

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 have prepared the Undergraduate Teacher Education 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 <https://education.uq.edu.au/>.

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

Dr Jodie Miller
Primary Program Director

Associate Professor Jason Lodge
Secondary Program Director

The information in this handbook is correct at the time of printing. However, students should refer to the Programs and Courses website at <https://my.uq.edu.au/programs-courses/> 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 (specialisation), such as English and Literacy, Humanities and Social Sciences, Mathematics and Numeracy, or Science. 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 <https://education.uq.edu.au/>.

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, Mathematics, 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 Education in Society
EDUC1702 Child and Adolescent Development for Educators	EDUC1707 Literacy in Primary and Middle Years Contexts
EDUC1703 Introduction to Teaching Mathematics	EDUC1708 Introduction to Teaching Humanities and Social Sciences
EDUC1704 Education and Creativity: Pedagogical Content Knowledge	EDUC1715* Primary Professional Experience 1
Year 2	
Semester 1	Semester 2
EDUC2707 Health, Well-being and Education Pedagogical Content Knowledge	EDUC2703 Teaching Mathematics 1
EDUC2716 Learning, Mind and Education	EDUC2706 Teaching English 1
EDUC2712* Primary Professional Experience 2 and 2 units from a minor	EDUC2714* Primary Professional Experience 3 and 2 units from a minor
Year 3	
Semester 1	Semester 2
EDUC2704 Early Years Curriculum Foundations	EDUC2090 Indigenous Knowledge and Education
EDUC3701* Diversity and Inclusive Education	EDUC3706 Teaching Mathematics 2
EDUC3702 Teaching Health and Physical Education and 2 units from a minor	EDUC3707 Teaching Humanities and Social Sciences Curriculum
	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 and 2 units from a minor	

* Enrolment in Professional Experience courses and courses containing Field Experience:

Students will **not** be able to enrol directly in professional experience courses or courses containing Field Experience 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 a Professional Experience Registration. You will be notified individually by email when you have been given permission to enrol in a professional experience/field experience course so that you can then add the course to your enrolment in mySI-net.

4.3 MINORS / ELECTIVES

To develop wider expertise in a particular area/discipline students will select one minor, comprised of at least 3 but up to 4 related courses in one subject area (English and Literacy, Humanities and Social Sciences, Mathematics and Numeracy, or Science), or 3 related courses in one subject area plus one elective course. Courses for the minors and electives are available on the Course List on the Programs and Course website at <https://my.uq.edu.au/programs-courses/>.

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.

4.4 HONOURS

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

4.4.1 ELIGIBILITY FOR HONOURS ENTRY

Students may apply for Honours at the end of the third year of their program by submitting a Program Change Request in mySI-net. Entry to the Honours program 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 Programs and Courses page (<https://my.uq.edu.au/programs-courses/>).

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

4.4.2 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.

5 BACHELOR OF EDUCATION (SECONDARY) DUAL PROGRAMS

5.1 PROGRAM OVERVIEW

The Bachelor of Education (Secondary) combined with a Bachelor of Arts, Mathematics 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 (Hons)/Bachelor of Education consists of #48 of Music courses and #32 of Education courses. The Bachelor of Business Management/Bachelor of Education consists of #36 of the non-Education degree that provide the prerequisites for two teaching areas 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).

EDUC1050	Teaching and Learning Tools in 21 st Century Knowledge Societies		
EDUC1029	Introduction to Education		
EDUC2716	Learning, Mind and Education	OR	EDUC3001 Learning, Mind and Music Education (Music students only) Includes 5 day school placement
EDUC3701	Diversity and Inclusive Education		
EDUC2090	Indigenous Knowledge and Education		
EDUC2049	Identity, Youth Cultures and Education		Includes 10 day school placement
EDUC3079	Becoming a Professional Educator	OR	EDUC3002 Becoming a Professional Music Educator (Music students only) Includes 10 day school placement
EDUC3099	Towards Professional Practice		

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	Chinese, Drama, Economics, English, Film, Television and New Media, French, German, Geography, Ancient History/History, Japanese, Legal Studies, Mathematics, Music, Spanish	<ol style="list-style-type: none"> 1. Select two STAs and complete the related Arts major of each (see the Dual Program Planner https://my.uq.edu.au/programs-courses/). 2. Any combination of Drama, Economics, Legal Studies and Film, Television and New Media is not possible. 3. Health and Physical Education is not an option in this program. See a School of Education Administration Officer for advice.

Business Management	Business Management/BCT and Economics	Complete Business Economics major.
Music	Classroom music Instrumental music Choral music	Refer to the Dual Program Planner for the courses in which you must enrol.
Science	Biology, Chemistry, Geography, Information Processing and Technology, Mathematics, Physics, Science 21, Earth and Environmental 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.</p>

Students should refer to the following websites for additional information:

Programs and Courses	https://my.uq.edu.au/programs-courses/	Program rules and course lists Dual Program Planners
School of Education	https://education.uq.edu.au	School of Education Academic Calendar Blue card forms Risk Assessment module Upcoming event information

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.

EDUC3099 Towards Professional Practice must be completed in the semester immediately preceding Professional Year. Students must submit a Professional Experience Registration at the appropriate time to indicate their intention to take EDUC3099.

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 #2 or #4 of electives, depending on their teaching areas.	

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	40 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, School of Education staff will check the following: successful completion of prerequisite course/s, Blue Card status and completion of a Professional Experience Registration. You will be notified individually by email when you have been given permission to enrol in a professional experience/field experience course so that you can then add the course to your enrolment in mySI-net.

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' Pre-service Teacher Coordinators. As schools only deal directly with the University, you should not 'cold call' school administration/principals to see if they can give you a place.

If previous contact or professional experience with schools has resulted in an offer of a place being made to you, you may make contact with the teacher to see if they are still interested. If they are willing you should contact the Placements Officers at the School of Education who will negotiate that place with the school's Pre-service Teacher 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 Pre-service Teacher 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.

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 Registration gives pre-service teachers the opportunity to provide their residential address during practicum, their mode of transport and details of any existing conflicts of interest with any schools. Individual preferences such as school type and location are not collected. Exceptional circumstances will be considered on a case-by-case basis. You are required to register for Professional Experience each year via the *Placements* module. Navigate to *Placements* from *Manage my program* on my.UQ - <https://my.uq.edu.au/information-and-services/manage-my-program> - or find it on your my.UQ dashboard.

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 Placements in Coursework Programs at <https://ppl.app.uq.edu.au/content/3.10.04-placements-coursework-programs>.

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 Placements Officers. 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 on the basis of exceptional circumstances. These requests will be assessed on a case-by-case basis. 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 Placements Officers at education@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 Registration
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 Department of Justice and Attorney-General in Queensland. This government body requires 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 Office or download it from the School of Education website at <https://education.uq.edu.au/our-students/blue-card-information>.
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 Office.
3. A member of the School of Education staff will complete the Identification Check before sending the form to Blue Card Services.
4. Your 'Blue Card' will be sent to the postal address on the application form.
5. At the time that the card is issued, the Blue Card Services 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 *Link an applicant/cardholder to this organisation* form. This form is available from the School of Education Office or can be downloaded from the School of Education website at <https://education.uq.edu.au/our-students/blue-card-information>. 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 Blue Card Services

7 LANTITE TEST

The Literacy and Numeracy Test for Initial Teacher Education Students is designed to assess initial teacher education students' personal literacy and numeracy skills to ensure teachers are well equipped to meet the demands of teaching and assist higher education providers, teacher employers and the general public to have increased confidence in the skills of graduating teachers. **From 2017, all preservice teachers must meet the benchmark of both LANTITE tests to be eligible to graduate.** Please refer to the following website for more information - <https://education.uq.edu.au/current-students/lantite>.

8 KEEPING IN CONTACT

<https://education.uq.edu.au/> should be your first point of call when you have any questions about your program. All upcoming events will be advertised 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.

By mail:

School of Education
The University of Queensland
Brisbane Qld 4072

In person:

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

By phone:

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

By email:

education@uq.edu.au

Website:

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