



THE UNIVERSITY  
OF QUEENSLAND  
AUSTRALIA

CREATE CHANGE

# School of Education



## **EDUC2712 – Professional Experience 2**

### **Professional Experience Handbook 2019**

© The University of Queensland 2019

## **Preface from the Director of Professional Experience**

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.

These preservice teachers have completed, successfully, 10 single days of in-school experience. Preservice teachers who complete, successfully, this professional experience will continue to develop their professional knowledge and skills through a 10-day block in the second semester of this year. This will be followed by a 20-day block of supervised teaching practicum in Year 3. In their final, professional, year they will undertake a 6-week block of supervised teaching practice followed by a 3-week block of mentored internship.

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 (Primary) 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 give 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 2

10 days (1 day per week – Tuesday),

Tues 5th Mar - Tues 2nd Apr AND Tues 30th Apr - Tues 28th May 2019

<b>Event</b>	<b>Date/s</b>	<b>Notes</b>
Professional experience preparation	Various	Pre-service teacher makes contact with the professional experience school.
10 single days of Professional experience	Tues 5th Mar - Tues 2nd Apr AND Tues 30th Apr - Tues 28th May 2019	Observational (hands-on) and mini/team teaching professional experience.
Preparation of Professional Experience 2 Evaluation	Tues 28 <sup>th</sup> May	The supervising teacher discusses the completed evaluation form with the pre-service teacher and the evaluation form is signed by all parties.
Professional Experience 2 Evaluation given to pre-service teacher. Copy given to UQ.	Tues 28 <sup>th</sup> May OR on completion of all required 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	Friday 31 <sup>st</sup> May	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 following website <https://education.uq.edu.au/educ2712professionalex2>. See Page 13 for further information on accessing UQ forms.

## **Overview of the Bachelor of Education (Primary) program**

The Bachelor of Education (Primary) is a four year pre-service teacher qualification designed for effective teacher preparation in the unique contemporary context.

The program develops capacities required by teachers working in the information age, a time of rapid change where education is recognised as playing an increasingly important role in society.

The program develops teachers across the year levels P - 6, spanning the Early and Middle Phases of Learning. In particular, the program focuses on the development of skills, understandings and attributes that enable graduates to demonstrate specialist abilities with respect to:

- 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 skills 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.

This course provides a further introduction to school life through workshops and 10 days of school visits. Observation of practice will be provided to enable the opportunity for personal development and growth. Furthermore, practice in the design and implementation of lessons will also be a feature of this course. Therefore the focus of this course is on the development of lesson plans with further development of observation skills and understanding the importance of communication in a school context.

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 2 - Aims and Objectives

After successfully completing this course preservice teachers will be able to:

- Understand the importance of planning, within curriculum frameworks and policies, in the teaching and learning cycle.
- Understand the need to cater for the range of students in the classroom.
- Know of a range of teaching strategies that are age appropriate.
- Identify and use a range of teaching strategies appropriate for students and the topic being taught
- Plan and implement a segment of, or activity within, a lesson
- Identify, adapt and apply observed teaching strategies to suit a given context
- Understand the importance of the Standards and their application to teaching and learning.
- Understand how to incorporate ICTs into student learning experiences
- Understand the importance of reflective practice to inform teaching.
- Understand the importance of adherence to policies and procedures in a formal workplace.

## Professional Experience 2 - Task Description

Preservice teachers are required to undertake practicum consisting of 10 full day visits to a school allocated by the university.

Weekly visits will take place on Tuesdays.

**100% attendance is mandatory. Any missed days *must* be made up.**

During this time they will observe teaching practice, plan and teach activities or segments of lessons or team teach.

Preservice teachers will be expected to attend the school at least half an hour before and after official school start and finish times to discuss that day's and subsequent days' expectations

Preservice teachers will be expected to participate in school life to the fullest extent. They will attend any meetings held during the time of the practicum, e.g. year level or whole of staff meetings, any professional development meetings where attendance is approved by the school and participate in extracurricular activities etc. available during the block.

## **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 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

## 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.
- Complete the pre-service teacher occupational health and safety risk assessment questionnaire in InPlace based on your OHS induction to the school.
- 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 Administration Officer (Placements) 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 Administration Officer (Placements), 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)**

### **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 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 preservice teacher will complete an OHS risk assessment questionnaire based on this induction.

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 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.

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 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 and teaching 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 the preservice 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 preservice 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 preservice teacher.
- Peruse any preservice teacher's lesson or unit plans before the lesson or unit, and provide any help that seems appropriate. Preservice 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 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 Administration Officer (Placements). 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 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 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 Administration Officer (Placements) (3365 6550).

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 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 Professional Experience Placements Coordinator must be informed. The Professional Experience Coordinator will then consult with the school and UQ visiting staff and make a decision on the future of the preservice teacher.

## **FORMS FOR PROFESSIONAL EXPERIENCE**

All of The University of Queensland forms relating to the professional experience are located on the following website - <https://education.uq.edu.au/educ2712professionalexp2>

### **Evaluation form**

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](mailto: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.

## 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/educ2712professionalexp2> .

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](mailto:pracpayclaims@uq.edu.au)  
Fax: 3365 7199

## The University of Queensland - School of Education Contacts

### Mr Michael Woodward

Course Coordinator  
The University of Queensland  
St Lucia Qld 4072  
Email: [pracdiretor@uq.edu.au](mailto:pracdiretor@uq.edu.au)

### Sally-Anne Crawford

Administration Officer (Placements)  
The University of Queensland  
St Lucia Qld 4072  
Phone: (07) 3365 6550  
Fax: (07) 3365 7199  
Email: [prac@uq.edu.au](mailto:prac@uq.edu.au)

### Paula Bone

Administration Officer (Placements)  
The University of Queensland  
St Lucia Qld 4072  
Phone: (07) 3365 6550  
Fax: (07) 3365 7199  
Email: [prac@uq.edu.au](mailto:prac@uq.edu.au)