

Master of Teaching (Primary)
Primary Professional Experience 1
Professional Experience Handbook

The University of Queensland - School of Education

M Teach - Primary Professional Experience 1

Preface from the Director

Thank you for participating in the professional experience component of The University of Queensland, School of Education Professional Experience Program (Master of Teaching Primary).

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

This handbook contains essential information for school-based personnel, pre-service teachers and UQ facilitators.

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

I hope that you enjoy The University of Queensland's Master of Teaching (Primary) professional experience program.



Dr Katie Cawte
Director of Professional Experience

IMPORTANT DATES

PROFESSIONAL EXPERIENCE 1 Thursday 16 March to Thursday 8 June 2017

Activity	Date/s	Notes
Preparation for Professional Experience	Various	Pre-service teacher makes contact with the school.
Supervised teaching practice	Thursday 16 March – Thursday 8 June	10 single days
Preparation of Professional Experience 1 Evaluation	Thursday 8 June	Evaluation completed by supervising teacher. The Evaluation is discussed with the pre-service teacher and signed by all parties.
Professional Experience 1 Evaluation given to pre-service teacher.	Thursday 8 June or on completion of approved make-up days	<p>1. Give the signed original evaluation form to the pre-service teacher. It is the pre-service teacher's responsibility to provide the fully-completed evaluation form to UQ.</p> <p>2. The school coordinator of pre-service teachers retains a copy of the evaluation form for school records.</p>
Pay claim forms	Thursday 8 June or on completion of approved make-up days	Supervising teacher and school coordinator complete pay claim forms. The Coordinator signs and posts, faxes or emails the 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-1-0> . See Page 14 for further information on accessing UQ forms.

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 1.5 years of full-time study and this is offered intensively over 18 calendar months by using a summer semester. The program consists of periods of on-campus lectures, tutorials and workshops, alternated with blocks of professional placements in schools.

Preservice teachers entering the M Teach program are at the start of a developmental continuum. EDUC7530 provides their first in-school professional experience. As professional knowledge and skills develop, they will be able to progress from observation of practice through the experience of closely supervised teaching practice in EDUC7535 to the level of consultative and collaborative practice appropriate to the roles and responsibilities of a beginning teacher in EDUC7540. Strong emphasis is placed on classroom practice with placements designed to provide the opportunities for the development of the specific knowledge and skills required of a beginning teacher. Preservice teachers will be given an opportunity to demonstrate that they have reached the required level of professional competence during EDUC7540.

All placements are supported by a team of university facilitators, whose role is to liaise, visit, observe practice, and support the pre-service teachers and school-based mentors.

Program Snapshot

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

Course Aims for Primary Professional Experience 1

- To begin to develop an understanding of teaching as a dynamic and challenging form of professional work
- To develop the skills of structured observation required for ongoing reflective practice
- To provide opportunity to develop and demonstrate a responsible and professional approach in interactions with all members of the school community
- To develop an understanding of the pervasive nature of, and strategies used to develop language, literacy and numeracy in learning and everyday situations
- To develop recognition of the impact of legislative, administrative and organisational requirements on the role of a teacher and the teaching and learning environment.

Goals of the professional experience component of the M Teach program

To be successful, the pre-service teacher must meet the standards set by the Queensland College of Teachers for graduates on completion of all professional experiences by demonstrating:

- A sound understanding of the importance of appropriate values and dispositions for teaching.
- The required level of performance in the areas of professional practice, knowledge and relationships in three key facets of teachers' work – teaching and learning, professional relationships and professional growth by:
- Their commitment to professional reflective practice and ongoing professional renewal.

Professional Experience Guidelines

During the professional experience pre-service teachers should have an opportunity to observe a range of classes and a range of discipline areas.

To facilitate this, pre-service teachers can work in collaborative pairs for this first professional experience.

The 'observation only' approach for the first professional experience has been adopted because:

- One of the aims of the Master of Education (Primary) is to graduate a reflective practitioner capable of autonomous practice and ongoing professional development.
- Pre-service teachers need to understand the context in which they will be working during future professional experiences.
- At this stage, pre-service teachers are not yet equipped with content and basic pedagogy knowledge to engage in supervised teaching. Pre-service teachers are expected to interact with and assist children as deemed appropriate by the supervising teacher.
- As early as possible, pre-service teachers should be given the opportunity to experience school life across the appropriate phases of learning.
- Few 'beginners' have knowledge of the levels of literacy and numeracy that can be reasonably expected at the various stages of learning.
- The School of Education believes that observation of successful practice is essential for the development of skills required for successful personal practice on graduation.
- Observation is a skill that can best be developed if structured.

It is expected that the EDUC7530 professional experience will provide the pre-service teacher with an opportunity to:

- Develop the skills of structured observation required for reflective practice through their professional program and later teaching career.

Use these developing skills to increase their knowledge of:

- The role of schools within communities
- The characteristics and needs of learners in the primary phase of learning
- The roles and responsibilities of the various members of school-based professional teams
- The importance of teamwork in an educational context
- The pervasive nature of language, literacy and numeracy in learning and everyday situations
- A range of teaching strategies and resources for supporting language, literacy and numeracy development across teaching areas and in different contexts
- The reasons for reviewing and upgrading personal skills in language, literacy and numeracy
- How the school and classroom environments influence learning and promote responsible behaviour for all students.

Develop and demonstrate a responsible and professional approach in their interactions with all members of the school community.

Reporting preservice teacher performance

On each day of their visit, the pre-service teacher is required to observe a targeted element relating to teaching practice. The pre-service teacher may use the School of Education observation sheet (available on the School of Education website) or design their own, as long as it contains identical information to that in the School's observation sheet.

Supervising teachers should review and sign the pre-service teacher's observation notes.

On the last visit, the supervising teacher is required to discuss and complete the **Professional Experience 1 Evaluation** form with the pre-service teacher (available on the School of Education website).

The school coordinator of pre-service teachers should arrange for the original of the completed form to be given directly to the pre-service teacher.

A copy of the signed form is forwarded to The School of Education by email, fax or by mail.

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 School of Education Administrative Officer (Placements) (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.

Cases where immediate action is required

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.
- Interact professionally with all members of the school community.

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 or School of Education Director of Professional Experience must be informed. The Director 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 the supervised teaching professional experience. 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)

Observation of lessons

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

The observations will ensure that you experience a wide range of learning situations and interactions with varying age groups.

You should discuss salient aspects of the lessons 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 your 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 (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 Supervising Teacher roles and responsibilities

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 with the preservice teacher.
- Provide induction on school policies and procedures particularly OH&S and Child Protection policies (this may also include providing Safe Operating Procedures for classes in labs).
- Provide a wide range of observation situations
- Provide guidance on class management procedures and on the broader school policies and procedures.
- 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 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 is requested by the Coordinator.
- 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-1-0> .

Evaluation forms are in PDF format.

Supervisors' comments can be entered directly onto the form which can then be saved. The school coordinator of preservice teachers arranges for the fully-signed original to be given directly to the pre-service teacher. The school coordinator of pre-service teachers is to send a copy of the evaluation form to the UQ School of Education by email prac@uq.edu.au or fax (07) 3365 7199 from an official school email account or fax number. The school coordinator of pre-service teachers also retains a copy of the evaluation form for the school's records.

Required form for supervised teaching practice:

Professional Experience 1 Evaluation Master of Teaching (Primary)

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 from the following website - <https://education.uq.edu.au/primary-professional-experience-1-0> .

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 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

The University of Queensland - School of Education Contacts

Dr Katie Cawte

Director of Professional Experience

The University of Queensland

St Lucia Qld 4072

Phone: (07) 3365 6869

Email: pracdirector@uq.edu.au

Mr Nathan Turville

Administration Officer (Placements)

The University of Queensland

St Lucia Qld 4072

Phone: (07) 3365 6862

Fax: (07) 3365 7199

Email: prac@uq.edu.au

Miss Jacqueline Fuller

Administration Officer (Placements)

The University of Queensland

St Lucia Qld 4072

Phone: (07) 3365 7223

Fax: (07) 3365 7199

Email: prac@uq.edu.au

Observation focus and school workshop topics for single day school visits	
School Visit 1 16 th March	Observation focus: Settling in; checking on school routines, policies and procedures
	School workshop topic: Communication within a school community and introduction to structured classroom observation skills
School Visit 2 23 rd March	Observation focus: Communication within a school community
	School workshop topic: Organisation of the curriculum
School Visit 3 30 th March	Observation focus: Organisation of the curriculum
	School workshop topic: Literacy and numeracy across the curriculum
School Visit 4 27 th April	Observation focus: Literacy and numeracy
	School workshop topic: Individual student needs - diversity
School Visit 5 4 th May	Observation focus: Catering for individual needs and student diversity
	Student workshop topic: Science inquiry and curriculum
School Visit 6 11 th May	Observation focus: Science inquiry and curriculum
	School workshop topic: Introduction to classroom management
School Visit 7 18 th May	Observation focus: Introduction to classroom management
	School workshop topic: Teaching strategies used for different learning activities that take into account the physical layout of the learning space.
School Visit 8 25 th May	Observation focus: Teaching strategies and the use of physical layout of the classroom
	School workshop topic: Monitoring student performance
School Visit 9 1 st June	Observation focus: Questioning techniques to monitor student learning
	School workshop topic: ICT in the classroom and across the school
School Visit 10 8 th June	Observation focus: The use of ICT in enriching learning
	School workshop topic: Teaching resources