

# EDUC1650 – Learning and Development for Educators

**The University of Queensland - School of Education**  
**Bachelor of Education (Secondary) Dual Degrees**  
 Field Experience (observation only) 5 single days on a Tuesday

Thank you for participating in this 5-day field experience component for the Bachelor of Education (Secondary) Dual degree program. The University is extremely grateful to those schools and teachers who are actively involved in mentoring and supporting our preservice teachers during their professional experience. We appreciate the ways in which practical experience in a school setting provides our students with the opportunity to expand both breadth and depth of experience.

## Bachelor of Education (Secondary) Dual Degree Overview

The Bachelor of Education (Secondary) dual degree is an undergraduate teacher preparation program meeting the Queensland College of Teachers requirements for entry into secondary teaching. This unique dual degree structure allows students to study a Bachelor of Education concurrently with another Bachelor degree at the University, for example, Bachelor of Arts, Bachelor of Business Management, Bachelor of Mathematics, Bachelor of Music (Honours) or Bachelor of Science. This non-education degree provides students with the specialist knowledge and skills for their teaching area.

The structure of the dual degree not only provides the competitive advantage of having two degrees upon completion but allows students to complete them in less time than if each were studied separately. The dual degree program requires four years of full-time study (or five years for the Bachelor of Music Honours program) and is designed to develop teachers who will work across the secondary year levels in a variety of school contexts and sectors. The program has been purposely structured to include periods of on-campus lectures, tutorials and workshops, alternated with professional experience placements in schools.

## Program snapshot

	Semester 1				Semester 2				Notes
Year 1	EDUC1710 A sociological orientation to education #2	Course from non-education degree	Course from non-education degree	Course from non-education degree	EDUC1650 and EDUC1601*# Learning and development for educators #2	Course from non-education degree	Course from non-education degree	Course from non-education degree	* includes 5 single days field experience
Year 2	EDUC2601 Literacies within and across the curriculum #2	Course from non-education degree	Course from non-education degree	Course from non-education degree	EDUC2090 Indigenous knowledge and education #2	EDUC2604*# Teachers as educational innovators and agents of change #2	Course from non-education degree	Course from non-education degree	* includes 5 single days field experience
Year 3	EDUC3602* Numeracy across the curriculum #2	Course from non-education degree	Course from non-education degree	Course from non-education degree	EDUC3606 Building inclusive secondary classrooms #2	EDUC3605** Building professional knowledge #2	Course from non-education degree	Course from non-education degree	* includes 5 single days professional experience ** includes 5 single days + 10 day block of professional experience after exam block
Year 4	EDUC4620 Teachers as Researchers #2	EDUC4615* Developing professional practice #2	Curriculum Studies course from Part C #4 year long	Curriculum Studies course from Part C or D #4 year long	EDUC4607 Assessment for learning and teaching #2	EDUC4625** Achieving professional engagement #2	Curriculum Studies course from Part C (cont'd) #4 year long (cont'd)	Curriculum Studies course from Part C or D (cont'd) #4 year long (cont'd)	* includes 30 day block of professional experience ** includes 30 day block of professional experience

## Field experience for EDUC1650

**Duration:** 5 single days (1 day per week - Tuesday)

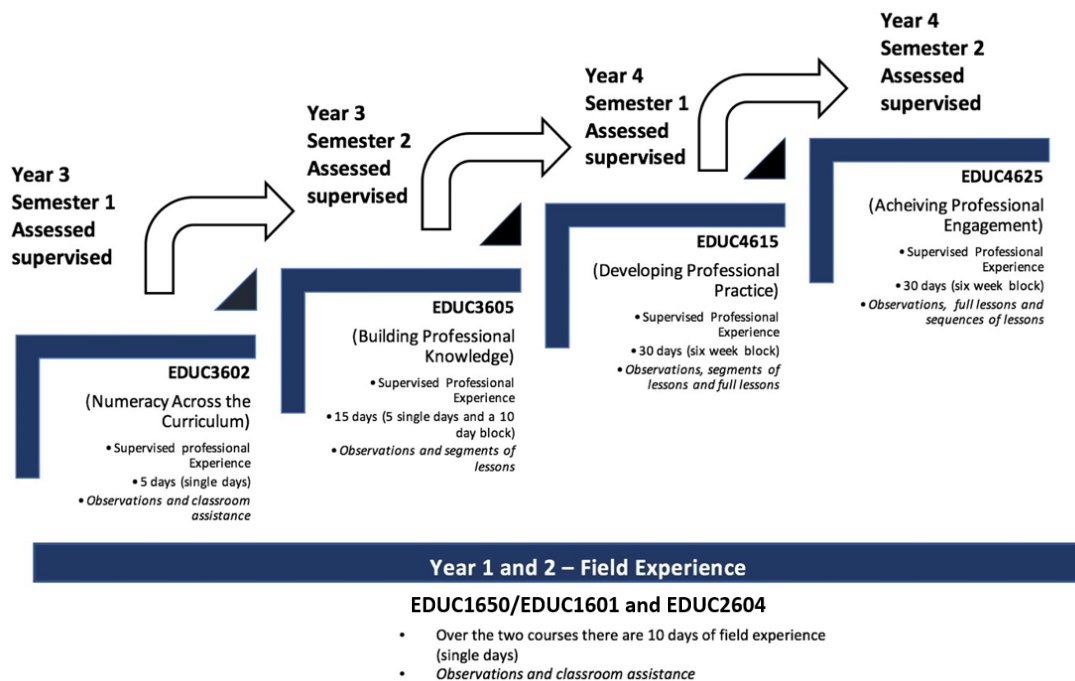
**Dates:** Tues 8 Sept, Tues 15 Sept, Tues 6 Oct, Tues 13 Oct, Tues 20 Oct

**Description:** Field experience – observation only

### The purpose of the Field Experience:

- It is critical to get preservice teachers into schools early in their program
- Allows preservice teachers to experience first-hand the connections between theory and practice
- Introduces preservice teachers gradually into school life and teaching before they start officially planning and teaching (requirements, expectations, duties & responsibilities)
- Encourages critical thinking and reflection from the start of their program
- Is the first step in developing a professional identity as a teacher.

### The Developmental Continuum for Professional Experience



## UQ Support

In the case of **any** problem identified with the preservice teacher's development/practice, the School of Education should be contacted ([education@uq.edu.au](mailto:education@uq.edu.au)) and arrangements will be made for consultations with you and other school staff involved with the placement.

## Professionalism

Prior to any placement preservice teachers are briefed on the University of Queensland expectations and responsibilities of placement participants. The sections (abridged) relevant to this placement are:

Preservice teachers will:

- participate fully in the learning process, taking initiative and responsibility for their own learning (this includes attending any briefing sessions required prior to the placement)
- uphold standards of professional behaviour
- be present during normal working hours and duties, as practised by the placement supervisor
- immediately and courteously advise the placement supervisor and the academic supervisor of any difficulties associated with the continuation of the placement

The School of Education expects that all preservice teachers on placement demonstrate a professional manner by:

- Complying with statutory requirements, in particular with those involving workplace health and safety and child protection
- Respecting the requirement for confidentiality
- Respecting the ethos of the school
- Understanding that they are guests of the school and under the direction of the Principal or other designated staff.
- Understanding the role of the supervising teacher as a supervisor and mentor
- Adhering to any dress or conduct codes.
- Using appropriate language at all times
- Complying with instructions from school and UQ staff
- Completing all designated tasks according to deadlines and requirements.

Thank you again for your involvement and support of our preservice teachers in this field experience.