through CLAW , L&D on demand training, QLearn	Consider completing Supervising preservice teachers course Consider exploring the resources in the Mentoring Hub Additional professional development offered through CLAW , L&D on demand training, QLearn	Prepare an introductory letter to share with the class they will be engaging with Gain an understanding of the local community. In rural and remote locations discuss options for accommodation and how to engage with the CLAW (if in a catchment school) Awareness of reasonable adjustments

2.0 T2T internship orientation/onboarding

Higher education institution	T2T project team, Department of Education	T2T project mentor	T2T host school	T2T school supervising teacher	T2T school mentor teacher	T2T intern
KNOWLEDGE						
T2T guidelines, roles and responsibilities, including that of HEI and HEI liaisons, HR contacts for T2T Program	T2T guidelines, roles and responsibilities, HR contacts for T2T Program	T2T guidelines, roles and responsibilities, HR contacts for T2T Program Understand GRI Support to understand expectations of teaching and learning	T2T guidelines, roles and responsibilities including that of host school, T2T school ST, mentor teacher and intern, HR contacts for T2T Program Health, safety and wellbeing incident management Support for students with diverse needs Mandatory training processes Curriculum, Assessment and Reporting Plan	T2T guidelines, roles and responsibilities, HR contacts for T2T Program Understand GRI Support for students with diverse needs Support to understand expectations of teaching and learning	T2T guidelines, roles and responsibilities, HR contacts for T2T Program Understand GRI Support to understand expectations of teaching and learning	T2T guidelines, roles and responsibilities, HR contacts for T2T Program T2T internship objectives Understand expectations of teaching and learning using the school's curriculum, assessment and reporting plan Support contact details Code of Conduct (covered as part of mandatory training) OneInduction: Intern Induction Guide
ACTIONS						
Host an introductory session to connect HEI liaisons and T2T interns HEI liaison to connect with host school	Maintain mandatory training content for school-based employees T2T project team to touch base with T2T interns in their first week	Introduce yourself to the T2T interns Introduce yourself to school-based staff Arrange meetings according to T2T project mentor strategy Ensure mandatory training for T2T interns is completed prior to internship Complete Industrial technology and design (technologies) safety awareness and induction	Mandatory training for school-based employees School site induction and orientation, including process for recording illness or injury Provide T2T school Project funded computer for intern Introduce T2T ST, T2T MT, leadership team and admin staff Arrange IT system access Arrange QLearn access Communicates school approach to diversity and inclusion Arrange flexible timetabling based on 0.5 FTE, refer to timetabling	Introduce T2T intern to other staff members and class/es Provide information of diversity and inclusion practices in the classroom Provide information of expectations of teaching and learning using the curriculum, assessment and reporting plan Provide information about school-based policies and practices Assist the T2T intern in developing their Intern ACDP	Introduce yourself to the T2T intern Arrange meetings according to the requirements of the mentor role.	Arrive on time, dressed professionally Undertake mandatory training for school-based employees including CARA Advise of any reasonable adjustments required Use curriculum, assessment and reporting plan to plan for teaching and learning Develop the Intern ACDP Complete and provide to Principal and T2T project team Notification of Other Employment Declaration Complete Industrial technology and design (technologies) safety awareness and induction
ENHANCEMENTS						
N/A	Link T2T interns to Community of Practice network	N/A	Introduce school staff and school community Walk through school grounds Introduce CLAW (where applicable) Provide copy or link to Student code of conduct	Advise T2T intern of anything additional they need for their first day	N/A	Consider completing the Beginning teacher learning suite training on QLearn. Consider completing We All Belong learning suites Consider completing the following courses relevant to your teaching context: Senior subject professional development program Familiarise with the school Student code of conduct CLAW

3.0 T2T internship duration

Higher education institution	T2T project team, Department of Education	T2T project mentor	T2T host school	T2T school supervising teacher	T2T school mentor teacher	T2T intern
KNOWLEDGE						
<p>T2T internship guidelines</p> <p>Understand GRI</p> <p>Know the T2T interns and their host school locations</p>	<p>T2T internship guidelines</p> <p>Understand GRI , Annual performance review (APR) processes, Intern ACDP, and probationary employment period</p>	<p>Graduate stage of the APST</p> <p>T2T internship guidelines</p> <p>Understand GRI , Annual performance review (APR) processes, Intern ACDP, and probationary employment period</p> <p>Support for students with diverse needs</p>	<p>Graduate stage of the APST</p> <p>T2T internship guidelines</p> <p>Understand GRI , Annual performance review (APR) processes, Intern ACDP, and probationary employment period</p> <p>Support for students with diverse needs</p>	<p>Graduate stage of the APST</p> <p>T2T internship guidelines</p> <p>Understand GRI , Annual performance review (APR) processes, Intern ACDP, and probationary employment period</p> <p>ITE course/timetabling requirements</p>	<p>Graduate stage of the APST</p> <p>T2T internship guidelines</p> <p>Understand GRI , Annual performance review (APR) processes, Intern ACDP, and probationary employment period</p> <p>Support for students with diverse needs</p>	<p>T2T internship guidelines</p> <p>Understand GRI , Annual performance review (APR) processes, Intern ACDP, and probationary employment period</p> <p>ITE course requirements</p> <p>Support for students with diverse needs</p> <p>Students with disability OneSchool visual guide</p>
ACTIONS						
<p>Provide a HEI liaison for the T2T intern and make regular contact to discuss and support progress</p> <p>Support T2T school ST with assessment and development of T2T intern</p> <p>Contact T2T intern, school and T2T school ST during the internship</p> <p>Implement ‘at risk’ processes (where required) and engage, at the earliest opportunity, with the T2T intern, the T2T school ST and the school</p>	<p>Support T2T intern’s through T2T intern Community of Practice</p> <p>Facilitate internship feedback from T2T intern and share anything relevant with HEI</p> <p>Monitor T2T intern progress of GRIs</p> <p>Ensure probationary employment requirements are fulfilled</p> <p>Submit a renewal of PTT to QCT prior to the end of the second of year of the T2T internship, for the remaining internship period</p>	<p>Connect with the T2T intern on a regular basis either face to face or virtually</p> <p>Conduct open and honest conversations with T2T intern about successes, strengths and areas for improvement</p> <p>Mentor, motivate and support T2T intern while on internship</p> <p>Share ideas, examples and experiences</p> <p>Be a champion for each T2T intern</p> <p>Provide support and mentoring to all T2T interns to assist with meeting the GRI</p> <p>Liaise with HEI liaison, T2T project team, T2T school ST and school principal or delegate regarding progress and success of the T2T intern</p> <p>Continue to design and deliver T2T intern Communities of Practice</p>	<p>Discuss with the HEI, at the earliest opportunity, ‘at risk’ T2T interns</p> <p>Guide and assist the T2T school ST to support the T2T intern in any areas of concern for the internship (refer to the GRIs and Intern ACDP)</p> <p>Support ‘at risk’ T2T intern with professional development, coaching and mentoring to improve areas of concern</p> <p>Facilitate access to all areas of teacher’s work including opportunities for participation in the broader school life, processes and routines</p> <p>Facilitate internship feedback from T2T intern and share anything relevant with HEI and DoE</p>	<p>Fully supervise T2T intern until GRI benchmarks are met (min. 2 Terms)</p> <p>Demonstrate effective evidence-based student-centred teaching practices</p> <p>Collaborate with and encourage reflection for T2T intern in relation to T2T GRI and Intern ACDP</p> <p>Model and provide tailored strategies and reasonable adjustments to support students</p> <p>Provide respectful and timely feedback to T2T intern</p> <p>Identify and clearly communicate areas of improvement, at the earliest opportunity, to the T2T intern, the HEI and school leaders</p> <p>Guide, assist and support the T2T intern in any areas of concern</p> <p>Collaborate with Principal, HEI and DoE throughout internship</p> <p>Regularly check on T2T intern progress and well-being</p>	<p>Regularly check on T2T intern progress and well-being</p> <p>Collaborate with and encourage reflection for T2T intern in relation to T2T GRI and Intern ACDP</p> <p>Conduct open and honest conversations with T2T intern about successes, strengths and areas for improvement</p> <p>Mentor, motivate and support T2T intern while on internship</p> <p>Share ideas, examples and experiences</p>	<p>Professionally participate in the T2T internship, taking responsibility for learning and working to improve practice</p> <p>Conduct themselves professionally and in accordance with department’s Code of Conduct</p> <p>Reflect on and apply advice from T2T school ST, T2T school MT, and T2T project mentor</p> <p>Advise HEI of T2T internship or coursework issues, at the earliest opportunity</p> <p>Participate in activities to improve any areas of concern, and build upon strengths</p> <p>Be actively involved in the T2T intern Communities of Practice</p>
ENHANCEMENTS						
<p>Discuss registration processes and refer to QCT</p>	<p>Discuss processes and procedures for post-internship/course completion (e.g. transfer, housing, probationary periods, what to expect, etc.)</p>	<p>Identify T2T interns who need additional support, and set up one to one or small group professional development opportunities</p> <p>Connect T2T interns with additional resources and tools to assist with their internship</p>	N/A	<p>Assist T2T intern to work with and learn from other teachers</p> <p>Provide advice about school activities/events occurring during each term (e.g. dress up day, athletics carnival, book week)</p>	<p>Assist T2T intern to work with and learn from other teachers</p> <p>Provide advice about school activities/events occurring during each term (e.g. dress up day, athletics carnival, book week)</p>	<p>Participate in non-required school activities and events where possible</p> <p>Early career teacher flagship program: Starting Successfully</p> <p>Classroom Management Hub</p>

4.0 T2T internship assessment – GRI

Higher education institution	T2T project team, Department of Education	T2T project mentor	T2T host school	T2T school supervising teacher	T2T school mentor teacher	T2T intern
KNOWLEDGE						
Understand GRI Graduate APSTs	Understand GRI Graduate APSTs	Understand GRI Graduate APSTs	Understand GRI Graduate APSTs	Understand GRI Graduate APSTs QCT's Evidence Guide for Supervising Teachers - Graduate Career Stage QCT's resource APST extract for Graduate Career Stage	Assess and moderate T2T intern performance using the GRIs Support the T2T intern in collecting evidence (including data) that shows achievement and engagement with the Graduate APSTs Engage with HEI (when required)	Understand GRI Graduate APSTs QCT's resource APST extract for Graduate Career Stage
ACTIONS						
HEI liaison to moderate and sign assessment of GRIs	Provide GRI to T2T host school, T2T school ST, HEI liaison, and T2T intern Ensure consistency in assessment across T2T host schools Provide T2T project team email to T2T interns for GRI attempts to be emailed to Monitor GRI attempts and collect data	Provide support to T2T school ST where requested, regarding the application and assessment against GRI Provide support and advice to T2T intern to assist with gathering evidence to show achievement and engagement with the Graduate APSTs Ensure T2T interns email all GRI attempts to the T2T project mailbox	Moderate and sign assessment of GRIs Support the T2T school ST in the conduct of GRI assessment processes Support the T2T intern in collecting evidence (including data) that shows achievement and engagement with the Graduate APSTs Ensure T2T interns email all GRI attempts to the T2T project generic mailbox Notify DoE of T2T intern GRI attempts	Assess, moderate and sign T2T intern performance using the GRIs Support the T2T intern in collecting evidence (including data) that shows achievement and engagement with the Graduate APSTs Engage with HEI (when required) Ensure T2T interns email all GRI attempts to the T2T project generic mailbox Use the QCT's Graduate Career Stage digital portfolio to assist with gathering evidence	Assess, moderate and sign T2T intern performance using the GRIs Support the T2T intern in collecting evidence (including data) that shows achievement and engagement with the Graduate APSTs Engage with HEI (when required) Use the QCT's Graduate Career Stage digital portfolio to assist with gathering evidence	Collect and provide evidence (including data) that shows achievement and engagement with the Graduate APSTs Engage with HEI (when required) Sign final GRI Email all GRI attempts to the T2T project generic mailbox Use the QCT's Graduate Career Stage digital portfolio to assist with gathering evidence
ENHANCEMENTS						
Suggest artefacts that can be used as evidence for GRIs	N/A	Where needed, provide T2T interns with additional coaching or mentoring to help meet the GRI Work with HEIs to support students at risk	N/A	N/A	N/A	N/A

5.0 ‘At risk’ for the T2T internship

Note: See definition for ‘at risk’ in [Glossary](#).

Higher education institution	T2T project team, Department of Education	T2T project mentor	T2T host school	T2T school supervising teacher	T2T school mentor teacher	T2T intern
KNOWLEDGE						
N/A	Knowledge of ‘at risk’ interns	‘At risk’ process HEI contact details	‘At risk’ process HEI contact details (refer to HEI placement handbook)	‘At risk’ process HEI contact details	‘At risk’ process HEI contact details	‘At risk’ process HEI contact details
ACTIONS						
Collaborate with host school and T2T school ST and develop strategies to support ‘at risk’ T2T intern Notify T2T project team of ‘at risk’ intern	Include ‘at risk’ process in T2T guidelines	Guide, assist and support the T2T intern in any areas of concern for the T2T internship Liaise with HEI, school staff and T2T school ST to identify ‘at risk’ T2T interns	Discuss with the HEI, at the earliest opportunity, ‘at risk’ T2T intern Collaborate and develop strategies to support ‘at risk’ T2T intern Guide and assist the T2T school ST to support the preservice teacher in any areas of concern for the placement Support ‘at risk’ T2T intern with professional development, coaching and mentoring to improve areas of concern Notify T2T project team of ‘at risk’ intern	Participate in DoE process for handling ‘at risk’ T2T interns Provide respectful and timely feedback to T2T intern Identify and clearly communicate areas of improvement, at the earliest opportunity, to the T2T intern, the HEI, and school leaders Guide, assist and support the T2T intern in any areas of concern for the T2T internship Notify T2T project team of ‘at risk’ intern	Guide, assist and support the T2T intern in any areas of concern for the T2T internship Notify T2T project team of ‘at risk’ intern	Participate in ‘at risk’ process and in support programs to address any areas of concern
ENHANCEMENTS						
Provide fortnightly HEI liaison reports to the T2T project team	N/A	Identify and implement additional and targeted support and mentoring when necessary, in consultation with the T2T project team	Support from CLAW for ‘at risk’ T2T interns (for catchment schools)	N/A	N/A	N/A

6.0 T2T internship complaints

Note: See definition for 'complaints' in [Glossary](#).

Higher education institution	T2T project team, Department of Education	T2T project mentor	T2T host school	T2T school supervising teacher	T2T school mentor teacher	T2T intern
KNOWLEDGE						
HEI complaints management process Contract complaint process/ Departmental customer complaints management process	N/A	Departmental customer complaints management process Employee grievance policy and procedure	Departmental customer complaints management process Employee grievance policy and procedure	Departmental customer complaints management process Employee grievance policy and procedure	Departmental customer complaints management process Employee grievance policy and procedure	HEI complaints management process Departmental customer complaints management process Employee grievance policy and procedure
ACTIONS						
Respond to any complaints related to the internship and raise with DoE	Maintain customer complaints management framework, policy and processes Maintain employee grievance policy and procedure	Raise any complaints related to the T2T internship with school leadership Refer any complaints from third parties about the T2T internship to school leadership Raise any concerns related to the T2T internship or study with the T2T project team	Respond to complaint as per the relevant departmental process Raise any complaints related to the internship with HEI	Raise any complaints related to the T2T internship with school leadership Refer any complaints from third parties about the T2T internship to school leadership	Raise any complaints related to the T2T internship with school leadership Refer any complaints from third parties about the T2T internship to school leadership	Raise any complaints related to the T2T internship with host school or HEI (as appropriate) Refer any complaints from third parties about the T2T internship to school leadership
ENHANCEMENTS						
N/A	N/A	Act in the role of the intern support person if requested	N/A	N/A	N/A	N/A

7.0 Post T2T internship

Higher education institution	T2T project team, Department of Education	T2T project mentor	T2T host school	T2T school supervising teacher	T2T school mentor teacher	T2T intern
KNOWLEDGE						
N/A	N/A	N/A	N/A	N/A	N/A	N/A
ACTIONS						
Consider feedback and use this to inform ITE program improvements Celebrate outstanding T2T school STs and T2T school MTs	Celebrate outstanding T2T school STs and T2T school MT Develop processes and tools to collect feedback Seek feedback from school	Reflect on the T2T internship and respectfully provide feedback to the T2T intern, school and T2T project team Contribute to T2T project evaluation	Facilitate T2T internship feedback from participants (debrief) and share anything relevant with DoE Review and update school information (ahead of T2T internships for the following year (if applicable)	Use learnings to grow as an T2T school ST Reflect on T2T internship and respectfully provides feedback	Use learnings to grow as an T2T school MT Consider becoming a T2T ST Reflect on T2T internship and respectfully provides feedback	Use T2T internship learnings to grow and improve teaching practice Reflect on T2T internship and respectfully provides feedback
ENHANCEMENTS						
N/A	Distribute Teach Qld newsletters	N/A	Develop and embed strategies that celebrate T2T internships and highlight benefits to the community	N/A	N/A	Consider sharing your experiences of your T2T Program journey with DoE for promotional opportunities

8.0 Extra-curricular activities

Note: See definition for 'extracurricular activities' in [Glossary](#).

Higher education institution	T2T project team, Department of Education	T2T project mentor	T2T host school	T2T school supervising teacher	T2T school mentor teacher	T2T intern
KNOWLEDGE						
N/A	N/A	Participation in extra-curricular activities is voluntary and forms part of the intern half teaching load of 25 hours per fortnight	Participation in extra-curricular activities is voluntary for the T2T intern	Participation in extra-curricular activities is voluntary for the T2T intern	Participation in extra-curricular activities is voluntary for the T2T intern	Extra-curricular activities or events (refer T2T guidelines) Participation in extra-curricular activities is voluntary
ACTIONS						
N/A	Maintain departmental policies and procedures Provide information to T2T intern regarding extra-curricular activities/events (refer T2T guidelines)	Ensure T2T intern extra-curricular activities are completed within the half teaching load or 25 hours per fortnight	Implement school policies and procedures (including risk assessments) for the extra-curricular activity/event	Discuss opportunities for participation or involvement in extra-curricular activities/events Advise school coordinator of T2T intern participation in extra-curricular activities/events Engage T2T intern in decision making processes including for students with diverse learning needs and what might be best practice	Discuss opportunities for participation or involvement in extra-curricular activities/events	Engage (where able to) in extra-curricular activities/events in a professional manner Follow school policies and procedures for the extra-curricular activity/event
ENHANCEMENTS						
N/A	N/A	N/A	N/A	N/A	N/A	N/A

9.0 Remote learning

Higher education institution	T2T project team, Department of Education	T2T project mentor	T2T host school	T2T school supervising teacher	T2T school mentor teacher	T2T intern
KNOWLEDGE						
Business continuity and disaster management responses	DoE business continuity and disaster processes	Aware of the potential for directions in response to disasters/pandemic, which may include moving to remote learning HEI contact details School contact details	Business continuity and disaster management responses Understand that T2T interns are to be fully supervised throughout Term 1, including if as part of the site skeleton team (COVID) HEI contact details	Aware of the potential for directions in response to disasters/pandemic, which may include moving to remote learning HEI contact details	Aware of the potential for directions in response to disasters/pandemic, which may include moving to remote learning HEI contact details	Aware of the potential for directions in response to disasters/pandemic, which may include moving to remote learning HEI contact details
ACTIONS						
Implement HEI processes for disaster/COVID response Communicate any directions to T2T interns and provide same information to Site Coordinators/Principals/Supervising Teachers, for example any alternate TPA requirements Support well-being of T2T intern	Maintain departmental disaster management policies and procedures Develop and embed well-being strategies Communicate appropriately and timely with schools and T2T internship stakeholders Provide communication to school leaders	Engage with T2T project team, HEI, and school leadership team or site coordinator to understand any direction Maintain communication with T2T intern	Implement school processes for disaster/COVID response Provide IT system access and QLearn access Connect with DoE and be aware of directions to T2T interns Guide and assist the T2T school ST to support the T2T intern during the response	Engage with DoE, HEI and school leadership team/site coordinator to understand any directions Maintain communication with T2T intern and provides advice of any changes to school operations Model remote learning (where required) Provide support to T2T intern to undertake different method/type of learning (where required)	Engage with DoE, HEI and school leadership team/site coordinator to understand any directions Maintain communication with T2T intern and provides advice of any changes to school operations	Engage with DoE, HEI, the T2T school ST and T2T school MT to understand any directions Follow school policies and procedures Work with T2T school ST to deliver learning by whatever method the school decides for the situation
ENHANCEMENTS						
N/A	N/A	Provide additional support and/or resources that may assist if the T2T intern is required to deliver remote teaching	N/A	N/A	N/A	N/A

Appendix 2: T2T interns who are 'at risk'

Guidelines for T2T interns who are 'at risk'

'At risk', for the purposes of this document, refers to a T2T intern who is at risk of not fulfilling their role and responsibilities as an intern teacher as outlined in the internship guidelines, Code of Conduct or, their internship employment contract.

T2T interns have a unique Contract of Employment with the Department through the T2T internship. As they are in a position supernumerary to their host school, which is managed by the T2T internship program, any 'at risk' matters of significant concern need to be discussed with a member of the T2T project team.

Matters that could be considered 'at risk' may include, but are not limited to: under performance, poor attendance, poor conduct or communication, poor teaching practice or poor academic performance. The matter of concern might be identified by the intern themselves, the school or the HEI liaison.

Any matter that may cause serious harm, danger or risk of safety to the intern, staff or students should be referred by the school to the relevant emergency services, as per usual school process. The school must notify the T2T project team, who will in turn inform the HEI.

First year (study year)

In the study year, any T2T participants who are 'at risk' with their academic studies or professional experience placement will be supported by their HEI. Participants should reach out to their HEI in the first instance.

Internship year/s

Interns are subject to an 8-month probationary period. The 3-month Interim Probation Report and 6-month End of Probation Reports should be completed with the intern and used as a tool to highlight any areas in which the intern may need to improve.

If at any point during their internship year, interns are not fulfilling the roles and responsibilities of an intern teacher, or there is a matter of concern, the following process should be followed:

1. The school should manage the matter in the first instance as per usual processes and procedures (as they would any other temporary employee). Should the matter be considered a significant concern, the school should advise the T2T project team and HEI liaison immediately.
2. If unresolved, the school should raise the matter with the HEI liaison and the T2T project team by email (tradetoteach@qed.qld.gov.au) or telephone.
3. If escalated, the T2T Project Mentor, in consultation with the school and the HEI, will propose an appropriate management response/plan to support the school to manage the situation, and reach a suitable outcome.
4. The T2T Project Mentor will liaise with the school, HEI and the intern throughout the process.
5. If the T2T intern does not meet requirements of the management response/plan or the conditions of the employment contract after due process, this may result in termination of the intern's contract and from the T2T Program. The T2T Project Mentor will communicate the outcome to all parties.

NOTE: HEIs have their own 'at risk' processes when managing academic performance, study and coursework. HEIs also manage interns who may be 'at risk' when completing their professional experience placements.

T2T interns 'at risk' process

- School provides regular feedback to intern, and opportunities for reflection.
- Intern and school have development conversations to set and review [Intern ACDP](#).
- School completes interim probation report (at 3 months) and End of Probation report (at 6 months) in conversation with the intern and sends to T2T project team.

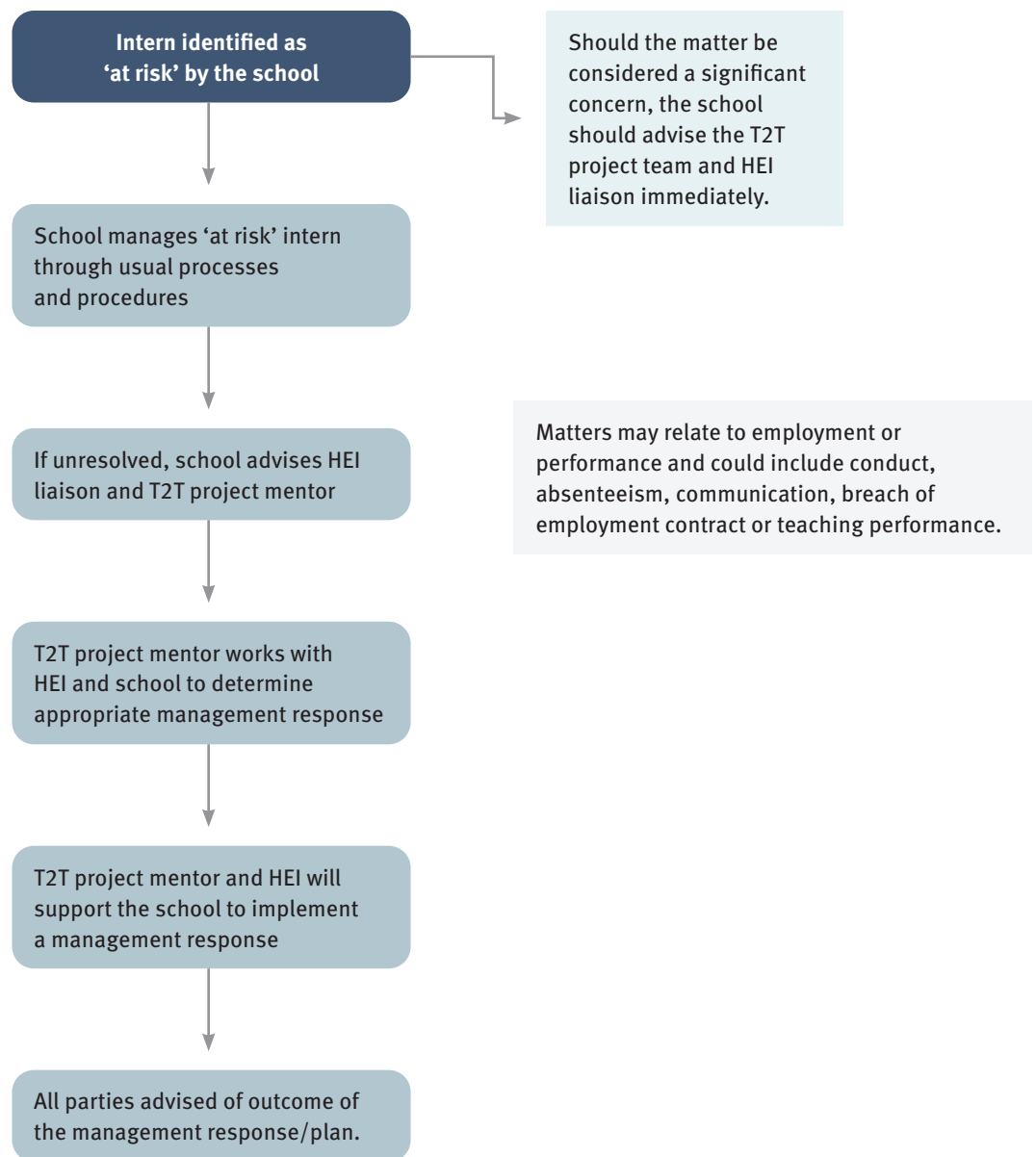


Diagram 6: T2T interns 'At risk' process

Appendix 3: T2T internship milestones

	Year 1 - Scholarship	Year 2 - Internship first year	Year 3 - Internship second year	Year 4 - Internship third year
January		<ul style="list-style-type: none"> • Internship commences at host school • Onboarding (incl. OneSchool registration and laptop setup and mandatory training) 		
February			<ul style="list-style-type: none"> • CQU PEx (15 days) 	
March		<ul style="list-style-type: none"> • UniSQ PEx (15 days) 	<ul style="list-style-type: none"> • UniSQ PEx (20 days) 	<ul style="list-style-type: none"> • UniSQ Final PEx (20 days) and TPA
April	<ul style="list-style-type: none"> • Host school process commences (involves schools and interns) 	<ul style="list-style-type: none"> • Intern ACDP • Interim probation report due at 3 months 	<ul style="list-style-type: none"> • Intern ACDP 	<ul style="list-style-type: none"> • Intern ACDP
May				<ul style="list-style-type: none"> • Permanent placement process commences (involves host schools and interns)
June	<ul style="list-style-type: none"> • PTT applications to QCT 	<ul style="list-style-type: none"> • GRI – First attempt due no later than week 9, Term 2 • Final probation report due at 6 months 		
July		<ul style="list-style-type: none"> • UniSQ Jul/Aug Pex (15 days) • Intern can teach independently (if GRI met) 		
August				<ul style="list-style-type: none"> • Intern can apply for provisional registration via QCT
September	<ul style="list-style-type: none"> • PTT approvals and schools notified 	<ul style="list-style-type: none"> • End of probation 		<ul style="list-style-type: none"> • Intern's permanent position confirmed
October	<ul style="list-style-type: none"> • CQU PEx (15 days) 	<ul style="list-style-type: none"> • CQU PEx (15 days) 		
November				
December				<ul style="list-style-type: none"> • T2T program celebration event in Brisbane • Internship completed

Diagram 7: T2T internship milestones

Appendix 4: Teaching practice assessment milestones

While on their internship, T2T Interns have key milestones in which they must demonstrate their ability to meet teaching performance and practice benchmarks. Some of these are required as part of the T2T internship and some are mandatory as part of the Initial Teacher Education (ITE) program.

	Professional experience placement	Gradual Release Indicator Assessment	Teacher Performance Agreement
Description	Total of 80 days of supervised professional experience within a school for undergraduate ITE program.	An assessment against the Graduate APSTs to support development and to enable an intern to teach independently.	A final study year teacher performance assessment (TPA) which draws from the planning, teaching, assessing and reflecting that occurs during the graduate stage placement.
Timing	Across the duration of the degree, one in the first year and at least one each year thereafter, depending on the HEI schedule.	A first attempt at the end of Term 2 during the internship year. If GRI benchmark not met, an attempt each term thereafter. GRI benchmark must be met by end of the first internship year.	The TPA occurs in the same period as the graduate stage placement (which is in the final year of the ITE program).
Duration	Range from 10 days to 25 days (or longer when make-up days are required).	N/A	N/A
Time commitment	Full time attendance at school for duration of PEx. Makeup days required if any days missed.	Assessed as part of the internship (teaching load of 25 hours per fortnight).	To be submitted to the Higher Education Institute (HEI) within two weeks of completion of final year professional experience placement (while teaching half load on the internship).
Assessed by	The PEx ST assesses the PEx, which is moderated by the HEI.	The internship ST/s works with intern to assess GRIs, with sign off by mentor teacher, principal or delegate and moderated by the HEI liaison.	The HEI team assesses the TPA in accordance with the processes and criteria approved and endorsed by Australian Institute of Teaching and School Leadership Accreditation (AITSL).
A requirement of	The ITE program, accredited with the QCT.	The Trade to Teach Internship program.	The ITE program, accredited with the QCT.

Trade to Teach project team

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