



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

School of Education

Bachelor of Education (Secondary) Dual Degree Programs

Professional Experience Handbook 2024

**EDUC2601 Literacies Within and Across the
Curriculum**

**EDUC3602 Numeracy Across the
Curriculum**

**EDUC3605 Building Professional
Knowledge**

**EDUC4615 Developing Professional
Practice**

**EDUC4625 Achieving Professional
Engagement**

Table of Contents

1	Bachelor of Education (Secondary) dual degree Overview	4
1.1	Program snapshot- students commencing prior to 2024	4
	Program snapshot- students commencing from 2024	5
2	Professional Experience Overview.....	6
1.1	The Developmental Continuum for Professional Experience for students commencing prior to 2024	6
	The Developmental Continuum for Professional Experience for students commencing 2024.....	7
2.2	EDUC2601 Literacies within and across the Curriculum.....	8
	On-campus workshops and assessment for EDUC2601.....	8
	Australian Professional Standards assessed within the course: 1.1, 1.3, 2.1, 2.5, 3.3, 3.7, 4.2, 7.1, 7.2, 7.3	8
	Course assessment Summary:	8
	Placement information and assessment for EDUC2601	8
	Important Dates for EDUC2601.....	9
2.3	EDUC3602 Numeracy Across the Curriculum	10
	On-campus workshops and assessment for EDUC3602.....	10
	Placement information and assessment for EDUC3602	11
	Important Dates for EDUC3602.....	11
2.4	EDUC3605 Building Professional Knowledge.....	12
	On-campus workshops and assessment for EDUC3605.....	12
	Placement information and assessment for EDUC3605	13
	Important Dates for EDUC3605.....	14
2.5	EDUC4615 Developing Professional Practice 2 Overview	15
	On-campus workshops and assessment for EDUC4615.....	15
	Placement information and assessment for EDUC4615	16
	Important Dates for EDUC4615.....	17
2.6	EDUC4625 Achieving Professional Engagement Overview.....	18
	On-campus workshops and assessment for EDUC4625.....	18
	Placement information and assessment for EDUC4625	19
	Important Dates for EDUC4625	20
3	The Final Professional Experience Recommendations Report	21
4	Monitoring preservice teacher performance	22
4.1	Concerns regarding preservice teacher professionalism and/or performance	22
5	Reporting preservice teacher performance.....	24
6	Roles and Responsibilities.....	24
6.1	Preservice teachers' roles and responsibilities.....	24
6.2	Host school personnel roles and responsibilities	27
6.3	UQ School of Education Professional Experience Facilitators roles and responsibilities	29
7	Resources for Supporting Supervising Teachers.....	29
8	Pay claims	30
9	Contact the School of Education	30

Appendix A EDUC4625 Final Professional Experience Recommendations report Appendix B GTPA
 Fact Sheet for Schools and Supervising Teachers
 Appendix C GTPA Fact Sheet for Preservice Teachers Appendix D At
 Risk Form

Preface from the Director of Professional Experience

Thank you for participating in the professional experience program of The University of Queensland, School of Education Professional Experience Program – Bachelor of Education (Secondary) dual degree.

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.

The work undertaken by school-based personnel, and the time and commitment you offer to work with our preservice teachers, is central to the success of the professional experience. We hope that the experience is also of professional value to you.

This handbook contains essential information for school-based personnel, preservice teachers and UQ professional experience facilitators.

The policies, professional experience structure and different roles of each of the stakeholders in the Bachelor of Education (Secondary) dual degree professional experience program have been intentionally made available to all parties so that everyone involved is able to fully engage in, and meet the requirements of, each professional experience.

I hope that you enjoy The University of Queensland's Bachelor of Education (Secondary) dual degree professional experience program.

Brianna Bright
Director of Professional Experience

1 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.

1.1 Program snapshot- students commencing prior to 2024

Semester 1				Semester 2				Notes
EDUC1710 A sociological orientation to education #2	Course from non-education degree	Course from non-education degree	Course from non-education degree	EDUC1650* 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
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	EDUC2605* 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
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 single days professional experience **Includes 5 single days + 10 day block of professional experience after exam block
EDUC4620 Teachers as Researchers	EDUC4615* Developing professional practice	Curriculum Studies course from Part C #4 year long	Curriculum Studies course from Part C or D #4 year long (cont'd)	EDUC4607 Assessment for learning and teaching	EDUC4625** Achieving professional engagement	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

Program snapshot- students commencing from 2024

Semester 1				Semester 2				Notes
EDUC1710 A sociological orientation to education #2	Course from non-education degree	Course from non- education degree	Course from non- education degree	EDUC1650* 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 professional experience
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 10 single days professional experience
EDUC3602 Numeracy across the curriculum (5 single day prac – final offering 2024) #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 plus 10 day block of professional experience after exam block
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

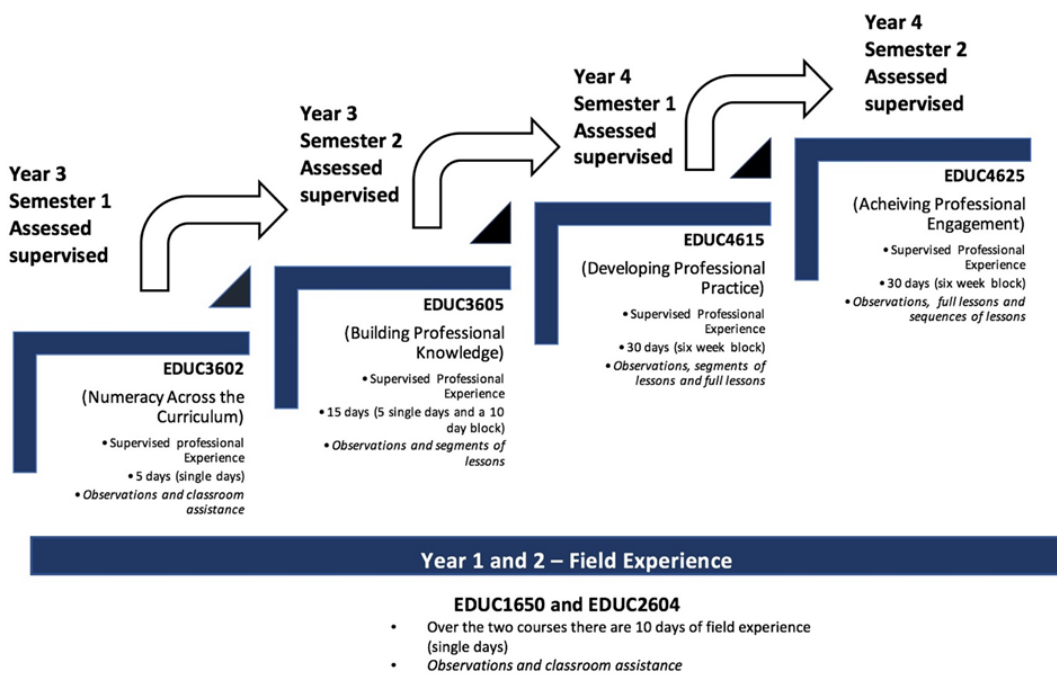
Courses shaded orange are core, green are core with professional experience included, blue are Curriculum Studies courses, and purple are dedicated Professional Experience courses.

2 Professional Experience Overview

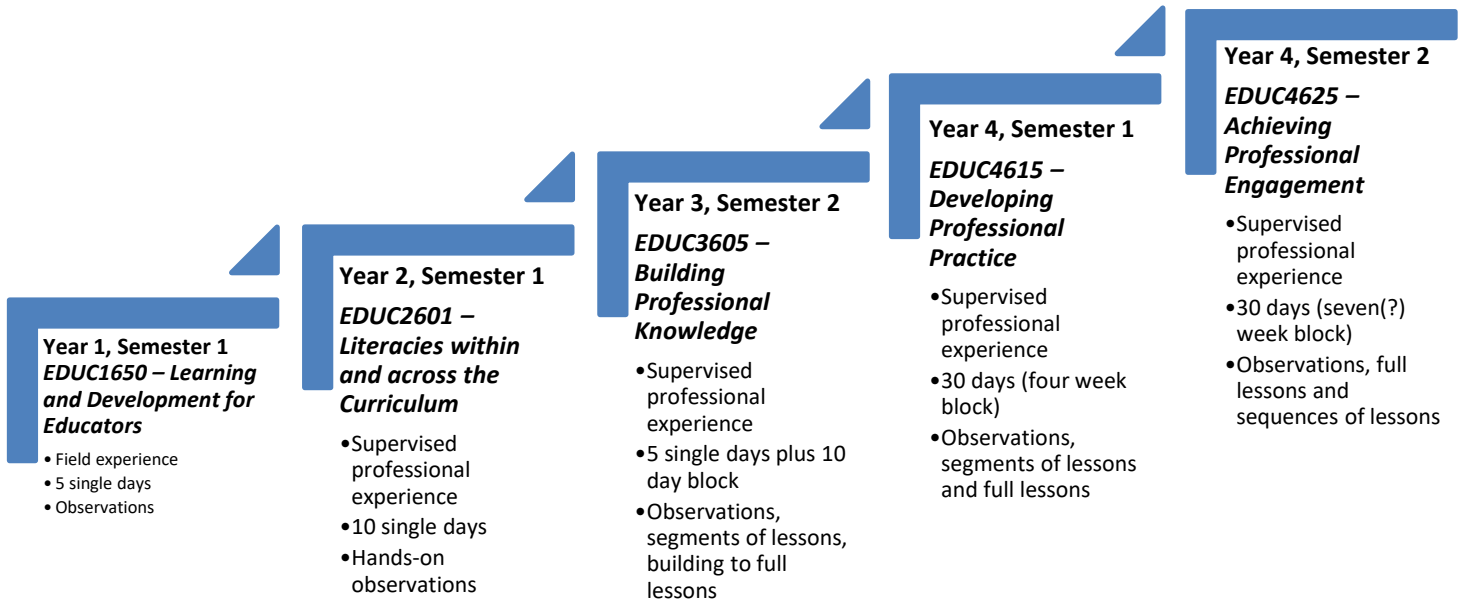
The Bachelor of Education (Secondary) dual degree is an undergraduate teacher preparation program meeting the Queensland College of Teachers requirements for entry into secondary teaching. This unique dual degree structure allows students to study a Bachelor of Education concurrently with another Bachelor 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.

1.1 The Developmental Continuum for Professional Experience for students commencing prior to 2024



The Developmental Continuum for Professional Experience for students commencing 2024



2.2 EDUC2601 Literacies within and across the Curriculum

This course includes a 10 day professional experience placement. Literacy is essential for students to be successful in and out of school and to participate effectively in society. Literacy involves more than engagement with traditional texts that require skills in reading, writing, speaking, listening and viewing, but also encompasses the knowledge, skills and dispositions to use language confidently for different purposes in a variety of contexts. In this course, students will discuss contemporary theories and issues for teaching and learning literacy in the 21st century. They will reflect on their own personal literacy capabilities and their role as a teacher of literacy in their teaching areas. They will also investigate how literacy is represented in different teaching areas in curriculum documents. The course will enable students to understand how they can support students with diverse needs in their teaching area to become powerful language users able to effectively comprehend, compose and create texts – including digital and multimodal texts through judicious selection and evaluation of resources and pedagogies. Students will also develop their skills in research, analysis, evaluation and communicating with others.

On-campus workshops and assessment for EDUC2601

Australian Professional Standards assessed within the course: 1.1, 1.3, 2.1, 2.5, 3.3, 3.7, 4.2, 7.1, 7.2, 7.3

Course assessment Summary:

Assessment Task	Weighting (%)	APST
1. Tutorial participation (assessed by the university)	10%	2.1, 2.5
2. Research essay and parent information sheet (assessed by the university)	45%	2.1, 2.5, 3.7, 7.3
3. Applied analytical essay (assessed by the university)	45%	1.3, 2.1, 2.5, 3.3
4a. Policies and procedures for professional experience (assessed by the university)	Pass/Fail	7.1, 7.2
4b. Supervised professional experience (assessed by the supervising teacher/school)	Pass/Fail	1.1, 2.5, 4.2, 7.1, 7.2

On-campus activities: Lecture 13 x 1 hour, workshops 13 x 2 hours

Examples of topics included in the on-campus workshops:

- Student learning and literacies
- History and politics of literacy education
- Teaching reading: Development, decoding, phonics, vocabulary, comprehension, fluency
- Teaching writing: genre-based, grammar, writing workshops
- Disciplinary literacy
- Planning and differentiating literacy instruction
- Assessing literacy
- Digital literacy and identity
- Gender, social class and literacy
- Culturally responsive pedagogies and literacy
- Critical literacy

Placement information and assessment for EDUC2601

Duration: 10 days (single days)

Description:

- The first 2 to 3 single days to be observation (hands-on observation helping teacher and students).
- During the remaining single days students can start teaching segments of lessons (e.g. 10 mins or 15 mins, half a lesson, or even a full lesson – this might be the start of the lesson, the conclusion, a lesson quiz, discussion, group activity, explaining a concept, etc).

Areas for preservice teacher observation:

- Focus on observing literacy in learning areas, literacy in NAPLAN, literacy education roles in schools.
- Identifying literacy through classroom observations, exploring literacy teaching and learning roles in schools.
- Examining the diverse roles of ICT to support the teaching and learning of literacy.
- Exploring a range of ICTs, including websites, programs, apps to support the teaching and learning of literacy. Focus on the literacy model to identify which elements of literacy can be developed through ICTs

Assessment: Final evaluation form. This can be found [here](#)

Australian Professional Standards assessed within the school placement: 1.1, 2.5, 4.2, 7.1, 7.2

Important Dates for EDUC2601

Dates: Fri 1 March, Fri 8 March, Fri 15 March, Fri 22 March, Fri 19 April, Fri 26 April, Fri 3 May, Fri 10 May, Fri 17 May, Fri 24 May 2024

Event	Date/s	Notes
Professional experience preparation	Approx. 2 week prior to first day of placement.	Preservice teacher makes contact with the professional experience school.
Supervised teaching practice – 10 single days	Fri 1 March Fri 8 March Fri 15 March Fri 22 March Fri 19 April Fri 26 April Fri 3 May Fri 10 May Fri 17 May Fri 24 May	<ul style="list-style-type: none"> • The first 2 to 3 single days to be observation (hands-on observation helping teacher and students) • During the remaining single days students can start teaching segments of lessons (e.g. 10 mins or 15 mins, half a lesson, or even a full lesson – this might be the start of the lesson, the conclusion, a lesson quiz, discussion, group activity, explaining a concept, etc)
Preparation of Professional Experience 1 Evaluation	Week of 24 May	The supervising teacher discusses the completed evaluation form with the preservice teacher and the evaluation form is signed by all parties.
Professional Experience 1 Evaluation given to preservice teacher	Friday 24 May or on completion of approved make-up days	<p>1. Give the signed original evaluation form to the pre- service teacher. It is the preservice teacher’s responsibility to provide the fully-completed evaluation form to UQ by uploading to their student Blackboard site.</p> <p>2. The school coordinator of preservice teachers retains a copy of the evaluation form for school records.</p>
Pay claim forms	To be submitted once the placement has been completed	Supervising teacher and school coordinator complete pay claim forms. The Coordinator signs and emails the pay claims to UQ.

Further information and relevant forms for EDUC2601 can be found [here](#).

2.3 EDUC3602 Numeracy Across the Curriculum

This course includes a 5 single day supervised and assessed professional experience placement. Numeracy is the capacity to deal effectively with the mathematical demands of life and is necessary for personal enablement, effective civic and economic participation, and social equity. This course will explore the nature of numeracy, what it means to be numerate in the 21st century, and how all teachers can contribute to developing the numeracy capabilities of their students. The importance of numeracy is recognised in the Australian Curriculum where it is a General Capability to be developed in subjects across the curriculum.

Preservice teachers will be provided with opportunities to develop the appropriate knowledge and teaching strategies to analyse curriculum documents and effectively deal with inherent numeracy demands and numeracy learning opportunities that exist in learning areas. Theoretical knowledge will be applied to develop pedagogical knowledge for designing effective numeracy tasks and strategies for assessing numeracy learning.

On-campus workshops and assessment for EDUC3602

Australian Professional Standards assessed within the course: 1.1, 2.1, 2.5, 3.4, 4.2, 7.1, 7.2

Course assessment summary:

Assessment Task	Weighting	APSTs
Critical literature review <i>(assessed by the university)</i>	50%	2.5
Presentation <i>(assessed by the university)</i>	50%	2.1, 2.5, 3.4
Policies and procedures for Professional Experience statement <i>(assessed by the university)</i>	Pass/Fail	7.1, 7.2
Supervised professional experience <i>(assessed by supervising teacher/school)</i>	Pass/Fail	1.1, 2.5, 4.2, 7.1, 7.2

On-campus activities: Lecture 12 x 1 hour, workshops 12 x 1 hour

Examples of topics included in the on-campus workshops:

- **Understanding Numeracy:** Personal conceptions of numeracy; exploring what a numerate person knows and can do; examining connections between mathematics and numeracy.
- **Numeracy across the curriculum:** History of the idea of numeracy in Australia and beyond; numeracy as a general capability in the Australian Curriculum.
- **Numeracy across the curriculum:** Discussion of historical ideas and definitions of numeracy; examining the place of numeracy in the Australian Curriculum and the Queensland context.
- **Numeracy in the 21st century:** A theoretical model and framework for curriculum planning and task design.
- **Numeracy in the 21st century:** Examining the numeracy model in detail and considering its use to plan and design numeracy activities.
- **Professional issues:** Planning for professional experience. Focus on observing numeracy in learning areas, numeracy in NAPLAN, numeracy education roles in schools.
- **Professional issues:** Identifying numeracy through classroom observations, exploring numeracy teaching and learning roles in schools.
- **The role of ICTs in numeracy:** Examining the diverse roles of ICT to support the teaching and learning of numeracy.
- **The role of ICTs in numeracy:** Exploring a range of ICTs, including websites, programs, apps to support the teaching and learning of numeracy. Focus on the numeracy model to identify which elements of numeracy can be developed through ICTs.
- **Numeracy demands of the curriculum:** Using the numeracy model to audit the numeracy demands of learning areas in the Australian Curriculum.

- **Numeracy demands of the curriculum:** Using the numeracy model to audit numeracy demands. Identifying numeracy teaching opportunities in learning areas.
- **Numeracy opportunities across the curriculum:** Recognising numeracy opportunities in learning areas. Case studies of tasks that teachers have developed and used to create numeracy learning opportunities.
- **Numeracy across the curriculum:** In depth examination of tasks designed to support development of numeracy in learning areas. Group activity: identifying a numeracy teaching opportunity in a learning area.
- **Planning for numeracy across the curriculum:** Using the numeracy model to map numeracy in learning areas. Creating rich numeracy tasks in different learning areas
- **Assessing numeracy learning:** Critical analysis of what can be learned from NAPLAN and PISA. Examining the numeracy components in NAPLAN and PISA items.
- **Whole school approaches to numeracy:** Focus on curriculum leadership approaches to engage colleagues, parents, cross-curricular teams and making school links to enhance numeracy.
- **Challenges and dilemmas:** Research on the experiences of Australian teachers in embedding numeracy across the curriculum.

Placement information and assessment for EDUC3602

Duration: 5 days (single days)

Description:

- The first 2 to 3 single days to be observation (hands-on observation helping teacher and students).
- During the remaining single days students can start teaching segments of lessons (e.g. 10 mins or 15 mins, half a lesson, or even a full lesson – this might be the start of the lesson, the conclusion, a lesson quiz, discussion, group activity, explaining a concept, etc).

Areas for preservice teacher observation:

- Focus on observing numeracy in learning areas, numeracy in NAPLAN, numeracy education roles in schools.
- Identifying numeracy through classroom observations, exploring numeracy teaching and learning roles in schools.
- Examining the diverse roles of ICT to support the teaching and learning of numeracy.
- Exploring a range of ICTs, including websites, programs, apps to support the teaching and learning of numeracy. Focus on the numeracy model to identify which elements of numeracy can be developed through ICTs

Assessment: Final evaluation form. This can be found [here](#).

Australian Professional Standards assessed within the school placement: 1.1, 2.5, 4.2, 7.1, 7.2

Important Dates for EDUC3602

Duration: 5 single days

Dates: Fri 19 Apr, Fri 26 April, Fri 3 May, Fri 10 May, Fri 17 May 2024

Event	Date/s	Notes
Professional experience preparation	Approx. 2 week prior to first day of placement.	Preservice teacher makes contact with the professional experience school.
Supervised teaching practice – 5 single days	Fri 19 Apr Fri 26 April Fri 3 May Fri 10 May Fri 17 May	<ul style="list-style-type: none"> • The first 2 to 3 single days to be observation (hands-on observation helping teacher and students) • During the remaining single days students can start teaching segments of lessons (e.g. 10 mins or 15 mins, half a lesson, or even a full lesson – this might be the start of the lesson, the conclusion, a lesson quiz, discussion, group activity, explaining a concept, etc)

Preparation of Professional Experience 1 Evaluation	Week of 17 May	The supervising teacher discusses the completed evaluation form with the preservice teacher and the evaluation form is signed by all parties.
Professional Experience 1 Evaluation given to preservice teacher	Friday 17 May or on completion of approved make-up days	3. Give the signed original evaluation form to the pre- service teacher. It is the preservice teacher’s responsibility to provide the fully-completed evaluation form to UQ by uploading to their student Blackboard site. 4. The school coordinator of preservice teachers retains a copy of the evaluation form for school records.
Pay claim forms	To be submitted once the placement has been completed	Supervising teacher and school coordinator complete pay claim forms. The Coordinator signs and emails the pay claims to UQ.

Further information and relevant forms for EDUC3602 can be found [here](#).

2.4 EDUC3605 Building Professional Knowledge

Teaching is a multi-faceted profession. Becoming a teacher requires commitment and dedication to lifelong learning and personal growth through reflection. This course introduces school life through workshops and school visits. Observation of practice will enable the opportunity for personal development and growth and practice in the design and implementation of lessons or segments of lessons will feature. Therefore, the course focuses on the development of planning for lessons and segments of lessons along with the development of observation skills and understanding the importance of communication in a school context.

This course is developmental and will be the basis for the professional experience courses in the Professional Year and therefore must be done in the semester prior to commencement. This course contains 5 single days and a two-week block following the exam block in a school setting.

On-campus workshops and assessment for EDUC3605

Australian Professional Standards assessed within the course: 1.2, 2.1, 2.2, 2.5, 2.6, 3.1, 4.2, 4.3, 4.4, 6.1, 6.3, 7.1, 7.2

Course assessment summary:

Assessment Task	Weighting	APSTs
Policies & Procedures for Professional Experience <i>(assessed by the university)</i>	Pass/Fail	7.1, 7.2
Supervised Professional Experience <i>(assessed by supervising teacher/school)</i>	Pass/Fail	2.1, 2.2, 2.5, 2.6, 3.1, 4.2, 4.3, 6.3, 7.1, 7.2
Observation summaries <i>(assessed by the university)</i>	Pass/Fail	1.2, 2.5, 4.3, 4.4
Building a Portfolio <i>(assessed by the university)</i>	Pass/Fail	2.1, 2.2, 6.1, 6.3

On-campus activities: Workshops 12 x 2 hours

Examples of topics included in the on-campus workshops:

- Understanding the physical, social and intellectual development and characteristics of students and how these may affect learning and the implications for teaching;
- Setting learning goals and objectives for student learning – making links within curriculum requirements and knowledge of how students learn;

- Teaching strategies (including those for developing literacy and numeracy skills) and lesson planning;
- A range of verbal and non-verbal communication strategies to support student engagement;
- An introduction to classroom organisation and behaviour management strategies;
- Identifying professional learning needs and goals for continuous growth and development as a preservice teacher, including the importance of links with the Australian Professional Standards for Teachers;
- Legislative, school and employing authority requirements, and ethical principles and practices in the teaching and learning process;
- Legislative requirements and teaching strategies that support participation and learning of students with disability;
- How to work effectively with supervising teachers and respond appropriately to feedback designed to improve teaching practices.

Placement information and assessment for EDUC3605

Duration: 15 days (5 single days followed by 2 week block)

Description:

- The first 2 to 3 single days to be observation (hands-on observation helping teacher and students)
- The remaining single days students can start teaching segments of lessons (e.g. 10 mins or 15 mins, half a lesson, or even a full lesson – this might be the start of the lesson, the conclusion, a lesson quiz, discussion, group activity, explaining a concept, etc)
- The 10 day block continues with the hands-on observations and teaching segments of lessons moving to full lessons by the end of the block
- There needs to be a minimum 3 to 5 separate teaching opportunities during the placement

Areas for preservice teacher observation:

- An introduction to the school environment (who are the various stakeholders?)
- School policies and procedures (legislative, administrative and organisational)
- The importance of communication within a school community
- The duties and responsibilities of being a teacher
- Extra-curricular activities and opportunities within a school
- Who are your learners? – understanding, catering for and managing individual student needs
- Strategies to support full participation of students with disability
- Supporting student health and wellbeing
- An introduction to classroom management
- The development of literacy and numeracy skills – classroom and school level
- Organising the learning (teaching and learning strategies/activities) – the what, why and how
- The use of information communication and technologies (ICTs) in the classroom and across the school

Assessment: Final evaluation form. This can be found [here](#).

Australian Professional Standards assessed within the school placement: 2.1, 2.2, 2.5, 2.6, 3.1, 4.2, 4.3, 6.3, 7.1, 7.2

Important Dates for EDUC3605

Duration: 15 days (5 single days followed by 2 week block)

Dates: 5 single days: Friday 6 Sept to Friday 13 Sept & Friday 4 Oct to Friday 18 Oct, **AND 2 week block:** 18- 29 Nov 20
OR 3 week block (Approval required from Course Coordinator): 28 Oct - 15th Nov 2024

Event	Date/s	Notes
Professional experience preparation	Approx. 2 week prior to first day of placement.	Preservice teacher makes contact with the professional experience school.
Supervised teaching practice – 5 single days	Friday 6 Sept Friday 13 Sept Friday 4 Oct Friday 11 Oct Friday 18 Oct	<ul style="list-style-type: none"> • The first 2 to 3 single days to be observation (hands-on observation helping teacher and students) • During the remaining single days students can start teaching segments of lessons (e.g. 10 mins or 15 mins, half a lesson, or even a full lesson – this might be the start of the lesson, the conclusion, a lesson quiz, discussion, group activity, explaining a concept, etc)
Supervised teaching practice – 2 week block	18-29 Nov	<ul style="list-style-type: none"> • The 10 day block continues with the hands-on observations and teaching segments of lessons moving to full lessons by the end of the block • There needs to be a minimum 3 to 5 separate teaching opportunities during the placement
Preparation of Professional Experience 1 Evaluation	Week beginning 25 Nov	The supervising teacher discusses the completed evaluation form with the preservice teacher and the evaluation form is signed by all parties.
Professional Experience 1 Evaluation given to preservice teacher	Friday 29 Nov or on completion of approved make-up days	<p>5. Give the signed original evaluation form to the pre- service teacher. It is the preservice teacher’s responsibility to provide the fully-completed evaluation form to UQ by uploading to their student Blackboard site.</p> <p>6. The school coordinator of preservice teachers retains a copy of the evaluation form for school records.</p>
Pay claim forms	To be submitted once the placement block has been completed	Supervising teacher and school coordinator complete pay claim forms. The Coordinator signs and emails the pay claims to UQ.

Further information and relevant forms for EDUC3605 can be found [here](#).

2.5 EDUC4615 Developing Professional Practice 2 Overview

Through a 30-day block of professional experience this course provides a further introduction to the practice of teaching and demonstrates the ongoing importance of creativity, initiative and personal autonomy in teaching. The professional experience provides opportunities for purposeful and insightful supervised experiences to develop preservice teachers' understandings of themselves as teachers, the students they will teach, the contexts in which they will teach and the teaching/learning process. Observation of practice will continue to provide preservice teachers with opportunities to critically reflect on and improve their own practice. Another feature of the course will be the ongoing practice in the design and implementation of units/lessons and assessment.

This course is developmental and builds on EDUC3605 providing a basis for the subsequent course EDUC4625. The course will also incorporate and implement knowledge and skills developed across the Bachelor of Education (Secondary) dual degree program so far.

On-campus workshops and assessment for EDUC4615

Australian Professional Standards assessed within the course: 1.1, 1.3, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4, 6.1, 6.3, 6.4, 7.1, 7.2, 7.3

Course assessment summary:

Assessment Task	Weighting	APSTs
Policies & Procedures for Professional Experience <i>(assessed by the university)</i>	Pass/Fail	7.1, 7.2
Supervised professional experience <i>(assessed by supervising teacher/school)</i>	Pass/Fail	1.1, 1.3, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4, 6.3, 7.1, 7.2 And if appropriate to the professional experience context: 7.3
Professional practice log and critical reflection essay	Pass/Fail	3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4
Personal Development Plan and critical reflection essay <i>(assessed by the university)</i>	Pass/Fail	6.1, 6.3, 6.4

On-campus activities: Lectures 8 x 1 hour, workshops 8 x 2 hours

Examples of topics included in the workshops:

- Teaching strategies responsive to the learning strengths and needs of students from diverse backgrounds;
- The Queensland approach to senior syllabus curriculum, assessment and reporting
- Using curriculum, assessment and reporting knowledge to design learning sequences and lesson plans;
- Using ICT to expand curriculum learning opportunities for students in ways that acknowledge and respond to issues of cyber safety, and ethical and responsible use;
- Selecting and using resources;
- Verbal and non-verbal communication strategies to support engagement in the classroom;
- Strategies to create and maintain safe and supportive learning environments;
- Classroom organisation and behaviour management strategies and skills (continued);
- Understanding how assessment data within a secondary context (systemic data – school, class, focus on students – for example, NAPLAN) is used to evaluate student learning and modify teaching practice;
- Continue to identify areas for professional learning and growth and development as a preservice teacher (as well as understand the implications for improved student learning);
- Continue to understand the legislative, school and employing authority requirements, and ethical principles and practices in the teaching and learning process.

Placement information and assessment for EDUC4615

Duration: 6 week block (30 days)

Description: Appropriate teaching practice building to full lessons and to sequences of lessons through the six-week block in specific teaching area(s). Structured observation continues.

Areas for preservice teacher observation:

- Planning, structuring and sequencing the learning
- Establishing learning goals and objectives
- Selecting and implementing teaching strategies
- Selecting and using resources
- Communication within the classroom
- Creating safe and supportive learning environments
- Classroom and behaviour management
- Assessing student learning
- Providing feedback to students on their learning

Assessment: Interim Evaluation form and Final evaluation form. These can be found [here](#).

Australian Professional Standards assessed within the school placement: 1.1, 1.3, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4, 6.3, 7.1, 7.2

Important Dates for EDUC4615

Duration: 6 week block (30 days)
Dates: 6 week block: Monday 17th April–Friday 26th May 2024

Event	Date/s	Notes
Professional experience preparation	Approx. 2 week prior to first day of placement.	Preservice teacher makes contact with the professional experience school.
Supervised teaching practice – 6 week block	Monday 15th April – Friday 24th May 2024	<ul style="list-style-type: none"> • The first 2 to 3 days are observation and settling into school environment and context, as well as planning and consulting with supervising teacher(s) for future teaching. • Teaching segments of lessons from end of Week 1 moving to full lessons towards end of Week 2. • Sequences of lessons to start end of Week 3. • Preservice teacher observations continue throughout placement. • By the end of the placement students should be at 50% of a full-time teaching load.
Preparation of Interim Evaluation or At Risk Report Please DO NOT email interim reports to UQ – preservice teacher to submit	End of week beginning 29 April	The supervising teacher discusses the completed evaluation form with the preservice teacher and the evaluation form is signed by all parties – preservice teacher then provide this to UQ OR The supervising teacher to contact UQ to discuss concerns with preservice teacher progress
Preparation of Final Evaluation	Week beginning 20 May	The supervising teacher discusses the completed evaluation form with the preservice teacher and the evaluation form is signed by all parties
Final Evaluation given to preservice teacher Please DO NOT email final reports to UQ – preservice teacher to upload to Blackboard	24 May or on completion of approved make-up days	<ol style="list-style-type: none"> 1. Give the signed original evaluation form to the pre- service teacher. It is the preservice teacher’s responsibility to provide the fully-completed evaluation form to UQ by uploading to their student Blackboard site. 2. The school coordinator of preservice teachers retains a copy of the evaluation form for school records.
Pay claim forms	To be submitted once placement block has been completed	Supervising teacher and school coordinator complete pay claim forms. The Coordinator signs and emails the pay claims to UQ.

Further information and relevant forms for EDUC4615 can be found [here](#)

2.6 EDUC4625 Achieving Professional Engagement Overview

This is the final professional experience course in the Bachelor of Education (Secondary) dual degree program and, as such, the end point is for preservice teachers to have achieved the Australian Professional Standards for Teachers at a Graduate stage. Becoming a teacher requires commitment and dedication to both lifelong learning and personal autonomy.

This 30-day block of professional experience demonstrates a movement along a developmental continuum where preservice teachers increasingly take on the roles and responsibilities of teachers to enter a phase of critical reflection and evaluation of their growth and development. This course focuses on the lifelong importance of professional learning to improve knowledge and practice and reinforces the critical need for ongoing engagement with colleagues, parents/carers and the community to build and foster supportive relationships.

On-campus workshops and assessment for EDUC4625

Australian Professional Standards assessed within the course: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4

Course assessment summary:

Assessment Task	Weighting	APSTs
Supervised professional experience. Completion of final professional experience recommendations report found here https://education.uq.edu.au/achieving-professional-engagement (assessed by supervising teacher/school in moderation with the university)	Pass/Fail	1.1, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.3, 7.1, 7.2, 7.4 And if appropriate to the professional experience context: 1.4, 1.6, 2.4, 3.7, 7.3
Graduate Teacher performance assessment See GPTA Factsheet for Preservice Teachers in Appendix C (assessed by the university)	Pass/Fail	1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 6.4 Dependent on context: 1.4, 1.6, 2.4, 3.7, 4.3, 4.4, 4.5, 6.1, 6.2, 6.3, 7.2, 7.3, 7.4
Critical reflection (assessed by the university)	Pass/Fail	3.7, 6.1, 6.2, 7.3, 7.4

On-campus activities: Lecture 6 x 1 hour, 6 x 2 hours

Examples of topics included in the workshops:

- Classroom organisation and behaviour management strategies and skills (continued);
- Verbal and non-verbal communication strategies to support engagement in the classroom (continued);
- Setting learning goals that provide achievable challenges for students of varying abilities and characteristics – making links with curriculum requirements and knowledge of how students learn (continued);
- Planning for and implementing effective teaching and learning;
- Using assessment data within a secondary context –systemic and class-based – to evaluate student learning and modify teaching practice;
- Understanding secondary assessment requirements, moderation of assessment, reporting mechanisms and the purpose of keeping accurate and reliable records;
- Continue to engage in professional learning and critical reflection as a graduate teacher (including adapting/modifying professional learning goals for entry to the profession);
- Engage professionally with colleagues, parents/carers and the community (strategies for involving parents/carers in the educative process);
- Continue to understand the legislative, school and employing authority requirements and ethical principles and practices in the teaching and learning process.

Placement information and assessment for EDUC4625

Duration: 6 week block (30 days)
Description: Supervised teaching and ongoing observation of practice (full lessons at 50% teaching load).

Areas for preservice teacher observation:

- ☐ Assessment moderation (internal and external to a classroom and school)
- ☐ How student assessment data – systemic and class-based – is used to evaluate student learning and modify teaching practice
- ☐ The range of different strategies for reporting to students and parents/carers on student achievement
- ☐ Professional learning opportunities available to teachers in schools
- ☐ How teachers apply professional learning to improve student learning
- ☐ Teacher engagement with the following: colleagues, parents/carers and professional teaching networks

Assessment: Interim evaluation, Final Professional Experience Recommendations Report (see Appendix A)

Australian Professional Standards assessed within the school placement: 1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.3, 7.1, 7.2, 7.3, 7.4

*Preservice teachers also undertake the **Graduate Teacher Performance Assessment (GTPA)** task in this course (please note - this task is assessed by the university only). The GTPA is an integrated assessment that connects the academic program and the professional experience, and in so doing connects research, theory and practice. The GTPA is a single culminating authentic summative assessment designed to demonstrate preservice teachers' ability to meet the Graduate Teacher Standards and to plan, teach, assess and reflect on their final-year professional practice (see Appendix B & C for further information).*

To be successful, the preservice teacher, on completion of the final professional experience must meet the Australian Professional Standards for Teachers (Graduate Career Stage) as adopted by the QCT by:

- ☐ Demonstrating a sound understanding of the importance of appropriate values and dispositions for teaching.
- ☐ Demonstrating the required level of performance in the three domains of professional knowledge, professional practice and professional engagement by designing and managing individual and group learning experiences that:
 - develop students' language, literacy and numeracy
 - are intellectually challenging
 - are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds
 - incorporate effective assessment and reporting of student learning
- ☐ Building effective relationships both within and beyond the school, that:
 - support the social development and participation of young people
 - create safe, supportive and stimulating learning environments
 - foster effective relationships with families and the community
 - contribute to effective professional teams
- Demonstrating their commitment to professional reflective practice and ongoing professional renewal.

Important Dates for EDUC4625

Duration: 6 week block (30 days)
Dates: **6 week block:** Monday 5 August - Friday 13 September 2024.

Event	Date/s	Notes
Professional experience preparation	Approx. 2 week prior to first day of placement.	Preservice teacher makes contact with the professional experience school.
6 week block of supervised teaching practice	Monday 05 August to Friday 13 September 2024	<p>6 weeks of teaching</p> <ul style="list-style-type: none"> ○ 2 days of observation and settling into school environment and context, as well as planning and consulting with supervising teacher(s) for future teaching ○ Segments of lessons half way through Week 1. ○ Full lessons to start towards end of Week 1. ○ Sequences of lessons to commence in Week 2 until end of placement. ○ Students should be at 50 per cent of a full-time teaching load by end of Week 2. ○ Preservice teacher observations continue throughout placement. <p><u>Due to GTPA component, the student must have the opportunity to plan, teach and assess a four-week topic/unit (at least).</u></p>
Preparation of interim evaluation OR at-risk form* Interim Report – Preservice teacher to upload – do not email to UQ At Risk Form – Email to UQ	End of week beginning 19 August 2024	<p>The supervising teacher discusses the completed evaluation form with the preservice teacher and the evaluation form is signed by all parties OR the supervising teacher/school to contact the UQ facilitator in the first instance to discuss concerns with preservice teacher progress.</p> <p>Please do not email Interim Reports to UQ. Student is required to upload to their ‘Blackboard’ site.</p>
Preparation of Final professional experience recommendations report	Week beginning 9 September 2024	The supervising teacher discusses the completed report with the preservice teacher and the report is signed by all parties.
Final professional experience recommendations report given to preservice teacher. Preservice teacher uploads.	Week beginning 9 September or on completion of any required make-up days	<ol style="list-style-type: none"> 1. The school coordinator of preservice teachers retains a copy of the evaluation form for school records. 2. Preservice teacher uploads a finalised report to ‘Blackboard’
Pay claim forms	To be submitted once the placement block has been completed	Supervising teacher and school coordinator complete pay claim forms. The Coordinator signs and emails the pay claims to UQ.

Further information and relevant forms for EDUC4625 can be found [here](#)

3 The Final Professional Experience Recommendations Report

In the final week of the professional experience for EDUC4625, the supervising teacher prepares the **Final Professional Experience Recommendations** report, available on the School of Education website.

The Final Professional Experience Recommendations report is a state-wide evaluation report used to assess preservice teachers on their final placement. The goal of this document is to measure the standard that has been achieved by a preservice teacher at the end of an initial teacher education program, by comparing it against the Australian Professional Standards for Teachers (APST) Graduate Career Stage. Achieving the Graduate Career Stage illustrates readiness of the preservice teacher to enter the workplace.

In order to successfully pass this final practicum, preservice teachers MUST receive ticks for ALL criteria in either the Graduate level (G) or Exceeding Graduate level (E) columns. If a supervisor believes a preservice teacher will not meet at least Graduate level for all criteria, UQ must be contacted immediately and the **at risk of failing process** started straight away. If the supervising teacher have concerns regarding a preservice teacher's progress, please contact the relevant UQ Facilitator in the first instance.

This document must be completed electronically and requires the use of digital signatures by all parties involved in completing the report. The following process should be followed:

- The preservice teacher must fill out page 4 of the report prior to the report being completed by the supervisor. The report must also be completed in collaboration with UQ, for example, any concerns or queries should have been identified by the school during the interim period. There will be further opportunity for the school to discuss/moderate a preservice teacher's progress when the UQ facilitator attends the school to observe a lesson.
- Once the report has been completed by the supervising teacher, the preservice teacher signs the report to indicate that they have read it (Section 9 - Signatures).
- The report is then signed by the supervising teacher (Section 9 - Signatures).
- The school coordinator of preservice teachers must sign Section 8 - Moderation.
- The preservice teacher retains an electronic copy.
- The school coordinator of preservice teachers retains an electronic copy for the school records.
- It is the preservice teacher's responsibility to also upload the report to Blackboard in order for the UQ facilitator to sign the report (Section 8). The university will not consider the report finalised until it contains the following signatures: preservice teacher, supervising teacher, school coordinator and UQ facilitator.

4 Monitoring preservice teacher performance

To be successful the preservice teacher must:

- Demonstrate:
 - a commitment to the profession of teaching
 - evidence of critical reflection directed towards improvement of teaching competencies
 - a sound knowledge of the content, processes and skills of the areas they teach
 - a sound knowledge of the relevant school policies on language, literacy and numeracy
 - a sound fundamental knowledge of the central concepts, modes of inquiry and structures of the discipline areas they teach
 - the use of appropriate strategies to establish learning environments in which individual and group differences are valued and respected and all students are treated equitably
 - the ability to work in partnership with other teachers, professionals, paraprofessionals, teacher aides and other relevant adults
 - the ability to set and meet personal work-related goals and priorities
- Establish learning goals and design learning plans that reflect relevant curriculum frameworks and are consistent with relevant school programs and policies.
- Communicate learning goals and plans to students.
- Select and use teaching and learning strategies and resources that are relevant to the specified learning goals and the learning needs of the students.
- Teach the language, literacy and numeracy skills necessary for students to achieve identified learning outcomes.
- Identify and know how to apply school and employing authority policies and procedures with regard to behaviour management and student safety.
- Identify and apply behaviour management strategies in a fair, sensitive and consistent manner.
- Know when and where to seek advice on matters associated with student learning and behaviour.
- Develop respectful, positive and constructive relationships that support students and foster positive attitudes to learning.
- Use teaching time, materials, resources and physical space effectively to establish a challenging, safe and supportive learning environment.
- Perform teaching and non-teaching duties in a manner that is consistent with employing authority and school policies and procedures and legal and ethical obligations of teachers.
- Actively participate in any mentoring, coaching and other professional learning programs offered.

4.1 Concerns regarding preservice teacher professionalism and/or performance

The School of Education must be notified immediately in any case where the preservice teacher has failed to:

- ☒ Comply with the school's policy for the protection of young people.
- ☒ Comply with the school's policy on occupational health and safety.
- ☒ Comply with any lawful direction given by school supervising staff.
- ☒ Act in a professional manner.
- ☒ Meet attendance requirements.

At any stage of the supervised professional experience, if there are any concerns about the demonstrated performance of a preservice teacher the University should be contacted immediately. In the first instance, **contact the UQ Professional Experience Facilitator**. In the few cases where the placement school has concerns, it is critical that the process required under the University of Queensland Policies and Procedures for Placements is followed.

The “At-Risk” procedure - dealing with concerns regarding Pre-Service Teacher performance

Concerns regarding preservice teacher performance involves open discussion and the close cooperation of all parties involved in the placement to ensure the best outcome. In most of these cases, structured analysis of the problem, quick intervention and timely direction will lead to success. If at any time during that period of supervised teaching practice there is any concern that the preservice teacher **may not be successful** the “At Risk of Failure” procedure must be followed.

- ② An “At Risk” interview (initiated by the school or UQ Facilitator) must be arranged with the preservice teacher, school professional experience coordinator, the supervising teacher/s and the UQ Facilitator or representative from the School of Education. At this interview the preservice teacher must be notified that they are considered at risk of failure. The school professional experience coordinator outlines the concerns and provides guidelines for addressing the concerns.
- ② An “At Risk of Failure” form found on the relevant course page on the School of Education’s website <https://education.uq.edu.au/thank-you-mentoring-years-cohort--teachers- university-queensland> .
- ② For Part A of the at-risk process, areas of concern are identified in writing at the at-risk meeting, which is attended by the preservice teacher, school professional experience coordinator, supervising teacher and UQ facilitator. All parties identify actions or strategies that will be put in place by the preservice teacher to try and improve in the identified areas. Part A of the form is signed by all parties. The original should be given to the preservice teacher, one copy emailed to the School of Education and copies retained by the school.
- ② After the at-risk meeting in Part A, the preservice teacher is provided with an opportunity to consult one-on-one with the UQ facilitator to raise any issues of concern.
- ② Following the at-risk meeting for Part A of the process, the preservice teacher is strongly encouraged to complete a personal reflection and detailed action plan for how they will aim to improve in the identified areas.
- ② In the lead-up to the review meeting (Part B of the process), the facilitator checks in with the placement school and the preservice teacher as to the progress of the preservice teacher.
- ② Improvement to a predetermined satisfactory standard in the areas identified in Part A of the at-risk process must be shown by the preservice teacher within one week of the meeting date. At the review meeting (Part B of the at-risk process), which is attended by the UQ facilitator, all parties are to advise to what extent there has been improvement in the areas of concern identified in Part A. At this point the school and supervising teacher indicate whether or not the preservice teacher has demonstrated satisfactory improvement to continue with the professional experience placement. If progress has been demonstrated and if needed, the plan is revised and new/continuing steps are outlined so the process is iterative to ensure progress continues. If there is not satisfactory progress made and it appears unlikely the preservice teacher can be successful in the placement, the school can decide to terminate the placement.
- ② The outcome of the preservice teacher’s professional experience placement will be formally documented on Part B of the “At risk of Failure” form. The original should be given to the preservice teacher, one copy emailed to the School of Education and copies retained by the school.
- ② The placement school’s final decision is then communicated to the Director of Professional Experience/or Course Coordinator via the facilitator.
- ② The Director of Professional Experience/or Course Coordinator makes contact with the preservice teacher regarding their options for moving forward with the program.

5 Reporting preservice teacher performance

Feedback on progress, in the form of feedback provided in notes written on lesson plans or on the Lesson Analysis form available on the School of Education website, should be provided for each lesson taken by the preservice teacher.

In both EDUC4615 and EDUC4625 a supervising teacher completes an **Interim Evaluation** on Preservice Teacher Progress (available on the School of Education website) towards the end of week three (half way point) in the placement. This form should be signed by the preservice teacher, supervising teacher and the school coordinator before the preservice teacher uploads the report to their UQ Blackboard site. The preservice teacher retains the original copy of this report. If the supervising teacher/school are concerned with the progress of the preservice teacher an **'at risk' of failure form** must instead be completed.

In the final week of the professional experience, the supervising teachers will prepare the **final evaluation report** which is available on the relevant course page on the School of Education website <https://education.uq.edu.au/thank-you-mentoring-years-cohort-preservice-teachers-university-queensland>. The preservice teacher signs the form to indicate that they have read it. The form is also signed by the supervising teacher and the school coordinator of preservice teachers. The preservice teacher retains the original copy. The preservice teacher uploads the report to their UQ Blackboard site and the school coordinator retains a copy for the school records.

6 Roles and Responsibilities

6.1 Preservice teachers' roles and responsibilities

The following summary is taken from the *Policies and Procedures for Professional Experience* document given to preservice teachers prior to commencement of any in-school professional experience. The full document can be viewed here [Policies and Procedures document for Professional Experience 2023\(7\).pdf \(uq.edu.au\)](#)

Commencement of the professional experience - Orientation, Observation and Planning

The orientation, observation and planning period at the start of each professional experience placement provides preservice teachers with an introduction to the context of the school and the classroom. During this period of time preservice teachers will:

- Upon receiving their placement information, make immediate contact with the school coordinator to organise arrival/orientation/induction etc.
- Meet school staff and the classes they will observe.
- Begin the structured observations they will continue throughout the professional experience.
- Ensure that they are familiar with school policies including those on occupational health and safety and child protection.
- Familiarise themselves with the school layout, timetable and their own timetable.
- Note times and dates for any particular events such as staff meetings they should attend.
- Assist in the classroom in any way suited to their experience.

Preservice teacher's relationships with school-based supervisors

As a preservice teacher you are a guest in the school and, although you cannot legally assume the full responsibilities of a qualified teacher, you are regarded as a temporary staff member, responsible to the principal. You are required to consult with your school-based personnel, and particularly your supervising teacher, as frequently as possible. The supervising teachers are ready to help, but their time is limited and it is your responsibility to find a time to meet within their other commitments.

While in the school you must work in partnership with other teachers, professionals, teacher aides and other relevant adults and perform any duties or tasks in a manner that is consistent with the policies and procedures of the employing authority and school, and the legal and ethical obligations of teachers. Experimentation with a variety of teaching methods is encouraged, but the class remains the supervising teacher's responsibility throughout the professional experience, and their advice on what is suitable or practical for the class should be sought and followed.

Preservice teacher's relationships with school students

The kind of relationship with students to strive for is one based on mutual respect. This can be fostered by quickly learning the names of the students you teach, treating them with courtesy, and maintaining a high level of interest in their progress and in your teaching. You should quickly discover the interests and academic strengths and weaknesses of your students. You should require courtesy and firmly insist on considerate behaviour from them towards you and all others. You should identify and know how to apply school procedures with regard to behaviour management and student safety.

Preservice teacher's participation in general school activities

Preservice teachers are expected to assist with playground supervision, sports supervision, and other work as requested by school-based personnel during professional experience/field experience. However, while involvement in a wide range of teaching situations is a valuable part of professional experience, preservice teachers cannot legally take sole charge of school students.

Opportunities for observation and/or participation could be:

- Attendance at staff or faculty meetings
- Involvement in co-curricular activities
- Attendance at school excursions or formal school occasions
- Attendance at professional development activities

Compliance

- ***Pre service teachers must have their blue card with them at all times during placement. They must register their blue card with the school administration office on the first day of placement or prior, during induction.***

Professionalism

The School of Education expects that preservice teachers will demonstrate a professional manner by:

- adhering to the QCT's 'Code of Ethics for Teachers in Queensland' found here <https://www.qct.edu.au/standards-and-conduct/code-of-ethics>
- complying with statutory requirements, in particular with those involving occupational health and safety and child protection. Please speak to your course coordinator for further information.
- maintaining confidentiality and discussing these matters if needed ONLY with the appropriate staff within the School of Education and/or the host school
- respecting the ethos of the host school
- understanding that you are a guest of the host school and you must follow the direction of the Principal or other designated staff
- understanding the role of the supervising teacher as a supervisor and mentor
- participating fully in the role of a teacher on the days of attendance. Please refer to section 6.1.6 addressing the 'attendance policy'
- adhering to any dress or conduct codes
- using appropriate language at all times
- not using your mobile phone at all during your professional experience while at your host school, unless under exceptional circumstances
- complying with all other instructions from the host school and UQ staff
- completing all designated tasks according to deadlines and requirements. When observing a class and making notes, these must not be judgmental, as you are not assessing performance. You do not yet have the professional knowledge or experience to do that.
- restricting the scope of the observation to the focus area given to you by the course coordinator or as discussed with your supervising teacher

Non-compliance with a directive from School of Education or placement school staff may result in a placement being withdrawn. In this instance, you may be required to withdraw from the UQ course with the placement component and if so, you may incur academic penalty or financial liability. You will also be required to complete the course in full in a future semester.

6.1.1 Attendance

Supervising teachers and course coordinators may be required to sign off on the preservice teacher's 'attendance sheet' to record any single days attended as part of the professional experience.

The School of Education expects preservice teachers to:

- check the School of Education Professional Experience Calendar found on the School of Education webpage > current students > professional experience <https://education.uq.edu.au/current-students/professional-experience-information>
- check their timetable in MyTimetable to ensure they are available to attend the placement as scheduled.
- be punctual in attendance on all placement days
- arrive/leave the placement in accordance with placement school policy and the requirements of tasks on the particular day. This will include allowing time for discussions with your supervising teacher or other members of the school staff involved in your placement. As a guideline, you should expect to be at the placement school between 8am and 4pm or as otherwise required by the placement school administration. You may be required to complete lesson preparation and marking outside of these hours, as well as attend before or after school meetings
- report, in the case of absence through illness, to the placement school and follow all relevant procedures in relation to providing any necessary documentation or lesson plans if required. You must also notify the School of Education in writing of the absence and the make-up days negotiated with the school
- provide the School of Education with a medical certificate for absences greater than 3 consecutive days. The placement school *may* request a certificate for less than 3 days as part of the school's absentee procedure
- refrain from leaving early, or display any general lack of punctuality for work/study/social related reasons
- make immediate contact with the school coordinator and provide a detailed explanation of the issue to your UQ facilitator by email in the case of any serious problems arising. In the absence of a UQ facilitator (ie for single day field experience observations) please contact the course coordinator
- make up any days missed due to illness or public holidays etc *except* those preservice teachers who have a public holiday fall during a multiple week-long professional experience 'block'. Make up days are *not* required in this instance. In the case of single day field experience placements, ensure you schedule your university timetable to avoid placement days clashing with other classes. Alternative placement days cannot be negotiated for personal commitments such as work, sport, or social commitments.
- immediately contact the UQ Placement team if you have an unavoidable timetable clash with your scheduled single day placement day, due to a mandatory class in another course. Evidence must be provided to support this.
- understand that alternative commencement/completion dates for multiple week-long professional experience 'blocks' are not permitted to be changed without prior approval of the Director of Professional Experience, the School of Education and relevant placement school. Alternative dates will not be approved for work, sport or social commitments unless there is evidence of extenuating circumstances.
- realise that if you do not meet the attendance requirements of your professional experience, you may have your professional experience withdrawn. If it is decided the placement needs to be withdrawn, you may also be required to withdraw from the relevant UQ course and will incur any financial liabilities or academic penalties.

Lesson Plans

Preservice teachers are required to:

- Develop written plans for each lesson or segment
- Discuss the lesson/activity plans with the supervising teacher prior to the lesson/activity. The timing of the initial presentation of the plan to the supervising teacher is a matter for the supervising teacher but it is expected that the plan is presented, discussed and approved no later than 24 hours prior to the lesson/activity. **You must not teach any lesson/activity unless the written plan has been presented to, and approved by, the supervising teacher.**

Personal Reflections

Preservice teachers are required to complete a personal reflection after every lesson, lesson segment or activity presented. This reflection should be approximately **150-200 words** and should consider the following two questions: **what went well and what would you improve for next time.**

Observation of lessons

Preservice teachers are required to observe lessons and to make notes on these observations.

The observation periods are as important as the teaching periods; they will ensure that you experience a wide range of learning situations and interactions with varying age groups.

You should discuss salient aspects of the lesson observed with your supervising teacher.

Apart from observations of lessons given by school staff, you should make general observations of as many aspects of the life of the school as possible. Observation of and, if applicable, participation in aspects of general school life should continue through the period of the practicum.

Classroom observations are intended to develop understanding of:

- Student learning
- A range of teaching strategies and the way in which these are varied to suit the context and the student group
- The skills and techniques required for effective communication
- The relationship between long and short term planning and successful practice
- The roles monitoring and assessment play in teaching and learning.

6.2 Host school personnel roles and responsibilities

The personnel involved are the school coordinator of preservice teachers, the supervising teacher and any other school personnel who take a role in professional experience/field experience supervision of preservice teachers. The roles and responsibilities outlined below are generic and may be undertaken by other personnel as appropriate.

The school coordinator of preservice teachers

The school coordinator of preservice teachers oversees the professional experience within the school.

The school coordinator (or delegate) must induct (e.g. site induction, emergency procedures, incident hazard reporting mechanisms) the preservice teacher into the school's **Occupational Health and Safety policy** and discuss the ways in which the various aspects of the policy will affect the preservice teacher during the professional experience. Where possible the preservice teacher should be supplied with a copy of the policy.

The school coordinator organises supervision and teaching timetables for preservice teachers.

The school coordinator may arrange meetings with the preservice teachers, at which advice and information may be given on organisational aspects of the school. Some suggested discussion items include: types of student records, assessment procedures, work programs, school report forms, discipline, parent and community relations, finance, teaching aids, library facilities and staff committees.

The school coordinator may also arrange for the preservice teachers to confer with key members of the staff, such as the diverse learners coordinator, teacher librarian or guidance counsellors to provide preservice teachers with insight into other facets of the life of the school community.

The school coordinator may make arrangements for preservice teachers to engage in non-classroom experiences such as assisting teachers with playground supervision and may encourage preservice teachers to take part in extra-curricular school activities. The preservice teacher should be told of any policies in regard to the availability and use of ICT and photocopiers.

The Supervising Teacher

The supervising teacher has a key role in the professional preparation of future teaching colleagues by offering close tutorial assistance, support and evaluative advice over the professional experience period.

We require that supervising teachers:

- Have at least 2 to 3 years of teaching experience and must have full teacher registration status through the Queensland College of Teachers
- Are recommended/identified as a suitable mentor by the Principal/Deputy Principal/Head of Department/Lead Teacher
- Have a genuine interest in helping to support, guide and mentor preservice teachers
- Understand and appreciate that working with preservice teachers is a mutually beneficial experience
- Are able to liaise with our UQ Professional Experience Facilitators in the interests of improving the performance of our preservice teachers

We request that supervising teachers offer the following guidance to preservice teachers. This statement is based on the Agreement on Teaching Practice negotiated by the Teachers' Unions and Universities.

- During the first day of the placement, discuss an appropriate pattern of observations and teaching with the preservice teacher.
- Provide induction on school policies and procedures particularly OH&S and Child Protection policies (this may also include providing Safe Operating Procedures for classes in labs).
- Provide the preservice teacher with copies of, or access to, the relevant portions of the school work program or planning documents, and with details of teaching topics, timetables and resources. This enables preparation in advance of lessons and/or units or sequences of lessons.
- Advise the preservice teacher on planning a sequence of lessons and learning experiences appropriate to the age, abilities and motivational levels of the class members, and to the stage of development of the preservice teacher.
- Peruse any preservice teacher's lesson or unit plans before the lesson or unit, and provide any help that seems appropriate. Preservice teachers should not teach any lesson unless the written plan has been submitted to the supervising teacher for review prior to the implementation of the lesson.
- Comment on lessons given, verbally and/or by means of written comment at the foot of the lesson plan or on the template provided. The performance indicators set out in the Professional Experience Evaluation should be used to provide formative evaluation.
- Provide guidance on class management procedures and on the broader school policies and procedures.
- Provide a wide range of observation situations.
- Discuss class evaluation (feedback) and assessment procedures with the preservice teacher.
- Foster a 'co-teacher' or 'teaching colleague' or 'mentoring' relationship with the preservice teacher.
- Provide guidance on overall development as a teacher.

6.3 UQ School of Education Professional Experience Facilitators roles and responsibilities

The University of Queensland has facilitators (experienced educators) who provide ongoing contact between preservice teachers, school staff and The University of Queensland during the professional experience when appropriate.

The UQ facilitator:

- Provides support for preservice teachers, supervising teachers and the school coordinator of preservice teachers.
- Makes contact with the school coordinator of preservice teachers early (first week) in the professional experience.
- Negotiates a pattern of contact and visits. Time constraints may make a visit impractical in some cases involving a rural placement. In these cases contact will be by e-mail, Zoom and phone.
- Follows school policy with regard to contact with the school coordinator of preservice teachers and supervising teachers.
- Meets with each preservice teacher on each visit to the school at mutually suitable times.
- Arranges meetings with both the supervising teacher and the preservice teacher together at least once during the professional experience, where possible. If all is going well this can be brief and informal.
- Provides emergency contact details to the school coordinator of preservice teachers with alternate contact available via the UQ Professional Experience Placements Coordinator. The UQ facilitators may provide phone and e-mail contacts for authorised school staff use only.
- Provides support and advice in any case where there is evidence that a preservice teacher is not performing at a satisfactory level in any areas of the evaluation, fails to behave in a professional manner or breaches school policies/procedures or statutory requirements.
- Participates in at-risk meetings if any are held and submits at-risk documents to the School of Education.
- Follows-up on remediation programs that may have been put in place for a preservice teacher.
- Observes practice where this is a requirement of the particular professional experience or is requested by the Director.
- Will, if requested by school personnel, arrange to observe practice.
- Feeds information, concerns or queries back to the School of Education's Director of Professional Experience.

7 Resources for Supporting Supervising Teachers

Schools and teachers play an integral role in the professional experience and, therefore, the School of Education recognises and acknowledges the importance of providing ongoing support and professional development to the school site coordinators and supervising teachers that host and supervise our preservice teachers. The supervising teacher/preservice teacher relationship has the potential to be mutually beneficial and as such there are a number of resources, documents and programs that are available to best support and facilitate this effective partnership. Support materials are available through the School of Education, the Queensland College of Teachers and the Australian Institute of Teaching and School Leadership.

The School of Education (UQ)

<https://education.uq.edu.au/thank-you-mentoring-years-cohort-preservice-teachers-university-queensland>

During the year the School of Education invites interested supervising teachers to attend the Supervising Teacher training program which was developed by the QCT and the Department of Education and Training. The purpose of this training package is to support supervising teachers in interpreting the Australian Professional Standards for Teachers (Graduate career stage) and the evidence requirements for professional experience assessment decisions regardless of context.

The School of Education website also provides access to lesson analysis feedback templates and other documentation that are designed to assist supervising teachers during the professional experience.

Queensland College of Teachers (QCT)

<http://qct.edu.au/teaching-in-queensland/supervising-professional-experience>

The QCT has produced a companion document to support supervising teachers in making evidence- based, consistent decisions and providing constructive feedback about the preservice teachers' demonstration of the *Australian Professional Standards for Teachers* (Graduate career stage).

Through the QCT website there are also other resources available to assist supervising teachers to support and assess preservice teachers during professional experience placements, and to build knowledge and skills in mentoring.

Australian Institute of Teaching and School Leadership (AITSL)

<https://www.aitsl.edu.au/tools-resources/resource/supervising-pre-service-teachers>

Supervising Preservice Teachers is an interactive and self-directed online professional learning program aimed at enhancing teachers' knowledge, skills and confidence to effectively supervise preservice teachers.

The program is relevant to teachers who are supervising a preservice teacher or thinking about a supervisory role. It may also be useful for school leaders, school-based practicum coordinators, and those taking on other mentoring roles.

The program consists of four flexible learning modules:

- effective partnerships
- practice analysis
- making judgements
- unpacking the Graduate Standards

8 Pay claims

Further information can be found here <https://education.uq.edu.au/prac-pay-claims>

9 Contact the School of Education

Contact details can be found here <https://education.uq.edu.au/contact>

Appendix A

EDUC4625 Final Professional Experience Recommendations report

**This document can also be
found on the EDUC4625
homepage:**

<https://education.uq.edu.au/achieving-professional-engagement>

Appendix B

EDUC4625 GTPA Fact Sheet for Schools and Supervising Teachers

**This document can also be found
on the EDUC4625 homepage:**

<https://education.uq.edu.au/achieving-professional-engagement>

Appendix C

EDUC4625 GTPA Fact Sheet for Preservice Teachers

**This document can also be found
on the EDUC4625 homepage:**

<https://education.uq.edu.au/achieving-professional-engagement>

Appendix D

At Risk Form

**This document can also be found
on each course homepage:**

Building Professional Knowledge <https://education.uq.edu.au/introductory-professional-experience-towards-professional-practice>

Developing Professional Practice <https://education.uq.edu.au/developing-professional-practice>

Achieving Professional Engagement <https://education.uq.edu.au/achieving-professional-engagement>