THE UNIVERSITY OF QUEENSLAND
AUSTRALIA

Professional Experience Handbook

Bachelor of Education

Master of Teaching (Primary) Program

(EDUC7535)

Primary Professional Experience 2

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The University of Queensland - School of Education
EDUC7535 - M Teach (Primary)
Primary Professional Experience 2

Preface from the Coordinator

The University is extremely grateful to the staff members in all of the schools actively involved in mentoring and supporting our preservice teachers during their periods of in-school professional experience. We appreciate the ways in which experience in a school setting provides our students with the opportunity to expand both breadth and depth of experience.

These preservice teachers have completed, successfully, 10 single days of in-school experience. This will be the preservice teachers' **second** professional experience. Preservice teachers who complete, successfully, Primary Professional Experience 2 and the other requirements of the three semesters of their Master of Education program will progress to their final in-school experience in their final semester. This will involve a 6 week block of supervised teaching practice.

These guidelines present essential information for school-based personnel. The structure of this professional experience, the policies of the School of Education, and the different roles of each of the stakeholders involved in the Master of Teaching (Primary) program have been made available to all parties so that everyone involved is informed of and able to meet the requirements of the host school, the School of Education and the Queensland College of Teachers during the professional 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.

Thank you for participating in this professional experience placement. I hope that the experience is also of professional value to you.

Dr Katie Cawte
Professional Experience Coordinator

IMPORTANT DATES

PROFESSIONAL EXPERIENCE 2
Supervised teaching practice - Monday 22 August to Friday 16 September 2016

Activity	Date/s	Notes
Preparation for Professional Experience	Various	Preservice teacher makes contact with the school.
Supervised teaching practice	Monday 22 Aug – to Friday 16 September	4 weeks
Preparation of M Teach Professional Experience 2 Evaluation	Wednesday 14 September	Evaluation completed by supervising teachers. The Evaluation should be completed collaboratively if more than one teacher is supervising. The Evaluation is discussed with preservice teacher and signed by all parties
Return of M Teach Professional Experience 2 Evaluation	Friday 16 September	The school coordinator of preservice teachers can give the signed original form to the preservice teacher. The preservice teacher is responsible for uploading the completed form to the University Blackboard site. The school coordinator of preservice teachers retains a copy at the school.
Pay claim forms	Friday 16 September	Supervising teacher and school coordinator complete pay claim forms. The Coordinator signs and posts/emails/faxes pay claims to UQ. See section – Forms for Professional Experience for details/process.

Important: All of The University of Queensland forms relating to the professional experience are located on the School of Education website at https://education.uq.edu.au/primary-professional-experience-2 . See Page 12 for further information on accessing UQ forms.

Focus

The **focus** of this block of supervised teaching practice is on the students' demonstration of an appropriate level of competence in meeting the relevant professional standards as set out in the Australian Professional Standards for Teachers; Graduate Career Stage as adopted by the Queensland College of Teachers (2012).

That is, the preservice teacher must:

- demonstrate the appropriate levels of professional knowledge
- demonstrate the skills required to plan for and implement effective teaching practice across the full range of learning activities incorporating teaching strategies, learning experiences and resources appropriate for the learning needs and styles of the students in the class
- demonstrate, at a level appropriate to their stage of professional experience, the ability to create and maintain a safe and supportive learning environment
- demonstrate the ability to assess, provide feedback and report on student learning
- demonstrate a commitment to ongoing reflective practice and professional engagement ;
- provide evidence of attainment of the level of language, literacy and numeracy skills needed for effective communication in a school context

Note: The performance indicators describing the required levels of competence in each of the focus areas are given in the M Teach (Primary) Professional Experience 2 Evaluation.

Structure:

- It is expected that preservice teachers make contact with the school prior to the start of the professional experience.
- In the first week preservice teachers are introduced to the class or classes they will be taking and briefed on the material to be covered in the various learning areas. They will be expected to prepare lessons and begin teaching later in this week.
- Preservice teachers are expected to be planning for and teaching about 50% of a normal teaching load.
- Preservice teachers are expected to continue making structured observations of in-class and across-school observations for the period of the supervised professional experience.

Providing ongoing feedback on performance:

The provision of feedback by the supervising teacher is a critical feature of any placement Feedback can be oral, written on the copy of the plan submitted for the lesson or on the feedback forms provided. The preservice teacher should make notes on any feedback given orally. The acceptance of constructive criticism and the incorporation of advice into subsequent planning is one mark of a reflective beginning teacher

Assessment:

In the last week of the supervised professional experience:

- an assessment of performance is made
- M Teach Professional Experience 2 Evaluation is prepared and signed by all parties

The necessary forms are available on line. Details are given later in this document.

Concerns regarding professionalism:

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.

Concerns regarding preservice teacher performance:

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 facilitator allocated to your school, Director of Professional Experience or the School of Education Professional Experience Placements Coordinator (3365 6862).

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.

Dealing with concerns regarding preservice teacher performance:

This 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.

Time is of the essence

- An "At Risk" interview must be arranged with the preservice teacher, school professional experience coordinator and the supervising teacher/s. At this interview the preservice teacher must be notified that he/she is considered at risk of failure. The school professional experience coordinator outlines the concerns and provides guidelines for addressing the concerns.
- Where possible the UQ Facilitator or a representative from the School of Education will be present during the school's 'At Risk' interview with the preservice teacher
- An "At Risk of Failure" form must be obtained from the School of Education's website, completed and signed by all parties. The original should be given to the preservice teacher, one copy faxed to the School of Education and copies retained by the school.
- A date for a review of performance should be set at one week from when the "At Risk of Failure form is signed by the preservice teacher.

If acceptable progress is not made, the UQ Facilitator, Director Professional Experience (33656869) or School of Education Professional Experience Placements Coordinator must be informed.

The Director Professional Experience will then consult with the school and UQ visiting staff and make a decision on the future of the preservice teacher.

Roles and Responsibilities of Stakeholders:

Preservice Teachers' Roles and Responsibilities

The following notes are taken from the material given to preservice teachers prior to commencement of any in-school professional experience:
For the period of any supervised teaching practice, preservice teachers cannot take sole responsibility for the oversight of students and must ensure that they are in the company of a registered teacher in any situation where students are in their care.

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

You are expected to assist with playground supervision, sports supervision, and other work as requested by school-based personnel during both the supervised teaching professional experience and the internship. However, while your involvement in a wide range of teaching situations is a valuable part of your school experience, you 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

Preservice Teachers' Roles and Responsibilities (cont'd)

Professionalism

The School of Education expects you to demonstrate a professional manner by:

- Complying with statutory requirements, in particular with those involving workplace, health and safety and child protection.
- Discussing the school's occupational health and safety policy and the ways in which it affects your professional experience with the school coordinator of preservice teachers (or their delegate). Where possible you should obtain and review a copy of this policy.
- Respecting the requirement for confidentiality. Discussion of any personal or academic information involving students should be restricted to appropriate staff at the school. This information should not extend to discussions with *anyone* outside of that school or be posted on social networking sites.
- Respecting the ethos of the school.
- Understanding that you are guests of the school and under the direction of the principal.
- Understanding the role of the supervising teacher as a supervisor and mentor.
- Managing your classes in accordance with school policy.
- Adhering to any dress or conduct codes.
- Using appropriate language at all times.
- Complying with instructions from school and UQ staff.
- Completing all designated tasks as required and according to deadlines and requirements.

Attendance

As a preservice teacher, you are expected to:

- Be punctual on all days and for all lessons.
- Arrive and leave the school at times in accordance with UQ School of Education policy, the school's policy and with the requirements of tasks on the particular day.
- Contact the placement school in accordance with their policy in the event of not being able to attend.
- Contact the UQ Professional Experience Placements Coordinator on the day of any absence via email.
- Provide a medical certificate to UQ for days missed through illness.
- Make up any day/s missed by arranging a mutually agreeable time with the school coordinator of preservice teachers and the supervising teacher/s. Make-up time must not conflict with on-campus commitments.
- Inform the UQ Professional Experience Placements Coordinator, by email, about the arrangements for make-up days.
- Make immediate contact with the school and UQ in the case of any serious problems arising that prevent you from continuing the professional experience. This should be supported by detailed explanation and the case will then be considered on its merits.

Preservice Teachers' Roles and Responsibilities (cont'd)

Lesson Plans
You are required to:

- Develop **written** plans for each lesson or activity taught
- 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.

Observation of lessons

You 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 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.

Roles and responsibilities of host school personnel

Note:

The personnel involved will include the school coordinator of preservice teachers, the supervising teacher and other school personnel who take a role in professional experience supervision of our 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 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 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 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 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 guidance 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.

The Supervising Teacher roles and responsibilities (cont'd)

- 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 M Teach Professional Experience 2 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.

Roles and Responsibilities of UQ School of Education Staff
General

Staff members of the School of Education have certain defined responsibilities during a professional experience. They are required to ensure compliance with all statutory requirements, policies and protocols of the University of Queensland. This includes ensuring that:

- The University of Queensland policies concerning assessment are followed (http://ppl.app.uq.edu.au/content/2.30.09-work-campus-safety).
- The preservice teacher is kept informed throughout the professional experience as to whether his/her progress is satisfactory.
- In all cases of dispute, processes are open and documented and the principles of natural justice are observed at each stage of any process.
- All course requirements are met and assessment follows processes approved by the School of Education.
- All the requirements of the program as accredited by the Queensland College of Teachers as registering body are met.
- Adequate, timely and ongoing support and advice are offered to the preservice teacher and to host school supervising staff.
- In particular staff members are required to ensure that timely and adequate advice and support is provided in any case when for any reason demonstrated performance of the preservice teacher is considered to be 'not satisfactory'.

Roles and Responsibilities of UQ School of Education Staff (cont'd)

School of Education Facilitators

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 in the professional experience.
- Negotiates a pattern of contact and visits. Time constraints may make a visit impractical in some cases involving a country placement. In these cases contact will be by e-mail 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 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.
- 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 internship or is requested by the Director.
- May choose to observe practice at any scheduled visit.
- Will, if requested by school personnel, arrange to observe practice.

FORMS FOR PROFESSIONAL EXPERIENCE

All of The University of Queensland forms relating to the professional experience are located on the School of Education website at https://education.uq.edu.au/primary-professional-experience-2 .

A password is needed to view the evaluation forms. This password is supplied to the school coordinator of preservice teachers prior to commencement of the professional experience. The supervisor/school coordinator should keep this password confidential and not disclose it to anyone, including the preservice teacher.

Evaluation forms are in Word format.

Supervisors' comments can be entered directly onto the form which can then be saved. The school coordinator of preservice teachers arranges for the original completed form to be given directly to the preservice teacher. A copy of the completed, signed form is forwarded to the School of Education by email, fax or by mail once all required days are completed.

Required form for supervised teaching practice:

Professional Experience 2 Evaluation Master of Teaching (Primary)
https://education.uq.edu.au/primary-professional-experience-2

Pay claim process:

There are now separate pay claim forms for supervising teachers and site coordinators. The pay claim forms and tax file number declaration form can be downloaded here:
https://education.uq.edu.au/primary-professional-experience-2

Please complete and forward the relevant pay claim form and tax file number declaration form to the School of Education as soon as possible after the completion of the professional experience.

(**Please note:** the tax file number declaration form is only required if it is your first pay claim for supervising a UQ preservice teacher or if you have changed your tax details since making your previous claim). The number of hours or days to claim will be the maximum for the professional experience, *unless the supervision is shared*. Relevant claim information is included with the pay claim form.

The claimed amount will be processed and paid into your account usually within four to six weeks of receipt of your pay claim. Please post, email or fax pay claims to:

Administration Officer (Placements)
School of Education
The University of Queensland
St Lucia Qld 4072
Email: pracpayclaims@uq.edu.au
Fax: 3365 7199

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