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# School of Education

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## EDUC7550 Teaching English 1

### Professional Experience Handbook 2024

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## EDUC7550 – Teaching English 1

### Master of Teaching (Primary)

#### Field Experience (observation only) 5 days (one week block)

Thank you for participating in this 5 day field experience primary component for the Master of Teaching (Primary) program. The University is extremely grateful to those schools and Teachers who are actively involved in mentoring and supporting our Pre-Service 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 Master of Teaching (Primary) Overview

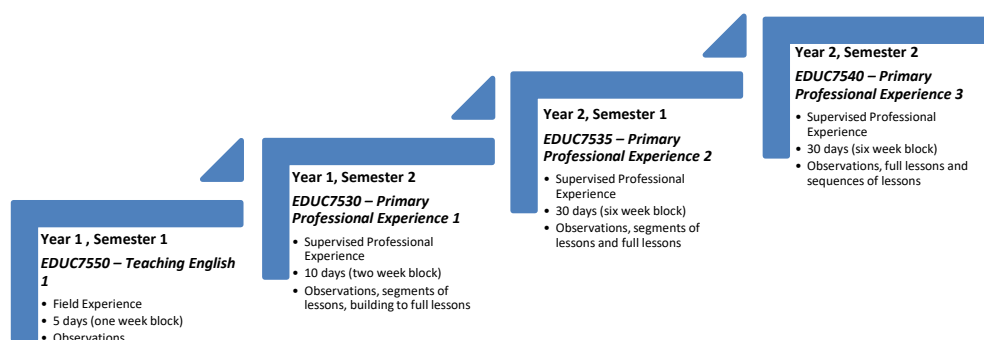
The Master of Teaching (Primary) is a postgraduate Teacher preparation program meeting the Queensland College of Teachers requirements for entry into primary teaching. The program requires two years of full-time study or part time equivalent, and consists of periods of on-campus lectures, tutorials and workshops, alternated with blocks of professional placements in schools.

The Pre-Service Teachers in this Master of Teaching (Primary) cohort come from a variety of backgrounds and all are graduates of bachelor degrees. Some have completed an undergraduate degree directly after completing their schooling and have continued on to the Master of Teaching (Primary). Others have entered the program with a variety of undergraduate and postgraduate education and work experience.

### Program snapshot

		Semester 1				Semester 2				
		EDUC7550 Teaching English 1 <i>5 day (one week) block of professional experience</i> 2 units	EDUC7665 Introduction to teaching Mathematics 2 units	EDUC7580 Teaching Humanities and Social Sciences Curriculum 2 units	EDUC7603 Contemporary theories of development and learning 2 units	EDUC7530 Primary Professional Experience 1 <i>10 day (two week) block of professional experience</i> 1 unit	EDUC7620 Teaching Early Reading 2 units	EDUC7575 Teaching Science 2 units	EDUC7510 Indigenous knowledge and education 2 units	EDUC7516 Building inclusive primary classrooms 2 units
		EDUC7520 Teachers as researchers 2 units	EDUC7555 Teaching English 2 2 units	EDUC7570 Teaching Mathematics 1 2 units	EDUC7535 Primary Professional Experience 2 <i>30 day (six week) block of professional experience</i> 1 unit	EDUC7540 Primary Professional Experience 3 <i>30 day (six week) block of professional experience</i> * Includes GTPA and QPERF 2 units	EDUC7585 Teaching the Arts 2 units	EDUC7590 Teaching Technologies in the 21 <sup>st</sup> Century 2 units	EDUC7595 Teaching Health and Physical Education in Primary Schools 2 units	

### The Developmental Continuum for Professional Experience



## IMPORTANT DATES

EDUC7550 – Teaching English 1

**Duration:** 5 days (one week block)

**Dates:** See below

Event	Date/s	Notes
Professional Experience Preparation	Approx. 2 weeks prior to first day of placement.	Pre-Service Teacher makes contact with the Professional Experience school.
5 days (One week Block) Of Professional Experience	27 <sup>th</sup> May – 31 May 2024	Observational and assist the classroom Teacher to provide learning with support with direction.
Attendance Sheet Pre-Service Teacher to submit to course coordinator	Friday 31 May or after the completion of any makeup days if required.	Attendance sheet to be completed after each day of placement to be finalised and signed by Pre-Service Teacher, supervisor, and school coordinator. Pre-Service Teacher to submit to UQ academic staff.
Pay Claim forms	To be submitted once the placement block has to be <b>completed</b> .	Supervising Teacher and school coordinator complete pay claim forms. The coordinator signs and emails the pay claims to UQ.

Further information on EDUC7550 can be found [here](#).

## **EDUC7550 – Aims and Objectives**

Students are to observe literacy/English roles and responsibilities in a school, and of lessons in any learning area at any year level.

- It is critical to get Pre-Service Teachers into schools early in their program
- Allows Pre-Service Teachers to experience first-hand the connections between theory and practice
- Introduces Pre-Service 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.

### **Observation of lessons**

Students 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 students experience a wide range of learning situations and interactions with varying age groups.

Students should discuss salient aspects of the lesson observed with their Teacher.

Apart from observations of lessons given by school staff, students should make general observations of as many aspects of the life of the school as possible.

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.

## Field Experience Policies and Procedures

Pre-Service Teachers are required to undertake a field experience consisting of 5 full days (one week block) in a school allocated by the university.

Students can observe in pairs (not essential). **Any year levels and any learning areas are appropriate.**

100% attendance is mandatory. Any missed days **must** be made up.

It is a requirement for each course that contains a field experience component that every Pre-Service Teacher signs and lodges a statement that they have read the *Policies and Procedures for Professional Experience* before being permitted to undertake ANY Professional Experience. Failure to sign this document may prevent Pre-Service Teachers from receiving a placement. This is monitored by the course coordinator. The *Policies and Procedures for Professional Experience* document can be viewed here <https://education.uq.edu.au/current-students/professional-experience>

Supervising Teachers and course coordinators will also be required to sign off on the Pre-Service Teacher's '**attendance sheet**' to record the 5 days attended as part of the Professional Experience.

Pre-Service Teachers can be expected to attend the school outside of regular school hours if required.

Pre-Service Teachers will be expected to participate in school life to the fullest extent. They will attend any meetings held during the time of the Professional Experience, e.g. year level or whole of staff meetings, any professional development meetings where attendance is approved by the school and participate in extracurricular activities etc. available.

**IMPORTANT:**            **For the period of any supervised teaching practice, Pre-Service Teachers cannot take sole responsibility for the oversight of students and must ensure that they are in the company of their mentor or another registered Teacher in any location when students are in their care.**

## **Roles and Responsibilities**

### **Pre-Service Teachers' Roles and Responsibilities**

The following notes are taken from the *Policies and Procedures for Professional Experience* document given to Pre-Service Teachers prior to commencement of any in-school Professional Experience. It can be viewed here [Policies and Procedures document for Professional Experience 2024](#)

### **Commencement of the Professional Experience - Orientation, Observation and Planning**

The orientation, observation and planning period at the start of each Professional Experience placement provides Pre-Service Teachers with an introduction to the context of the school and the classroom. During this period of time Pre-Service 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.

### **Pre-Service Teacher's relationships with school-based supervisors**

As a Pre-Service 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.

### **Pre-Service 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.

### **Pre-Service Teacher's participation in general school activities**

Pre-Service 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, Pre-Service 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

## Professionalism

The School of Education expects that Pre-Service 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 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 the 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.

### Concerns regarding professionalism:

The School of Education must be notified immediately in any case where the Pre-Service 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.

## Attendance

Supervising Teachers and course coordinators will be required to sign off on the Pre-Service Teacher's 'attendance sheet' to record the 5 single days attended as part of the Professional Experience.

The School of Education expects Pre-Service Teachers to:

- ❑ check the School of Education Professional Experience Calendar found on the School of Education webpage [UQ Professional Experience >For Schools](#) > 2024 Professional Experience Calendar
- ❑ check their timetable in MyTimetable to ensure they are available to attend the placement as scheduled. If there is a clash with a mandatory class, please contact the School of Education
- ❑ 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 course coordinator by email in the case of any serious problems arising.
- ☐ make up any days missed due to illness or public holidays etc *except* those Pre-Service 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.
- ☐ 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 Development, 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.

### **Roles and Responsibilities of host school personnel:**

The personnel involved are the school coordinator of Pre-Service Teachers, the Supervising Teacher and any other school personnel who take a role in Professional Experience/field experience supervision of Pre-Service Teachers. The roles and responsibilities outlined below are generic and may be undertaken by other personnel as appropriate.

#### **The school coordinator of Pre-Service Teachers**

The school coordinator of Pre-Service 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 Pre-Service 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 Pre-Service Teacher during the Professional Experience. Where possible the Pre-Service Teacher should be supplied with a copy of the policy. The Pre-Service Teacher will complete an OHS risk assessment questionnaire based on this induction.

The school coordinator organises supervision and teaching timetables for Pre-Service Teachers.

The school coordinator may arrange meetings with the Pre-Service 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 Pre-Service Teachers to confer with key members of the staff, such as the Teacher librarian or guidance counsellors to provide Pre-Service Teachers with insight into other facets of the life of the school community.



The school coordinator may make arrangements for Pre-Service Teachers to engage in non-classroom experiences such as assisting Teachers with playground supervision and may encourage Pre-Service Teachers to take part in extra-curricular school activities.

The Pre-Service Teacher should be told of any policies re 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:

- ☐ 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 Pre-Service Teachers
- ☐ Understand and appreciate that working with Pre-Service Teachers is a mutually beneficial experience
- ☐ Have a minimum of three years teaching experience

We request that Supervising Teachers offer the following guidance to Pre-Service 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 Pre-Service 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 guidance on class management procedures and on the broader school policies and procedures.
- ☐ Provide a wide range of observation situations.
- ☐ Provide guidance on overall development as a Teacher.

### **Concerns regarding Pre-Service Teacher performance**

At any stage of the supervised Professional Experience, if there are any concerns about the demonstrated performance of a Pre-Service Teacher the University Facilitator should be contacted immediately.

In the first instance, contact the School of Education Professional Experience Placements Team on 3365 6550 or email [prac@uq.edu.au](mailto:prac@uq.edu.au).

In these few cases where host school staff personnel have concerns, it is critical that the process required under the University of Queensland Policies and Procedures for Placements is followed.

### **Pay claims**

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

### **Contact the School of Education**

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