

WELCOME TO THE SCHOOL OF EDUCATION

In committing to undertake the Master of Teaching (Primary) program at The University of Queensland, you are embarking on a journey into a noble and rewarding profession. Not only will you develop the requisite knowledge, skills and dispositions, informed by contemporary research, to move from pre-service to beginning teacher, you will also make new friends and create essential networks with future colleagues.

This handbook, together with the supplied materials, will assist you to plan and prepare for engaging in the Master of Teaching (Primary) program. It is important that you read it carefully to ensure you are well prepared to commence the year in February. You should also attend the Orientation session with the Program Coordinator and immediately apply for a Blue Card as soon as you accept your offer into the program.

International Students

So that the School of Education is aware of when you will join us, please email us your arrival date (Email: education@uq.edu.au). Once you arrive in Brisbane, it is important that you visit us as soon as possible. This will be an opportunity for us to ensure you have all the necessary program information. We can be found on Level 4 of the Social Science Building (#24) Campbell Road on the St Lucia campus.

You should also ensure you attend a UQ *Getting Started* session for international students. These sessions are organised by Student Services to assist you with important procedures such as enrolment, banking, discounts on public transportation and arranging your student card. Information about *Getting Started* can be found at: <http://www.uq.edu.au/student-services/>.

We look forward to welcoming you to the School of Education.

If you have any questions, please do not hesitate to contact us.



Dr Linda-Dianne Willis
Master of Teaching (Primary)
Program Director

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1. GOALS AND PHILOSOPHY

The University of Queensland Master of Teaching (Primary) program aims to develop, educate and sustain teachers who can contribute innovatively and creatively to addressing the educational challenges of social, community and technological change.

Three major themes infuse the program:

- **Understanding difference:** critically engaging with the various forms of student, community, cultural, linguistic and gender difference, including special needs clientele.
- **Understanding education contexts:** critically engaging with the dynamic community, economic, global, national and virtual contexts which influence and mediate the practices of education.
- **Understanding teaching as a dynamic and changing form of professional and intellectual work:** critically engaging with the increasing technological, industrial and intellectual complexity of teaching as work.

2. PROGRAM COMPONENTS

The Master of Teaching (Primary) program consists of four components:

- Orientation
- Lectures, workshops and tutorials
- Professional Experience Program
- Professional Foundations Program (second year)

2.1 ORIENTATION

The Orientation session is held at the beginning of the first year of the program during the University's official orientation program. You should plan to attend this session to learn more about the program, meet your course coordinators and fellow students. Details of the date, time and location of this event can be viewed on the UQ Orientation website at www.orientation.uq.edu.au.

2.2 LECTURES, WORKSHOPS AND TUTORIALS

Typically you can expect up to 15 hours per week contact time between 8:00am and 8:00pm, Monday to Friday. Lectures are offered only once during the week, although tutorials and workshops in some courses may be offered more than once a week.

Lecture and tutorial timetable details will be available to students from late November/early December 2016.

Please note: 'Program' refers to the Master of Teaching (Primary) and 'Courses' refers to the subjects within the program (e.g. EDUC7535) according to University of Queensland terminology.

2.3 PROFESSIONAL EXPERIENCE PROGRAM OVERVIEW

The *Professional Experience Program* is designed to facilitate the transition from pre-service to beginning teacher. The program is closely linked to the on-campus courses.

EDUC7530 Professional Experience 1

10 single days

Professional Experience 1 in course EDUC7530 provides the opportunity to orientate you to school culture and student learning experiences through observation. This experience helps you to:

- Gain insight into the functioning of schools and the ways in which students negotiate those settings; and

- Gain an awareness of students' interests, expectations and aspirations, patterns of thinking, ways of learning and language use.

EDUC7535 Professional Experience 2

20 day block practicum

The Supervised Professional Experience in course EDUC7535 provides:

- Opportunities and encounters with classroom activities which will allow you, as a beginning teacher, to cope successfully by learning in the workplace with skilled practitioners; and
- Experiences which help give meaning to a variety of terms and propositions about students, teaching, learning and education.

EDUC7540 Professional Experience 3

30 day block practicum

The Supervised Professional Experience and Internship in course EDUC7540 aims to:

- Increase your autonomous decision making as a beginning teacher;
- Enhance your ability to theorise and justify your professional practice; and
- Increase your skills and knowledge for teaching.

More information on these professional experiences is offered in Section 4, Professional Experience Program.

Note:

Students will not be able to enrol directly in these courses on SI-net.

- Before you are given permission to enrol, we will check that you have a current Blue Card, have completed the pre-service teacher risk assessment (once only), and, as required, have successfully passed prerequisite course/s.
- Prior to the start of the relevant semester, we will email your cohort when you may enrol in these.

2.4 PROFESSIONAL FOUNDATIONS PROGRAM

The *Professional Foundations Program* provides forums and presentations from, and interaction with, experienced teachers, potential Queensland employers and relevant stakeholders and serves as an induction into the teaching profession. It provides information about the varied employment options within the field of education. The Professional Foundations Program occurs prior to commencement of your second year in the week prior to the official UQ Orientation. Please refer to the 2017 School of Education calendar for the specific timings (Calendar found on School of Education website). Details of the program, including times and venues, will be posted on the School of Education website in the first week of February.

2.5 MEETING QUEENSLAND COLLEGE OF TEACHERS REGISTRATION REQUIREMENTS

The Professional Experience program has been developed around the Australian Professional Standards for Teachers (<http://www.qct.edu.au/Standards/>). The Queensland College of Teachers uses these seven standards for registration purposes. The program offered across the three professional experience courses provides opportunities for pre-service teachers to demonstrate competence across these standards. Therefore:

1. The teaching and learning approach centres on the progressive development of the understanding, skills and values set out in the standards;
2. Emphasis is placed on the three key facets or domains – professional knowledge, professional practice and professional engagement; and
3. The standards are addressed at appropriate times throughout the year.

3. PROGRAM STRUCTURE

The Master of Teaching (Primary) consists of 17 courses totalling 32 units (#32). *Refer to Section 2.3.

3.1 ENROLMENT

Year 1, Semester 1 (#9)	Year 1, Semester 2 (#9)
EDUC7500 Introduction to Education EDUC7525 Child and Adolescent Development for Educators EDUC7530 * Primary Professional Experience 1 (10 single days) EDUC7565 Numeracy in Primary and Middle Years of Schooling Contexts EDUC7575 Teaching Science in Primary Schools	EDUC7505 Teaching English as an Additional Language EDUC7510 Indigenous Knowledge and Education EDUC7535 * Primary Professional Experience 2 (20 day block) EDUC7550 Teaching English 1 EDUC7580 Teaching Humanities and Social Sciences Curriculum
Year 1, Summer Session (#6)	Year 2, Semester 1 (#8)
EDUC7515 Diversity and Inclusive Education EDUC7545 Teaching Technology and the Arts in the 21 st Century EDUC7570 Teaching Mathematics 1	EDUC7520 Teachers as Researchers EDUC7540 * Primary Professional Experience 3 (30 day block practicum) EDUC7555 Teaching English 2 EDUC7560 Health, Wellbeing and Education Pedagogical Content

3.2 COMPLETING YOUR ENROLMENT

All enrolments in courses are completed online via The University of Queensland's electronic enrolment system, [mySI-net](#). You will be provided with more information about mySI-net if you receive an offer for the program. Lecture and tutorial timetable details will be available through this system from late November/early December.

Sign on for tutorials and workshops will be completed electronically in the week preceding the commencement of lectures

3.3 ATTENDANCE POLICY

The Master of Teaching (Primary) program represents professional preparation in which you acquire the educational knowledge, skills and dispositions deemed necessary for beginning teachers. Our attendance policy reflects the School of Education's responsibility; responsibility not only to you as a Master of Teaching (Primary) student, but also to other members of the educational community, notably school students, school staff, employers and the Queensland College of Teachers.

The Program is full-time for 18 months (Year 1 – Semester 1, 2, Summer; Year 2 – Semester 1).

Lectures and tutorials may be scheduled any time between 8:00am and 8:00pm so it is necessary to be substantially free during the week to undertake scheduled classes and the professional experience days.

The professional experience must be completed full-time and blocks cannot be split.

You are required to attend all of the commitments both on campus and during the professional experience.

Attendance times at University are governed by your timetable. Attendance times during the professional experience are defined by the school at which you have been placed. 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.

Students who do not meet the attendance requirements as set out in the course profile for each of their courses may be refused permission to attend professional experience. Students who do not meet the attendance requirements of their professional experience may have their professional experience cancelled and a failing grade awarded.

4. PROFESSIONAL EXPERIENCE PROGRAM

The Professional Experience Program in the Master of Teaching (Primary) is designed to facilitate the transition from pre-service to beginning teacher.

4.1 PROFESSIONAL EXPERIENCE ORGANISATION

Professional experience placements are largely determined by the availability of places offered by schools. Transport arrangements and special needs relating to physical disabilities and family commitments may be considered. However, transport arrangements may necessitate travel time of up to 90 minutes or more one way to attend professional experience. There is no guarantee that student preferences will be accommodated.

Professional Experience is governed by an industrial agreement and therefore all communication regarding placement organisation must be between the University and Schools' Professional Experience coordinators. As schools only deal directly with the University, you should not 'cold call' school administration/principals to see if they can give you a place.

If previous contact or professional experience with schools has resulted in an offer of a place being made to you, you may make contact with the teacher to see they are still interested. If they are willing, you should contact the Administration Officer (Placements) at the School of Education who will negotiate that place with the School's Professional Experience Coordinator.

There is no guarantee that you will receive a placement with that teacher or at that school as the final decision will be made by that school's coordinator.

4.2 PLACEMENTS IN OUTER BRISBANE DISTRICTS

The School of Education encourages pre-service teachers to consider a placement in the outer Brisbane districts west of Ipswich (e.g. Laidley, Rosewood); Caboolture (e.g. Caboolture, Deception Bay); Bayside (e.g. Wellington Point, Victoria Point); and Logan-Albert (e.g. Beenleigh). Due to their locality these districts attract limited placement requests from pre-service teachers but schools are willing to mentor pre-service teachers for their professional experience.

Pre-service teachers who meet the selection criteria for these districts may be eligible for financial assistance during the professional experience. The number of recipients, the value of the assistance and the determination of pre-service teacher priority is at the discretion of the School of Education.

4.3 PROFESSIONAL EXPERIENCE REGISTRATION FORM (ONLINE)

The Professional Experience Registration form gives you the opportunity to provide information relevant to your professional experience placement including location, transport arrangements, special requests/consideration and conflict of interests (see Section 4.6). Your registration form lets us know that you are intending to enrol in the course, thereby requiring a professional experience placement, and triggers the permission-listing procedure.

While every effort is made to secure a placement close to your preferred location, this may not be possible and alternatives will be discussed with you. Completion and submission of the form is evidence that you have read and accepted the Policy and Guidelines for Professional Experience Placements (see Section 4.6).

4.4 NOTIFICATION OF PLACEMENT

For metropolitan placements, notification is generally two weeks prior to the commencement of the professional experience period. Pre-service teachers with placements at rural or remote schools are contacted as soon as the information is available to allow time for travel and accommodation arrangements.

You must contact the professional experience school in the two weeks preceding the professional experience to confirm details and arrangements. Contact names and details of your host school will be emailed directly to your student email account from the placements team. You will receive a Professional Experience Handbook before the commencement of the professional experience.

4.5 POLICY AND GUIDELINES FOR PROFESSIONAL EXPERIENCE PLACEMENTS

The School of Education is committed to providing equitable, quality professional experience placements for its pre-service teachers. The policies and guidelines below should be read in conjunction with the UQ Policy and Procedures Library – 3.10.04 Placement Courses. <https://ppl.app.uq.edu.au/content/3.10.04-placement-courses>.

The School of Education ensures that students learn to work with a wide range of learners. This is achieved through the following policies and guidelines:

- a. Pre-service teachers will be placed in a school setting where they will experience a range of teaching/learning activities.
- b. Placements can only be arranged by the School of Education Administration Officer (Placements). Pre-service teachers and members of their family must not, under any circumstances, organise their own placement.
- c. Pre-service teachers are required to submit their professional experience registration on time.
- d. Pre-service teachers will not be placed in a school in which a conflict of interest occurs.
The School of Education interprets that ‘conflict of interest’ may arise from a number of conditions including family members enrolled or on staff or paid employment. Failure to notify the School of Education of a conflict of interest may jeopardise the placement.
- e. The Director of Professional Experience must be informed in advance of any medical, psychological, psychiatric or physical condition that may impact on the pre-service teacher’s performance. Such notification will be treated in confidence and will be used to determine appropriate support (Privacy Policy at <https://ppl.app.uq.edu.au/content/1.60.02-privacy-management>).
- f. Pre-service teachers may request special consideration for placement. Employment commitments are not considered grounds for special consideration.
- g. Should a change to the status of a student’s Blue Card occur the student must contact the Director of Professional Experience.
- h. Once a placement has been confirmed, no changes will be permitted, except in exceptional circumstances and with the approval of the Director of Professional Experience.
- i. Any changes to address or conflict of interest circumstances must be submitted in writing to the Administration Officer (Placements) at education@uq.edu.au.

4.6 BLUE CARDS

You must obtain a Blue Card before attending any professional experience. If you do not have a current Blue Card:

1. Collect an application or authorisation form from the School of Education Front Office or download it from the School of Education website at <http://www.uq.edu.au/education/blue-card-information-for-students>.
2. Take the completed form with two pieces of identification to the School of Education Front Office by the due date listed in the *Summary of Important Dates* (see inside cover).
3. A member of the School of Education staff will complete the Identification Check before sending the form to Blue Card Services.
4. Your Blue Card will be sent to the postal address on the application form.
5. At the time that the card is issued, Blue Card Services sends a letter to the School of Education regarding the status of your Blue Card.

Note: You are required to complete the Blue Card application form and submit it to the School of Education within a week of accepting your offer in QTAC. See *Summary of Important Dates* (inside cover) for specific due dates.

If you are currently living more than 50 kilometres from The University of Queensland, you will need to arrange for an appropriate person to complete Part D, as well as the additional 'Identification verification by a prescribed person' form available on the School of Education website <http://www.uq.edu.au/education/blue-card-information-for-students>. Please send completed forms to:

Teacher Education Office
School of Education
The University of Queensland
Brisbane Qld 4072
Australia

We then complete the form and forward it to Blue Card Services.

We strongly advise you not to leave this process until you commence the program or, if you are an international student, until you arrive in Australia. It can take up to six weeks to process a Blue Card application and you will not be able to commence any professional experience until the School of Education has received documentation from Blue Card Services confirming your Blue Card status.

Please note: If you are not currently living in Australia you may use the following as your 'Current postal address':

C/- Margaret Schuls
School of Education
The University of Queensland
Brisbane Qld 4072

You will be able to collect your card from the School of Education when you arrive in Australia.

Note: If you have applied for/received a 'Blue Card' through an organisation other than the School of Education, you must submit an 'Authorisation to confirm a valid blue card' form. This form is available from the School of Education office or can be downloaded from the School of Education website at <http://www.uq.edu.au/education/blue-card-information-for-students>. Forms should be submitted to the School of Education office.

4.7 PROFESSIONAL EXPERIENCE OH&S RISK ASSESSMENTS

The University of Queensland requires students to read any Risk Assessments which relate to their pre-service teacher school placements. The Risk Assessments relate to general classroom teachers. All students are required to read the Risk Assessments appropriate to them before they attend the next school placement. You will be provided additional information at the Orientation Session and sent the link in an email early in the year. No student will be permitted to enrol in a professional experience course until the risk assessment is completed.

5. KEEPING IN CONTACT

The school of Education website: <https://education.uq.edu.au/> should be your first point of call when you have any questions about your program and events.

It is most important that you update your contact details in mySI-net, including a contact phone number. We rely on the information that you provide to contact you throughout the year. It is your responsibility to keep this information up-to-date, especially when you are on professional experience. The usual method of contacting you is via your student email address. Please check this account daily.

6. GRADUATING FROM THE MASTER OF TEACHING (PRIMARY)

6.1 GRADES

To obtain a pass in a course within the Master of Teaching (Primary), you must achieve at least a grade of P or 4. To obtain a passing grade in all courses, you are required to satisfactorily complete all prescribed activities including attendance at, and contributions to: lectures, seminars and tutorials, performance of laboratory, field and practical work, completion of assignments, and satisfactory passing of examinations.

6.2 GRADUATION CEREMONY

The graduation ceremony takes place in July.

Graduations are organised by The University of Queensland Graduations Office. If you are eligible for graduation you will be contacted by the Graduation Office with details of the ceremony, after grades have been finalised. For additional information visit: www.uq.edu.au/graduations.

6.3 GRADUATE OUTCOMES

Professional Knowledge

Graduates will:

- Possess broad, deep, critical and current knowledge and understanding of the academic disciplines from which their subject content is derived;
- Possess broad, deep, critical and current knowledge and understanding of the students they will teach, recognising the influence of cultural, developmental, gender and other contextual factors on students' learning;
- Possess broad, deep, critical and current knowledge and understanding of the educational basis and role of assessment in teaching;
- Possess broad, deep, critical and current knowledge and understanding of contemporary educational issues and debates;

- Demonstrate a high level of proficiency in their own oral and written language, and numeracy ability;
- Be proficient in the use of new technologies in learning environments and in their professional working lives;
- Possess knowledge of how students learn within curriculum areas including an understanding of multi-literacies within these curriculum areas.

Professional Practice

Graduates will be able to:

- Plan purposeful and coherent learning programs to achieve specified student learning outcomes that align curriculum, pedagogy and assessment and that are socially just and inclusive;
- Create and maintain learning environments that: maximise every student's learning opportunities recognising their diverse language and socio-cultural realities and diverse abilities and interests; foster independent and cooperative learning; incorporate a broad and flexible repertoire of teaching strategies; engage learners actively in developing knowledge; are intellectually challenging; develop purposeful and productive dialogue; develop critical inquiry; are emotionally supportive and physically safe; and connect with the world beyond school;
- Use a range of strategies consistent with learning goals to monitor and assess student progress;
- Maintain ongoing, informative records of student learning outcomes;
- Provide constructive, purposeful and timely feedback to students, their care givers, and to school authorities as required.

Professional Engagement

Graduates will:

- Demonstrate a commitment to reflective practice and to improving their teaching;
- Be committed to ongoing professional learning;
- Demonstrate active professional involvement in the school, the profession and wider communities;
- Demonstrate ethical and socially just professional practice;
- Operate within the framework of the law and regulation;
- Work collegially within school and wider learning communities.

6.4 TEACHER REGISTRATION

Anyone who wishes to teach in Queensland schools must be registered with the Queensland College of Teachers. Upon graduation from an initial teacher preparation program, including the MTeach (Primary) graduates are eligible to apply for registration with the Queensland College of Teachers. Further information is available on the Queensland College of Teachers website: <http://www.qct.edu.au/>

The University will send a list of students' names to the Queensland College of Teachers once grades and eligibility to graduate have been confirmed.

6.5 EMPLOYMENT OPPORTUNITIES

The School of Education and the Queensland College of Teachers are not employing authorities. The School of Education provides you with information on employment opportunities from various local, national and international employing authorities during the *Professional Foundations Program*.

Information concerning teacher employment in Queensland can be obtained from the various employing authorities including:

Education Queensland <http://education.qld.gov.au/hr/recruitment/>

Catholic Education Office <http://www.bne.catholic.edu.au/>

7. SCHOOL OF EDUCATION CONTACT DETAILS

By mail:

School of Education
The University of Queensland
St Lucia Qld 4072

In person:

Level 4
Social Sciences Building (#24)
St Lucia Campus

By phone:

Phone: +61 7 3365 6550
Facsimile: +61 7 3365 7199

By email:

education@uq.edu.au

Website:

<https://education.uq.edu.au/>

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