

Bachelor of Education

Primary Professional Experience 1
EDUC1715

Professional Experience Handbook

The University of Queensland - School of Education Primary Professional Experience Placement 1

Preface from the Director

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.

The Bachelor of Education (Primary) is a four-year preservice teacher preparation program designed to develop teachers who will work across the primary year levels.

Primary Professional Experience 1 is designed to provide an introduction to teaching in the context of a contemporary school setting. This is done through a closely linked series of on-campus workshops and school visits.

The on-campus workshop focus is on providing preservice teachers with the skills and confidence needed for effective communication and structured observation in their chosen school setting. This is achieved through group work and presentations.

A series of structured observation tasks during a series of 10 single day school visits is designed to develop an understanding of the wider school context in which they will ultimately work. Preservice teachers hone their communication skills by reflecting on their observations and sharing these reflections with their colleagues in the workshop which follows each visit.

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 in the Bachelor of Education 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, are 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
Director of Professional Experience

IMPORTANT DATES

PROFESSIONAL EXPERIENCE 1

Activity	Date/s	Notes
Preparation for Professional Experience	Various	Preservice teacher makes contact with the school.
Single days of professional experience	Mon 31 July to Fri 20 Oct	10 single days (one day per week – Monday or Wednesday)
Preparation of Professional Experience 1 Evaluation	Wednesday 18 October	Evaluation completed by supervising teachers. The evaluation should be completed collaboratively if more than one teacher is supervising. The evaluation is discussed with the preservice teacher and signed by all parties.
Return of Professional Experience 1 Evaluation	Friday 20 October	<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	Friday 20 October	Supervising teacher and school coordinator complete pay claim forms. The Coordinator signs and emails, faxes or posts 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> . See Page 11 for further information on accessing UQ forms.

Overview of the Bachelor of Education (4 year) program

The Bachelor of Education program is a four year pre-service teacher qualification designed to prepare graduates for teaching in the contemporary context.

The program focuses on the development of the professional knowledge and skills required for effective teaching practice through a series of on campus seminars and workshops and connected in-school professional experiences.

- Literacy and numeracy
- Diversity and differentiated learning
- Leadership and research
- Connected practicum

Preservice teachers follow a developmental continuum through the professional experience courses

As their professional knowledge and skill develop they progress from structured observation only in Year 1, through stages of supervised teaching practice, towards a level of consultative and collaborative practice appropriate to the roles and responsibilities of beginning teachers.

The success of each in-school placement (the connected practicum above) depends on the close alignment of the work covered in these courses with the studies undertaken in the core and elective courses in disciplinary studies, curriculum studies, learning theory, child development, pedagogy and leadership.

All on-campus course work and connected professional experience addresses the Australian Professional Standards for Teachers as adopted by the QCT, and supports the development of the level of professional knowledge and skills appropriate to the roles and responsibilities of beginning teachers.

Professional Experience 1 Aims and Objectives

After successfully completing EDUC1715 preservice teachers will be able to:

- Identify the language, literacy and numeracy demands of the curriculum areas observed on observation visits.
- Identify teaching and learning strategies and resources that teachers use to build on, and support, the development of students' language, literacy and numeracy skills.
- Identify teaching strategies that teachers use to provide students with an engaging and challenging, yet safe and supportive, learning environment.
- Identify the diverse backgrounds and characteristics of the students.
- Show understanding of the reasons underpinning the strategies that teachers use to ensure that all students feel included and valued.
- Review personal skills in responding to diversity and plan the development of this aspect of professional practice.
- Recognise the application of school and employing authority policies and procedures with regard to behaviour management and student safety.

Professional Experience 1 – Rationale for the “observation only” approach

The ‘observation only’ approach has been adopted because:

- Preservice teachers need to understand the context in which they will be working during future professional experiences.
- The School of Education believes that the focussed observation of successful practitioners is essential for the development of the knowledge and professional skills required for successful practice.
- Observation is a skill that can best be developed if structured.
- One of the aims of the Bachelor of Education is to graduate a reflective practitioner capable of autonomous practice and ongoing professional development. Observation of the work of professional educators and reflection on the strategies they use to ensure high quality teaching and learning is a first step towards the achievement of this aim.

At this stage in their teacher preparation pre service teachers:

- Have been involved in courses relating to the introductory concepts of education, child and adolescent development, numeracy and literacy.
- Are not yet equipped with the content knowledge and the basic pedagogy to engage in supervised teaching.
- Do not have knowledge of the levels of literacy and numeracy that can be reasonably expected at the various stages of learning.

Notes:

- Although preservice teachers at this stage do not have the knowledge and skills to plan, structure and deliver learning experiences they will gain a great deal from assisting their supervising teacher in any way that does not require these skills or knowledge.
- Preservice teachers are expected to interact with children in any learning activity deemed appropriate by the supervising teacher.
- Preservice teachers can work in collaborative pairs for this first professional experience.
- On each day of their visit, the preservice teacher is required to focus their observations on a targeted element relating to teaching practice.
- The preservice 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 preservice teacher’s observation notes.
- Preservice teachers are required to record their observations on each of the areas set out in the table of focus areas below. They should discuss their observations with the supervising teacher
- Before their next on-campus workshop, preservice teachers must prepare a 300 word summary on the targeted observation element for that week. It is not necessary for supervising teachers to review this work.

Focusing observations on a targeted element relating to teaching practice	
Focus	Activity
Focus for School Experience 1	Settling in-checking on various school policies
Focus for School Experience 2	Communication within a school community
Focus for School Experience 3	Observing students in a teaching/learning context
Focus for School Experience 4	Teaching strategies and the use of physical layout of the classroom
Focus for School Experience 5	Organisation of the curriculum
Focus for School Experience 6	Strategies used to keep students engaged and on task
Focus for School Experience 7	Questioning techniques to monitor student learning
Focus for School Experience 8	The use of ICT in enriching learning
Focus for School Experience 9	Strategies for enhancing skills in literacy and numeracy across the curriculum areas
Focus for School Experience 10	Catering for individual needs and student diversity

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.

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.

Preservice teacher's relationships with school students

The kind of relationship with students to strive for is one based on mutual respect. 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 this professional experience. However, 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 a school excursion

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 Placements Officers, by email (education@uq.edu.au), 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.

You should discuss salient aspects of the observed lesson or learning activity 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.

Classroom observations are intended to develop understanding of:

- Student learning
- A range of teaching strategies and the ways 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 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 school-based 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 the school's extra-curricular 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.

The School of Education requests 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 the pattern of observations 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 a wide range of observation situations.
- Foster a 'teaching colleague' or 'mentoring' relationship with the preservice teacher.
- Provide guidance on future overall development of the preservice teacher as a 'real' teacher.

Reporting preservice teacher performance:

On the last visit, the supervising teacher is required to discuss overall performance through the ten visit days with the preservice teacher and complete and arrange for the necessary signatures on the Professional Experience 1 Evaluation. This evaluation is available on the School of Education website. (See page 11 for details)

The school coordinator of preservice teachers should arrange for the original of the completed form to be given directly to the preservice teacher. A copy of the signed form is forwarded to The School of Education by email, fax or by mail. The school should keep a copy.

Cases where IMMEDIATE action is required:

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 School of Education Professional Experience Placements Coordinator (3365 6862).

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

Note:

Dealing with concerns regarding preservice teacher performance involves open discussion and close cooperation among all parties involved in the placement to ensure the best outcome.

In most of these cases analysis of the problem, quick intervention and timely direction will lead to success.

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>).
- The preservice teacher is kept informed throughout the professional experience as to whether 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 are met, as accredited by the Queensland College of Teachers as registering body.
- Adequate, timely and ongoing support and advice are offered to the preservice teacher and to the host school supervising staff.
- In particular, staff members are required to ensure that timely and adequate advice and support are provided in any case when, for any reason, demonstrated performance of the preservice teacher is considered to be 'not satisfactory'.

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 will make contact with the school coordinator of preservice teachers early in the professional experience and follow school policy with regard to contact with the school coordinator of preservice teachers and supervising teachers.

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>.

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. It is the pre-service teacher's responsibility to provide the fully-completed evaluation form to UQ. The school coordinator of pre-service teachers retains a copy of the evaluation form for school records.

Required form for supervised teaching practice:

Professional Experience 1 Evaluation

<https://education.uq.edu.au/primary-professional-experience-1>

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-1>

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

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 Jackie 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