

WELCOME TO THE SCHOOL OF EDUCATION AT THE UNIVERSITY OF QUEENSLAND

Congratulations on being offered a place in the Bachelor of Education at the University of Queensland. We look forward to welcoming you into the School of Education community and hope that your time with us will be productive as you embark on the path to an exciting and rewarding career in education.

We know that the first weeks at UQ can be daunting for first year students. Consequently, we have organised a Welcome Session for you during Orientation Week and prepared the Bachelor of Education First Year Student Handbook to ease you into study as a pre-service teacher.

This handbook contains essential information about your program and its structure, your responsibilities and some specific policies relevant to being a pre-service teacher.

Attendance at the School of Education Welcome Session is compulsory. This session is designed to assist with understanding administrative procedures relating to enrolment, course selection, attendance and professional experience organisation. It will also be a time to meet other students in the program and to make new friends.

We encourage you to attend other activities that run during Orientation Week. There are many activities on offer that will assist with your transition to study on a university campus. Details of Orientation Week are available at <http://www.uq.edu.au/orientation/>

Should you require any assistance with your program please feel free to contact us at the School of Education office, Level 4, Social Sciences Building (#24). You can also send an email to education@uq.edu.au or visit the School of Education website at www.uq.edu.au/education.

We wish you every success with your studies and future career in Education.

Dr Simone Smala
Primary Program Director

Dr Carmen Mills
Secondary Program Director/

The information in this handbook is correct at the time of printing. However, students should refer to the Courses and Programs website at www.uq.edu.au/study for definitive information on all program and course rules and structure.

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1 GOALS AND PHILOSOPHY

The University of Queensland Bachelor of Education (Primary and Secondary) programs prepare teachers for education in a world of rapid social and technological change. As pathways to a variety of careers, the education programs serve to prepare graduates who can deliver flexible and creative teaching approaches to cater for the diverse learning needs of children and young adults and for changing living and working environments.

These programs have been designed to offer students access to the resources and facilities available at the University of Queensland. Bachelor of Education (Primary) students can undertake a minor, such as Sport and Physical Activity Leadership, Religion, History, or a language. Bachelor of Education (Secondary) students select two specialist teaching areas.

The Bachelor of Education program provides students with a globally-focused, innovative education, in which:

- problem solving and problem posing are natural learning and teaching approaches, designed to enhance deep learning and connected knowledge;
- strategies that ignite passion for learning are at the forefront of all learning experiences; and,
- technology is used imaginatively and is integral to the teaching and learning process, capitalising on students' experiences and ways of working and learning.

2 SCHOOL OF EDUCATION ACADEMIC CALENDAR

Professional experience requirements within the Bachelor of Education necessitate the School of Education to vary their Academic Calendar each year. This means that semester start and end dates, assessment and vacation periods may operate at different times than the University's published Academic Calendar.

All Bachelor of Education students are required to check the School of Education's Academic Calendar at www.uq.edu.au/education.

3 PROGRAM COMPONENTS

The Bachelor of Education (Primary) is a four-year program. Students will complete the required Education courses as well as four courses from a list of minors that are offered by other schools at The University of Queensland. Courses can be from a single minor or selected across two or more minors.

The Bachelor of Education (Secondary) is offered in conjunction with a range of carefully chosen UQ non-Education programs (Arts, Business Management, Music and Science), and prepares students for teaching subjects taught in Queensland secondary schools.

There are three components embedded within each of the Bachelor of Education programs:

- Academic and Professional Enrichment Programs;
- Lectures, workshops and tutorials; and
- Professional Experience Program.

3.1 ACADEMIC AND PROFESSIONAL ENRICHMENT PROGRAMS

Attendance at these activities is compulsory.

The *Welcome Session* held during Orientation provides an opportunity to learn more about the program and how to get started.

The *Professional Foundations Program* provides forums and presentations from experienced teachers and relevant stakeholders and serves as an induction into the teaching profession for students entering the final year of their program. This program is scheduled before the start of semester 1 of the final year and students are strongly advised to check with the School of Education before making holiday arrangements in the vacation period leading up to the final year.

3.2 LECTURES, WORKSHOPS AND TUTORIALS

To complete a program within the designated time, students need to enrol in 4 courses each semester, a total of 8 units. Typically each course is worth 2 units. Contact time consists of lectures, tutorials and/or workshops.

3.3 PROFESSIONAL EXPERIENCE PROGRAM

Students are required to complete a minimum number of days of professional experience in an appropriate educational setting. In the Primary program this will include 80 days supervised professional experience throughout the program and 15 days internship. In the Secondary program students will complete 85 days supervised professional experience throughout the program.

3.4 ATTENDANCE POLICY

Our programs represent professional preparation in which you acquire the educational knowledge and skills deemed necessary for beginning teachers. Our attendance policy reflects the School of Education's responsibility; responsibility not only to you as a pre-service teacher, but also to other members of the educational community, notably school students, school staff, employers and the Queensland College of Teachers.

You are required to attend all of the commitments both on campus and during the professional experience. The professional experience must be completed full-time and blocks cannot be split.

Each degree is full-time but may be taken part-time with permission; however, there are no separate lectures for part-time students. Lectures and tutorials may be scheduled any time between 8am and 8pm so it is necessary to be substantially free during the week to undertake scheduled classes and the blocks of teaching 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 BACHELOR OF EDUCATION (PRIMARY)

4.1 PROGRAM OVERVIEW

The Bachelor of Education (Primary) program consists of 32 courses (#64 units) over four years.

4.2 PRIMARY COURSES

Year 1	
Semester 1	Semester 2
EDUC1029 Introduction to Education	EDUC1706 Introduction to Role of Science and Technology in Education
EDUC1702 Child and Adolescent Development	EDUC1707 Literacy in Primary and MYS Contexts
EDUC1703 Numeracy in Primary and MYS Contexts	EDUC1708 Education & Australian Society
EDUC1704 Education and Creativity: Pedagogical Content Knowledge	EDUC1715 * Primary Professional Experience 1
Year 2	
Semester 1	Semester 2
EDUC2707 Health, Well-being and Education	EDUC2703 Teaching Mathematics 1
Pedagogical Content Knowledge	EDUC2706 Teaching English 1
EDUC2716 Learning Mind and Education	EDUC2714 * Primary Professional Experience 3
EDUC2712 * Primary Professional Experience 2	Elective
Elective	
Year 3	
Semester 1	Semester 2
EDUC2704 Early Years Curriculum Foundations	EDUC2090 Multicultural and Indigenous Knowledge and Education
EDUC3701 Diversity and Inclusive Education	EDUC3706 Teaching Mathematics 2
EDUC3702 Teaching Health and Physical Education	EDUC3707 Teaching Studies of Society and Environment
Elective	EDUC3714 Primary Professional Experience 4
Year 4	
Semester 1	Semester 2
EDUC3703 Teaching Technology and the Arts in the Twenty-first Century	EDUC4703 Teachers as Professionals (#4)
EDUC3705 Teaching Science in Primary and Middle Schools	EDUC4714 * Primary Professional Experience 5 (#4)
EDUC4702 Teaching English 2	
Elective	

* Enrolment in Professional Experience courses:

Students will **not** be able to enrol directly in professional experience courses on mySI-net. Prior to the relevant semester/s, School of Education staff will check the following: successful completion of prerequisite course/s, blue card status and completion of pre-service teacher risk assessment (once only). Prior to the relevant semester, we will email your cohort to advise when you can enrol in the professional experience course.

4.4 MINORS / ELECTIVES

To develop wider expertise in a particular area/discipline students will select either a minor (4 related courses in one subject area) or electives (4 relevant courses unrelated to one another). Courses for the minors and electives are available on the Course List on the Courses and Programs website at www.uq.edu.au/study

Students completing the Bachelor of Education (Primary) must complete 2 courses which are directly related to the same curriculum area as part of the minor/elective requirement.

Please note: Courses within each of the minors are existing courses offered by schools other than the School of Education. Your access to these courses depends on your timetable and the availability of the courses. You need to be flexible in your selection of minors as your compulsory courses within the Bachelor of Education timetable will take precedence over the minor's timetable.

You are not required to nominate your minor.

4.5 HONOURS

Students undertaking a four year Bachelor of Education (Primary) program may be eligible to graduate with Honours.

4.5.1 ELIGIBILITY FOR HONOURS ENTRY

High performing students will be identified and invited to apply for Honours at the end of third year of the program. Performance will be based on students gaining a minimum GPA of 5.8 across all courses from the year 1, year 2, and year 3 course list from the Courses and Programs page (www.uq.edu.au/study).

Please contact the School of Education (education@uq.edu.au) before seeking credit in courses.

4.5.2 AWARD FOR CLASS OF HONOURS

The class of honours is calculated on the basis of the grade point average of the results obtained by a student in the first attempt across 18 units of graded core courses from year 3 semester 2, year 4 semester 1, and year 4 semester 2 of the Bachelor of Education (Primary) (Honours) course list.

Please contact the School of Education (education@uq.edu.au) before seeking credit in these courses.

For on-course honours, the weighted GPA is used to calculate the class of honours. Standard cut-offs recommended by the University are given in [Policy 3.50.12](#).

5 BACHELOR OF EDUCATION (SECONDARY) DUAL PROGRAMS

5.1 PROGRAM OVERVIEW

The Bachelor of Education (Secondary) combined with a Bachelor of Arts, Business Management or Science consists of #32 courses of the non-Education degree that provide the prerequisites for two teaching areas and #32 of Education courses. The Bachelor of Music/Bachelor of Education consists of #48 of Music courses and #32 of Education courses.

The Education courses are made up of: Part A, studied in the first three years (four years – Music) and Part B (the Professional Year), being the final year of the program.

5.2 PART A

Part A aims to develop knowledge of issues pertinent to the context for education, schooling and teaching. It requires completion of #16 (units) of Education courses. These must be completed in conjunction with the non-Education program. Advice regarding the completion of the non-Education program should be obtained from the faculty that manages the program (i.e. Bachelor of Arts is managed by the Faculty of Humanities and Social Sciences).

EDUC1049	Learning Tools for the 21 st Century		
EDUC1029	Introduction to Education		
EDUC2716	Learning, Mind and Education	OR	EDUC3001 Learning, Mind and Music Education (Music students only)
EDUC3701	Diversity and Inclusive Practice		
EDUC2090	Indigenous Knowledge and Education		
EDUC2049	Identity, Youth Culture and Education		Includes 10 day school placement
EDUC3079	Becoming a Professional Educator	OR	EDUC3002 Becoming a Professional Music Educator (Music students only)
EDUC3099	Towards Professional Practice		Includes 15 day school placement

5.2.1 COURSE SELECTION FOR SPECIALIST TEACHING AREAS

The Specialist Teaching Areas available to students are based on their non-Education program which provides the content knowledge required to teach those subjects in Queensland schools. A list of the available Specialist Teaching Areas (STA) is below.

Program	Possible Specialist Teaching Areas (STAs)	Course Composition
Arts	Aboriginal and Torres Strait Islander People Studies, Chinese, Drama, Economics, English, English as a Second Language, Film, Television and New Media, French, German, Geography, History, Japanese, Legal Studies, Mathematics, Philosophy, Music, Spanish, Learning Support, Studies in Religion, Study of Society	<p>1. Select two STAs and complete the related Arts major of each (see the Dual Program Planner on myAdvisor).</p> <p>2. Any combination of Aboriginal and Torres Strait Islander People Studies, Drama, Economics, English as a Second Language, Legal Studies, Film, Television and New Media, Philosophy, Special Needs, Studies in Religion and Study of Society is not possible.</p> <p>3. Health and Physical Education is not an option in this program. See a School of Education Academic Advisor.</p>

Business Management	Business Organisation & Management/BCT and Economics	Complete Economics major.
Music	Classroom music Instrumental music Choral music	Refer to the Dual Program Planner for the courses in which you must enrol (see myAdvisor).
Science	Biology, Chemistry, Geography, Information Processing and Technology, Mathematics, Physics, Science 21 and Earth Sciences.	<p>1. Select a major and a minor from the Bachelor of Science/Bachelor of Education Course List (see the Courses and Programs website).</p> <p>2. More information about the majors and minors and the teaching areas can be viewed on the Dual Program Planner (see myAdvisor).</p>

Students should refer to the following websites for additional information:

Courses and Programs	www.uq.edu.au/study	Program rules and course lists
My Advisor	www.uq.edu.au/myadvisor	Dual Program Planners
School of Education	www.uq.edu.au/education	<p>School of Education Academic Calendar</p> <p>Blue card forms</p> <p>Risk Assessment module</p> <p>Upcoming event information</p>

5.3 PART B PROFESSIONAL YEAR

5.3.1 ENTRY INTO THE PROFESSIONAL YEAR

The requirements of the non-Education program, the prerequisites for 2 teaching areas and Part A of the Bachelor of Education program must be completed before starting the Professional Year.

Students must register to enrol in *EDUC3099 Towards Professional Practice* by completing a registration form including details such as selected teaching areas, location and transport arrangements to prepare professional experience placements. Students will complete and submit the *EDUC3099* registration form at the end of the course *EDUC2049 Identity, Youth Culture and Education*.

Students who have a language other than English as a teaching area may be invited to attend a Language Proficiency interview held prior to commencing the Professional Year.

5.3.2 PROFESSIONAL YEAR ENROLMENT

The Professional Year develops professional expertise for teaching. Periods of on-campus lectures, tutorials and workshops are alternated with professional experience blocks in schools. Students will have the following enrolment pattern for the Professional Year:

Semester One	Semester Two
EDUC4710 Introduction to Professional Practice (#2)	EDUC4715 Professional Practice (#2)
Year Long Courses Students will enrol in <i>EDUC4700 Teachers as Researchers</i> (#2), #8 of Curriculum Foundation and Specialist Teaching Area courses that directly relate to the majors of their non-Education degree, and an elective (#2).	

6 PROFESSIONAL EXPERIENCE PROGRAM

6.1 PROFESSIONAL EXPERIENCE STRUCTURE

The Professional Experience Program is a planned developmental program designed to facilitate the transition to beginning teacher. Each professional experience course consists of an on-campus program and professional experience program.

6.1.1 ON-CAMPUS PROGRAM

The on-campus program develops knowledge and skills in the following areas of professional competence:

- Understanding of teaching and learning in a changing teaching environment;
- The skills required to apply knowledge of curriculum, pedagogy and assessment to the planning and management of supportive and intellectually challenging teaching/learning interactions;
- Communication skills using a range of literacies relevant to the professional role in a teaching environment;
- Understanding of ethical professional practice in a learning community; and
- Skills of analytical reflection.

6.1.2 EMBEDDED PROFESSIONAL EXPERIENCE PROGRAM

The embedded professional experience program is closely linked to the on-campus courses. It provides opportunities for purposeful supervised in-school experiences to increase pre-service teachers' understanding of themselves as teachers, the students they will teach, the contexts in which they will teach, and of the teaching/learning process. Pre-service teachers will:

- Gain insights into the functioning of schools and the ways in which students negotiate those settings;
- Gain an awareness of students' interests, their expectations and aspirations, their patterns of thinking, their ways of learning and their use of language in communicating with peers and adults;
- Be provided with opportunities and encounters with classroom activities which will allow them to cope successfully by learning in the workplace with skilled practitioners;
- Be provided with experiences which help give meaning to a variety of terms and propositions about students, learning, teaching and education;
- Increase their autonomous decision making;
- Enhance abilities to theorise and justify their professional practice;

- Increase skills and knowledge for teaching;
- Foster collaboration amongst The University of Queensland, schools, employers and unions; and
- Enhance the professional growth of all participants – beginning teachers, mentors and UQ advisers.

6.2 PROFESSIONAL EXPERIENCE SCHEDULE

6.2.1 PRIMARY SCHOOLING BACHELOR OF EDUCATION SINGLE PROGRAM

Course Code	Number of Days	Semester and Year	Notes
EDUC1715	10 single days	Semester 2, Year 1	during semester
EDUC2712	10 single days	Semester 1, Year 2	during semester
EDUC2714	10 day block	Semester 2, Year 2	after exam block
EDUC3714	20 day block	Semester 2, Year 3	during semester
EDUC4714	30 day block + 15 day internship	Semester 2, Year 4	during semester

6.2.2 SECONDARY DUAL PROGRAMS

Course Code	Number of Days	Semester and Year	Notes
EDUC3099	10 day block	Semester 2, pre-Professional Year	after exam block
EDUC4710	35 day block	Semester 1, Professional Year	during semester
EDUC4715	45 day block	Semester 2, Professional Year	during semester

Enrolment in Professional Experience courses:

Students will **not** be able to enrol directly in professional experience courses on mySI-net. Prior to the relevant semester/s, we will check the following: successful completion of prerequisite course/s, current blue card and completion of pre-service teacher risk assessment (once only). Prior to the relevant semester, we will email your cohort to advise when you can enrol in the professional experience course.

6.3 PROFESSIONAL EXPERIENCE ORGANISATION

Professional experience placements are largely determined by the teaching areas and the places offered by schools. Transport arrangements and special needs relating to physical disabilities and family commitments will also be considered. However, transport arrangements may necessitate extended travel time to attend professional experience.

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 may make contact with the teacher to see they are still interested. If they are willing you should contact the Professional Experience Placement Coordinator 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.

6.3.1 PLACEMENTS IN OUTER BRISBANE DISTRICTS

The School of Education encourages pre-service teachers to consider a placement in the outer Brisbane districts of Moreton West (e.g. Laidley, Rosewood), Sunshine Coast South (e.g. Caboolture, Deception Bay), South East – Bayside (e.g. Wellington Point, Victoria Point), 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 during their professional experiences.

Pre-service teachers who meet the selection criteria may be eligible for financial assistance during the professional experience. The School of Education is able to offer a limited number of travel scholarships. However, the number of scholarships awarded, the weekly rate and the determination of pre-service teacher priority is at the discretion of the School of Education.

Rural and remote professional experience can also be requested by email to education@uq.edu.au

6.3.2 PROFESSIONAL EXPERIENCE REGISTRATION

The Professional Experience Placement form gives pre-service teachers the opportunity to indicate a residential suburb, transport needs during professional experience and any other needs. If a student is expecting to reside in more than one suburb during the professional experience period, the student is required to inform the Professional Experience Placements Coordinator. You will be sent an email with a link to the online form when we require that information.

6.3.3 NOTIFICATION OF PLACEMENTS

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

6.4 POLICY AND GUIDELINES FOR PROFESSIONAL EXPERIENCE PLACEMENT ALLOCATION

The School of Education is committed to providing equitable, quality professional experience placements for its pre-service teachers.

The following policies and guidelines should be read in conjunction with the UQ Policy and Procedures Library 3.10.04 Placement Courses at <http://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 prac@uq.edu.au.

6.5 ENROLLING IN PROFESSIONAL EXPERIENCE COURSES

Permission is required to enrol in the professional experience courses so we can ensure students have met the following requirements:

1. Completed the Professional Experience Placement Registration Form (see 6.3.2);
2. Hold a valid 'Blue Card' (see 6.6);
3. Have completed the OH&S Risk Assessment (see 6.7); and
4. Successfully completed program requirements to date.

Permission to enrol in professional experience courses will not be given until the grades for the preceding semester have been finalised and other checks are complete. An email will be sent to your student email account when permission to enrol has been given.

6.6 BLUE CARDS

Students in the Bachelor of Education are required to obtain a 'Blue Card' from the Commission for Children and Young People and Child Guardian in Queensland. This government body requires that students enrolled in teacher education programs to undergo screening – the Working with Children Check. The Blue Card is proof that one has successfully undergone the screening. Students under the age of 18 are required to obtain a Blue Card as well.

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

1. Collect an application form from the School of Education Enquiries 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 (as set out on page 3 of the application form) to the School of Education Front Office.
3. A member of the School of Education staff will complete the Identification Check before sending the form to the Commission.
4. Your 'Blue Card' will be sent to the postal address on the application form.
5. At the time that the card is issued, the Commission sends a letter to the School of Education regarding the status of your 'Blue Card'.

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.

Please note: It is the student's responsibility to keep their blue card valid at all times (e.g. renewing when expiration date approaches). We advise students to apply for a Blue card renewal 12 weeks before the expiration date as this is the estimated time to process a new Blue card through the Commission for Children and Young People and Child Guardian.

6.7 PROFESSIONAL EXPERIENCE OHS 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 (Math, English etc.) and other specific placements relating to Science (Laboratory, Agriculture). All students will be 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.

7 KEEPING IN CONTACT

www.uq.edu.au/education should be your first point of call when you have any questions about your program. All upcoming events will be advertised under 'News & Events' on the home page.

It is the student's responsibility to keep [mySI-net](#) contact information updated, especially when on professional experience. The usual method of contacting a student is via a student email address. Please check this account regularly.

8 SCHOOL OF EDUCATION CONTACT DETAILS

By mail:

School of Education
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Brisbane Qld 4072

In person:

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Facsimile: +61 7 3365 7199

By email:

education@uq.edu.au

Website:

www.uq.edu.au/education