

Graduate Diploma in Education
(Secondary)

Introduction to Professional Practice

Professional Experience Handbook

Preface from the Director of Professional Experience

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 Secondary 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 Secondary Professional Experience Program.



Dr Katie Cawte
Director of Professional Experience

IMPORTANT DATES

INTRODUCTION TO PROFESSIONAL PRACTICE

35 days – 23 April to 8 June

Event	Date/s	Notes
Professional experience preparation	Various	Pre-service teacher makes contact with the professional experience school.
35 days of supervised teaching practice	23 April to 8 June	Observational (hands-on) and mini/team teaching professional experience.
Preparation of interim evaluation OR at-risk form* Copy emailed to UQ	Week of 14 May	The supervising teacher discusses the completed evaluation form with the pre-service teacher and the evaluation form is signed by all parties <u>OR</u> the supervising teacher/school to contact UQ to discuss concerns with pre-service teacher progress.
Preparation of Final Evaluation	Week of 4 June	The supervising teacher discusses the completed evaluation form with the pre-service teacher and the evaluation form is signed by all parties.
Final Evaluation given to pre-service teacher. Copy emailed to UQ	Week of 4 June or on completion of any required make-up days	<ol style="list-style-type: none"> 1. Give the signed original evaluation form to the pre-service teacher. 2. The school coordinator of pre-service teachers emails a copy of the signed report to UQ. 3. The school coordinator of pre-service teachers retains a copy of the evaluation form for school records.
Pay claim forms	Friday 8 June or on completion of all required make-up days	Supervising teacher and school coordinator complete pay claim forms. The Coordinator signs and posts/faxes/emails pay claims to UQ. See section – Forms for Professional Experience on page 16 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/introduction-professional-practice-secondary-professional-experience-1-gdiped-program>. See Page 16 for further information on accessing UQ forms.

*either the interim evaluation or at-risk form is completed, both should not be completed (see page 15).

Introduction

As of 2018, the School of Education offers two secondary teacher preparation programs, the Bachelor of Education dual program and the Master of Teaching (Secondary) program. In line with national accreditation requirements, the Master of Teaching (Secondary) program replaces the Graduate Diploma in Education (which is currently being phased out).

The pre-service teachers in our last Graduate Diploma in Education cohort come from a variety of backgrounds. All, of course, are graduates of bachelor degrees. Some have completed an undergraduate degree directly after completing their schooling and have continued on to the Graduate Diploma in Education. Others have entered the program with a variety of postgraduate education and work experiences. Many of these pre-service teachers have not undertaken studies in education as part of their first degree. The two components of EDUC6610, university campus based learning activities and in school supervised teaching practice, are structured to ensure that the combination will provide the Grad Dip pre-service teachers with the skills and knowledge required for a successful career in teaching.

Introduction to Professional Practice is the first period of supervised teaching practice for these secondary pre-service teachers. During the practicum program, pre-service teachers will learn to work with a range of learners with diverse needs and abilities, in a variety of social, cultural and geographical contexts. It represents the beginning of a developmental continuum where students increasingly take on the roles and responsibilities of teachers.

To be successful, the pre-service teacher, on completion of their program must meet the Australian Professional Standards for Teachers (Graduate Career Stage) as adopted by the QCT by:

- Demonstrating a sound understanding of the importance of appropriate values and dispositions for teaching.
- Demonstrating the required level of performance in the three domains of professional knowledge, professional practice and professional engagement by designing and managing individual and group learning experiences that:
 - develop students' language, literacy and numeracy
 - are intellectually challenging
 - are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds
 - incorporate effective assessment and reporting of student learning
- Building effective relationships both within and beyond the school, that:
 - support the social development and participation of young people
 - create safe, supportive and stimulating learning environments
 - foster effective relationships with families and the community
 - contribute to effective professional teams

- Demonstrating their commitment to professional reflective practice and ongoing professional renewal.

Commencement of the professional experience - Orientation, Observation and Planning

The orientation, observation and planning week provides pre-service teachers with an introduction to teaching and an introduction to issues and practices in the secondary years of schooling.

During this period of time pre-service teachers will:

- Meet school staff and the classes they will teach.
- Work with the supervising teacher/s to plan the initial lessons.
- Begin the structured observations they will continue throughout the professional experience. Where possible, these observations could also take in the wider school setting or perhaps involve observation at other levels.
- Ensure that they are familiar with school policies including those on occupational health and safety and child protection.
- Familiarise themselves with the school layout, timetable and their own timetable.
- Note times and dates for any particular events such as staff meetings they should attend.
- Assist in the classroom in any way suited to their experience. This may include taking small groups of students or part of a lesson.

It would be appreciated if schools could prepare a timetable of activities for pre-service teachers so that they are aware of their responsibilities while in the school.

Supervised Professional Experience and Teaching Load

The total teaching time during this professional experience should approximate 50% of a full-time teaching load in the school. Because schools use so many different arrangements it is difficult to be precise as to the number of periods to be taught daily. The supervising teacher may choose to team teach or to allow the pre-service teacher to take parts of lessons in the early weeks. By the end of week three of the professional experience the pre-service teacher should be teaching approximately 50% of a full teaching load. If there are two supervising teachers this load should be spread across the two areas. Just as the expectations of a graduate are not at the same level as for a teacher moving to full registration following one to two years of teaching, our expectations of a successful performance at the end of the first professional experience are not at the level we would require of a graduate at the end of the Professional Year.

Monitoring Pre-service Teacher Performance

To be successful the pre-service teacher must:

- Demonstrate:
 - a commitment to the profession of teaching
 - evidence of critical reflection directed towards improvement of teaching competencies
 - a sound knowledge of the content, processes and skills of the areas they teach
 - a sound knowledge of the relevant school policies on language, literacy and numeracy
 - a sound fundamental knowledge of the central concepts, modes of inquiry and structures of the discipline areas they teach
 - the use of appropriate strategies to establish learning environments in which individual and group differences are valued and respected and all students are treated equitably
 - the ability to work in partnership with other teachers, professionals, paraprofessionals, teacher aides and other relevant adults
 - the ability to set and meet personal work-related goals and priorities
- Establish learning goals and design learning plans that reflect relevant curriculum frameworks and are consistent with relevant school programs and policies.
- Communicate learning goals and plans to students.
- Select and use teaching and learning strategies and resources that are relevant to the specified learning goals and the learning needs of the students.
- Teach the language, literacy and numeracy skills necessary for students to achieve identified learning outcomes.
- Identify and know how to apply school and employing authority policies and procedures with regard to behaviour management and student safety.
- Identify and apply behaviour management strategies in a fair, sensitive and consistent manner.
- Know when and where to seek advice on matters associated with student learning and behaviour.
- Develop respectful, positive and constructive relationships that support students and foster positive attitudes to learning.
- Use teaching time, materials, resources and physical space effectively to establish a challenging, safe and supportive learning environment.
- Perform teaching and non-teaching duties in a manner that is consistent with employing authority and school policies and procedures and legal and ethical obligations of teachers.
- Actively participate in any mentoring, coaching and other professional learning programs offered.

Reporting Pre-service Teacher Performance

Feedback on progress in the form of feedback provided in notes written on lesson plans or on the Lesson Analysis form available on the School of Education website should be provided for each lesson taken by the pre-service teacher.

For Introduction to Professional Practice (EDUC6610) each supervising teacher completes an **Interim Evaluation** on Pre-service Teacher Progress (available on the School of Education website) towards the end of week 4. This form should be signed by the pre-service teacher, supervising teacher and the school coordinator of pre-service teachers before being submitted to The UQ School of Education by email, fax or mail. The pre-service teacher retains the original copy of this report. If the supervising teacher/school are concerned with the progress of the pre-service teacher an **'at-risk' of failure form** must instead be completed (refer to page 14 for at-risk process).

In the final week of the professional experience, the supervising teachers prepare the **Professional Experience 1 Evaluation form** (available on the School of Education website). This should be completed collaboratively if the pre-service teacher has more than one supervisor. The pre-service teacher signs the form to indicate that he/she has read it. The form is also signed by the supervising teacher and the school coordinator of pre-service teachers. The pre-service teacher retains the original copy. The school coordinator of pre-service teachers arranges for a signed copy to be sent to UQ, via email, fax or mail, and retains a copy for the school records.

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.

Roles and Responsibilities of Stakeholders:

Pre-service Teachers' Roles and Responsibilities

The following notes are taken from the material given to pre-service teachers prior to commencement of any in-school professional experience:

For the period of any supervised teaching practice, pre-service 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.

Pre-service teacher's relationships with school-based supervisors

As a pre-service 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.

Pre-service 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.

Pre-service teacher's participation in general school activities

You are expected to assist with playground supervision, sports supervision, and other work as requested by school-based personnel during both the supervised teaching professional experience and the internship. However, while your involvement in a wide range of teaching situations is a valuable part of your school experience, you cannot legally take sole charge of school students.

Opportunities for observation and/or participation could be:

- Attendance at staff or faculty meetings
- Involvement in co-curricular activities
- Attendance at school excursions or formal school occasions
- Attendance at professional development activities

Pre-service 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 pre-service 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 pre-service 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 Placements Officers and Professional Experience Coordinator on the day of any absence via email (education@uq.edu.au).
- 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 pre-service 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.

Pre-service Teachers' Roles and Responsibilities (cont'd)

Lesson Plans

You are required to:

- Develop written plans for each lesson or activity taught
- Discuss the lesson/activity plans with the supervising teacher prior to the lesson/activity. The timing of the initial presentation of the plan to the supervising teacher is a matter for the supervising teacher but it is expected that the plan is presented, discussed and approved no later than 24 hours prior to the lesson/activity. You must not teach any lesson/activity unless the written plan has been presented to, and approved by, the supervising teacher.

Observation of lessons

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

The observation periods are as important as the teaching periods; they will ensure that you experience a wide range of learning situations and interactions with varying age groups.

You should discuss salient aspects of the lesson observed with your teacher.

Apart from observations of lessons given by school staff, you should make general observations of as many aspects of the life of the school as possible.

Observation of and, if applicable, participation in aspects of general school life should continue through the period of the practicum.

Classroom observations are intended to develop understanding of:

- Student learning
- A range of teaching strategies and the way in which these are varied to suit the context and the student group
- The skills and techniques required for effective communication
- The relationship between long and short term planning and successful practice
- The roles monitoring and assessment play in teaching and learning.

Roles and responsibilities of host school personnel

Note:

The personnel involved will include the school coordinator of pre-service teachers, the supervising teacher and other school personnel who take a role in professional experience supervision of our pre-service teachers. The roles and responsibilities outlined below are generic and may be undertaken by other personnel as appropriate.

Roles and responsibilities of host school personnel (cont'd)

The school coordinator of pre-service teachers

The school coordinator of pre-service 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 pre-service 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 pre-service teacher during the professional experience. Where possible the pre-service teacher should be supplied with a copy of the policy

The school coordinator organises supervision and teaching timetables for pre-service teachers. The school coordinator may arrange meetings with the pre-service 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 pre-service teachers to confer with key members of the staff, such as the teacher librarian or guidance counsellors to provide pre-service teachers with insight into other facets of the life of the school community.

The school coordinator may make arrangements for pre-service teachers to engage in non-classroom experiences such as assisting teachers with playground supervision and may encourage pre-service teachers to take part in extra-curricular school activities.

The pre-service teacher should be told of any policies re the availability and use of ICT and photocopiers.

The Supervising Teacher

The supervising teacher has a key role in the professional preparation of future teaching colleagues by offering close tutorial assistance, support and evaluative advice over the professional experience period.

We require that supervising teachers:

- Have at least 2 to 3 years of teaching experience and must have full teacher registration status through the Queensland College of Teachers
- Are recommended/identified as a suitable mentor by the Principal/Deputy Principal/Head of Department/Lead Teacher
- Have a genuine interest in helping to support, guide and mentor preservice teachers
- Understand and appreciate that working with preservice teachers is a mutually beneficial experience
- Are able to liaise with our UQ Professional Experience Facilitators in the interests of improving the performance of our preservice teachers

We request that supervising teachers offer the following guidance to pre-service teachers. This statement is based on the Agreement on Teaching Practice negotiated by the Teachers' Unions and Universities.

- During the first day of the placement, discuss an appropriate pattern of observations and teaching with the pre-service 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 the pre-service teacher with copies of, or access to, the relevant portions of the school work program or planning documents, and with details of teaching topics, timetables and resources. This enables preparation in advance of lessons and or units or sequences of lessons.

The Supervising Teacher roles and responsibilities (cont'd)

- Advise the pre-service teacher on planning a sequence of lessons and learning experiences appropriate to the age, abilities and motivational levels of the class members, and to the stage of development of the pre-service teacher.
- Peruse any pre-service teacher's lesson or unit plans before the lesson or unit, and provide any help that seems appropriate. Pre-service teachers should not teach any lesson unless the written plan has been submitted to the supervising teacher for review prior to the implementation of the lesson.
- Comment on lessons given, verbally and/or by means of written comment at the foot of the lesson plan or on the template provided. The performance indicators set out in the Professional Experience 4 Evaluation should be used to provide formative evaluation.
- Provide guidance on class management procedures and on the broader school policies and procedures.
- Provide a wide range of observation situations.
- Discuss class evaluation (feedback) and assessment procedures with the pre-service teacher.
- Foster a 'co-teacher' or 'teaching colleague' or 'mentoring' relationship with the pre-service 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 pre-service 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 pre-service 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 pre-service 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 pre-service teachers, school staff and The University of Queensland during the professional experience when appropriate.

The UQ facilitator:

- Provides support for pre-service teachers, supervising teachers and the school coordinator of pre-service teachers.
- Makes contact with the school coordinator of pre-service 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 pre-service teachers and supervising teachers.
- Meets with each pre-service teacher on each visit to the school at mutually suitable times.
- Arranges meetings with both supervising teacher and the pre-service 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 pre-service teachers with alternate contact available via the UQ Professional Experience Placements Coordinator. The UQ facilitators may provide phone and e-mail contacts for authorised school staff use only.
- Provides support and advice in any case where there is evidence that a pre-service 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 pre-service teacher.
- Observes practice where this is a requirement of the particular professional experience or internship or is requested by the Director.
- May choose to observe practice at any scheduled visit.
- Will, if requested by school personnel, arrange to observe practice.

Concerns regarding professionalism:

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.

Concerns regarding pre-service teacher performance:

At any stage of the supervised professional experience, if there are any concerns about the demonstrated performance of a pre-service teacher the University should be contacted immediately. In the first instance, contact the School of Director of Professional Experience (3365 6862).

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

Dealing with concerns regarding pre-service 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 pre-service 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 pre-service teacher, school professional experience coordinator and the supervising teacher/s. At this interview the pre-service 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 pre-service 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 pre-service 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 pre-service teacher.

If acceptable progress is not made, the UQ Facilitator or School of 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 pre-service teacher’s professional experience placement.

FORMS FOR PROFESSIONAL EXPERIENCE

All of The University of Queensland forms relating to the professional experience are located on the [School of Education website](#).

Evaluation forms are in both Word and PDF format.

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

Required forms for supervised teaching practice:

Interim Report/or At-risk form on Pre-service Teacher Progress; Introduction to Professional Practice Evaluation form.

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 [School of Education website](#). The forms are in Pdf version and you can type directly into the form.

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

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Mailing/Faxing/Emailing of Evaluations Forms

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

Mailing/Faxing/Emailing of pay claims

School of Education
The University of Queensland
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Email: pracpayclaims@uq.edu.au
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