

The University of Queensland - School of Education
Master of Teaching (Secondary)
EDUC7602 – Numeracy across the curriculum
Field Experience (observation only) 5 single days on a Tuesday

Thank you for participating in this 5-day field experience component for the Master of Teaching (Secondary) program. The University is extremely grateful to those schools and teachers who are actively involved in mentoring and supporting our preservice teachers during their professional experience. We appreciate the ways in which practical experience in a school setting provides our students with the opportunity to expand both breadth and depth of experience.

The Master of Teaching (Secondary) Overview

The Master of Teaching (Secondary) is a postgraduate teacher preparation program meeting the Queensland College of Teachers requirements for entry into secondary teaching. The program requires two years of full-time study and consists of periods of on-campus lectures, tutorials and workshops, alternated with blocks of professional placements in schools. The preservice teachers in this Master of Teaching (Secondary) cohort come from a variety of backgrounds and all are graduates of bachelor degrees. Some have completed an undergraduate degree directly after completing their schooling and have continued on to the Master of Teaching (Secondary). Others have entered the program with a variety of postgraduate education and work experiences.

Program snapshot

	Semester 1				Semester 2			
Year 1	EDUC7600 Global issues and social justice #2	EDUC7601 Literacies within and across the curriculum #2	EDUC7602 Numeracy across the curriculum 5 days Prof Exp #2	EDUC7603 Contemporary theories of development and learning #2	EDUC7510 Indigenous knowledge and education #2	EDUC7604 Teachers as educational innovators and agents of change #2	EDUC7605 Building professional knowledge 10 days Prof Exp #2	EDUC7606 Building inclusive secondary classrooms #2
Year 2	EDUC7520 Teachers as Researchers #2	EDUC7615 Developing professional practice 30 days Prof Exp #2	Curriculum Studies course from Part B #4 year long	Curriculum Studies course from Part B or C #4 year long	EDUC7607 Assessment for learning and teaching #2	EDUC7625 Achieving professional engagement 30 days Prof Exp #2	Curriculum Studies course from Part B (cont'd) #4 year long (cont'd)	Curriculum Studies course from Part B or C (cont'd) #4 year long (cont'd)

The Field Experience for EDUC7602

Duration: 5 single days (1 day per week - Tuesday)

Dates: 26 March, 2 April, 30 April, 7 May, 14 May

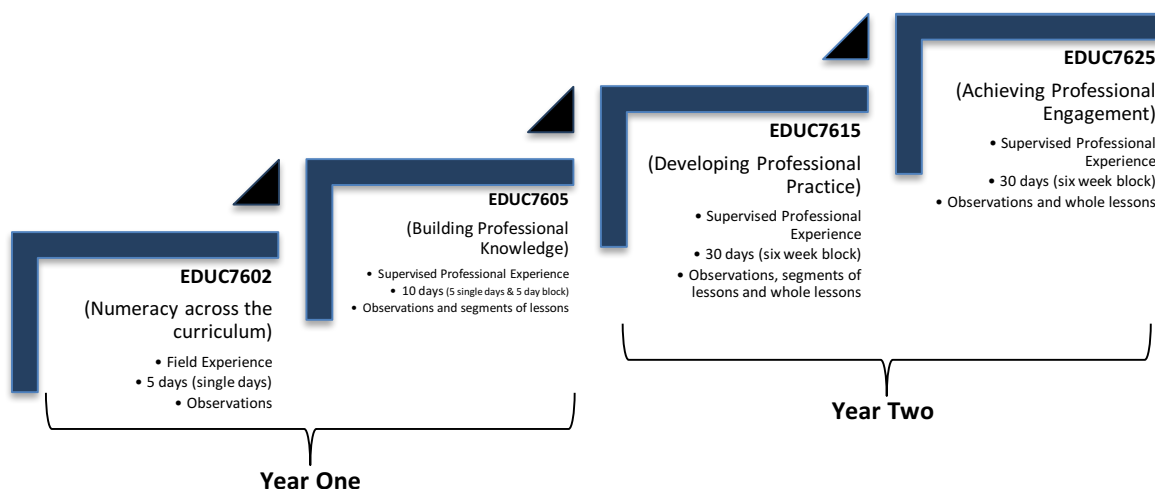
Description: Field experience – observation only.

- Students are to observe numeracy moments and opportunities across the curriculum in secondary classrooms.
- Students can observe in pairs (not essential).
- Any teaching areas
- Students are required to complete an attendance and participation log which should be signed by the supervising teacher after every visit and signed by the school prac coordinator at the completion of the 5 single days.

The purpose of the Field Experience:

- It is critical to get preservice teachers into schools early in their program
- Allows preservice teachers to experience first-hand the connections between theory and practice
- Introduces preservice teachers gradually into school life and teaching before they start officially planning and teaching (requirements, expectations, duties & responsibilities)
- Encourages critical thinking and reflection from the start of their program
- Is the first step in developing a professional identity as a teacher.

The Developmental Continuum for Professional Experience



UQ Support

In the case of **any** problem identified with the preservice teacher's development/practice, the School of Education should be contacted (education@uq.edu.au) and arrangements will be made for consultations with you and other school staff involved with the placement.

Professionalism

Prior to any placement preservice teachers are briefed on the University of Queensland expectations and responsibilities of placement participants. The sections (abridged) relevant to this placement are:

Preservice teachers will:

- participate fully in the learning process, taking initiative and responsibility for their own learning (this includes attending any briefing sessions required prior to the placement)
- uphold standards of professional behaviour
- be present during normal working hours and duties, as practised by the placement supervisor
- immediately and courteously advise the placement supervisor and the academic supervisor of any difficulties associated with the continuation of the placement

The School of Education expects that all preservice teachers on placement demonstrate a professional manner by:

- Complying with statutory requirements, in particular with those involving workplace health and safety and child protection
- Respecting the requirement for confidentiality
- Respecting the ethos of the school
- Understanding that they are guests of the school and under the direction of the Principal or other designated staff.
- Understanding the role of the supervising teacher as a supervisor and mentor
- 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 according to deadlines and requirements.

Thank you again for your involvement and support of our preservice teachers in this field experience.