



UQ Health & Physical Education
Pre-Service Teachers

EDUC3004
Observation
Professional Experience

27 Feb - 3 March 2017
(5 days)

Guide for Supervisors

School of Human Movement & Nutrition Sciences
The University of Queensland

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OBSERVATION PROFESSIONAL EXPERIENCE SUMMARY

3rd year Human Movement and Nutrition Sciences pre-service teachers will,

- Be based at a primary school for 5 days (27 Feb – 3 March 2017)
- Observe the work of the Physical Education teacher for at least 2 days
- Observe the work of a year 3 or 4 classroom teacher for the remaining days (each student may visit in a different classroom)
- Attend school sporting competitions and experience 'other' teacher duties (eg PGD, meetings) as determined by the school

EDUC3004 Observation Professional Experience

5 days, 27 Feb – 3 March 2017

We welcome schools and their teachers as partners in the School of Human Movement and Nutrition Sciences' third year professional experience. Staff and students at The University of Queensland greatly appreciate the involvement of the community in our program and the effort that goes into supervision throughout our students' teaching experience.

The primary purpose of this professional experience is to serve as a reference point for the concepts and issues that will be discussed throughout our pre-service teachers' third year of study.

Each pre-service teacher will visit a school with a partner to **observe** the Health and Physical Education and general Year 3 or 4 classroom programs **for 5 days between Monday 27 Feb and Friday 3 March 2017**. Students should spend at least 2 of these days observing the HPE program. During this time, pre-service teachers are expected to become involved in a range of experiences and respond to a number of set tasks in order to develop an appreciation of the teaching profession. Upon arrival, pre-service teachers will provide you with a copy of the workbook that describes their tasks.

Underpinning this professional experience are our beliefs that:

- a) People can learn to become excellent teachers.
- b) Learning to become a teacher best occurs through partnerships between the University, the school, and the pre-service teacher.
- c) The professional experience provides a context in which the pre-service teachers should apply the knowledge and skills developed in their campus-based experiences and beyond (see the Teacher Education Program Overview, p.4).

Human Movement and Nutrition Sciences Staff Contact Details

Please do not hesitate to contact us should you require further information.

Sue Monsen Professional Experience Coordinator
EDUC 3004 Course Coordinator
Phone 3365 7192
Email s.monsen@uq.edu.au

Supervising Teacher Payments

Please direct all enquiries regarding payment to:

Supervising Teacher Payments
School of Human Movement and Nutrition Sciences
The University of Queensland 4072

or phone 3365 6240 or email hmns.accounts@uq.edu.au

Further information about supervising teacher payments can be found on page 7.

Bachelor of Health, Sport & Physical Education Program

YEAR 1

Introduction to relevant science disciplines		
Anatomical Sciences	Physiology	Biochemistry
Physics	Chemistry	Psychology
Introduction to Human Movement and Nutrition Sciences		
Bio-Physical Foundations	Socio-Cultural Foundations	Physical Activity & Health

YEAR 2

Semester 3		SEMESTER 4	
BIOL 2630	Biomechanics	EDUC 2005	Teaching & Learning Games & Sports
HMST 2190	From Playground to Podium: Critical Analysis of Sporting Issues	EDUC 2010	Literacy & Numeracy in HPE
PHYL 2730	Exercise Physiology	EDUC 2009	Health Education in Schools
PSYC 2000	Psychology for Sport & Exercise	NEUR 2530	Motor Control & Learning

YEAR 3

Semester 5		Semester 6	
EDUC 3004	Supporting Learning Environments	EDUC 3006	Inquiry Based Pedagogies
EDUC 3008	HPE Curriculum & Assessment Studies	EDUC 3010	Technology, HPE & Sport
EDUC 3250	Junior Science Curriculum for HMS	EDUC 3293	Junior Science in Action
HPRM 3000	Health Promotion: Perspectives & Practice	HMST 3846	Research Skills

YEAR 4

Semester 7		Semester 8	
EDUC4005	Major Professional Experience (Education)	EDUC 4004	Leadership, Innovation & Research in HPE
		SPCG 4000	Sport Leadership in Diverse Communities
		EDUC 3011	Youth, Sport & Physical Culture
		Elective	

Pre-Service Teacher Professionalism

It is expected that the highest of professional standards will be adopted by all pre-service teachers. Pre-service teachers are asked to specifically abide by the following:

Attendance — Full attendance for the entire professional experience is required. Absences are granted only in exceptional circumstances and this time must be made up.

Punctuality is expected at all times. Arriving at the school bell is unacceptable.

Presentation — Pre-service teachers should adopt an appropriate and high standard of presentation and dress. That is, polo shirts neatly tucked in; hat; plain coloured shorts; hair neatly presented. They should consult with the school's Pre-Service Teacher Coordinator with regard to body art and piercings.

Interactions with school staff and students — Pre-service teachers must conduct themselves in an appropriate manner. This includes privacy issues, child protection issues and maintaining respectful relationships with teachers and other school staff.

Initiative — Pre-service teachers are expected to demonstrate initiative and enthusiasm in taking on the tasks that teachers' assume.

Assessment

EDUC3004 *Introduction to Pedagogies: Instructional Skills and Strategies* requires pre-service teachers to successfully complete a number of professional experience components.

a. Observation Professional Experience, 5 days, 27 Feb – 3 March 2017

The initial part of EDUC3004 requires pre-service teachers to attend a primary school for 5 days of observation. A comprehensive account of this visit must be recorded (as outlined in the student workbook) for pre-service teachers to receive a passing grade in this component of the EDUC3004 professional experience.

b. UniPE Primary Teaching Professional Experience, 9 days, throughout semester 1, 2017

Pre-service teachers will teach, prepare and manage PE classes for Year 3 or 4 pupils weekly throughout semester 1. Pre-service teachers will be assessed on their teaching performance and reflection on their professional experience.

c. Motor Active, 5 days equivalent, throughout semester 1, 2017

Pre-service teachers will work with children with special needs in an after-school, community program throughout semester 1. Pre-service teachers will be assessed on their ability to adapt their teaching to their child's specific needs and reflection on their professional experience.

AITSL Professional Standards for Teachers

This professional experience provides an introduction for pre-service teachers to a range of capacities developed in the Australian Institute for Teachers and School Leadership (2012) *Australian Professional Standards for Teachers*.

Since each professional experience varies in its context and content, pre-service teachers will be exposed to different professional standards in different quantities. However, it is anticipated that all pre-service teachers will engage with the following professional standards throughout this professional experience:

Standard 1 **Know students & how they learn**

1.1 Physical, social and intellectual development and characteristics of students

Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.

1.2 Understand how students learn

Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

Standard 6 **Engage in professional learning**

6.3 Engage with colleagues and improve practice

Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

Standard 7 **Engage professionally with colleagues, parents/carers and the community**

7.1 Meet professional ethics and responsibilities

Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.

7.2 Comply with legislative, administrative and organisational requirements

Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

Blue Cards

Pre-service teachers involved in this professional experience have previously undertaken 'the working with children check' and will be able to produce their Blue Card at the beginning of this professional experience.

Information for Supervisors

Teachers play a key role in the professional preparation of pre-service teachers. Throughout this professional experience, teachers will enhance the development of pre-service teachers by:

- (a) Making them feel welcome in the school and the staff room.
- (b) Ensuring they understand the school's expectations and routines.
- (c) Being observed generally in the process of teaching and coaching.
- (d) Creating time for discussion about the issues teachers face in their work (such as lesson preparation and presentation; classroom management and organisation).
- (e) Encouraging them to reflect on their observations.

Duty of Care

Teachers and pre-service teachers during the professional experience have a legal 'duty of care'. This means they have both a professional and moral obligation to look after those placed in their care.

While pre-service teachers are given some responsibility for the pupils in each class, it must be recognised that they are teachers in preparation, under the control and supervision of the teacher with whom they are placed. To this end, the supervising teacher is ultimately responsible for the safety of his or her pupils. The pre-service teacher is however required to act with vigilance and caution ensuring the health, safety and well-being of all pupils.

A pre-service teacher should never be left completely on their own. Even where a supervising teacher is absent from the room to allow an experienced pre-service teacher to be 'in charge' arrangements should be made with a neighbouring teacher to monitor pupils' behaviour.

Remuneration

As a signatory, the University shall honour the remuneration to co-ordinators and supervising teachers listed in the 1987 Industrial Agreement. Claim forms should be completed according to the following guidelines and directed to:

**Supervising Teacher Payments,
School of Human Movement and Nutrition Sciences,
The University of Queensland, 4072**

- (a) a full day of supervised practical experience shall consist of 5 hours;
- (b) periods allowed for discussions with the principal, student seminars etc., together with the periods under the supervision of a classroom teacher, should not exceed 25 hours for any student over a full week. (Coordination rate \$1.44/day; Lecturer \$12.28/hr);
- (c) the rate of payment to teachers for supervising the practical experience of a student shall be at the teaching rate current in the agreement (\$4.21 per hour/ \$105.25 maximum/ week);
- (d) for any day that a student does not attend the practicum school and the school has not been given at least one clear school day's notice of such non-attendance, payment for 2 hours supervision will be made;

(e) for any period that a supervising teacher is absent from the practicum school and no other teacher is available to provide equivalent supervision for a student, no payment shall be made by the institution. The period for which a student is supervised in a manner specified shall not exceed one day without equivalent supervision being arranged by the school or institution being notified so that other mutually acceptable arrangements can be made.

PLEASE NOTE:

Each Supervising Teacher making a claim form payment must complete 2 forms:

1. A Supervising Teacher Claim Form (this is an **electronic form** and will be e-mailed to the deputy or pre-service teacher coordinator before the commencement of the professional experience)

This is to be completed and e-mailed through to HMNS Accounts at hmns.accounts@ug.edu.au

Please note: Claim forms must be signed by the school's Professional Experience Coordinator and the maximum claim is 25 hours per week.

- (a) Claim forms must be signed by the school's Practicum Coordinator.
- (b) Most teachers need only complete the "Supervision" column by inserting the number of hours. The maximum claim per student is 25 hrs/week. This may typically look like: PE teacher 10 hrs/week/student; classroom teacher 15hrs/week/student).

2. A Tax Declaration Form Claims cannot be processed unless all requested information is provided.

Supervising Teacher Payments

School of Human Movement and Nutrition Sciences

The University of Queensland

St Lucia QLD 4072

Although you have spent significant part of your life in schools, this first experience in the pedagogy stream of Human Movement and Nutrition Sciences is designed to expose you to ‘a day in the life of’ a primary school, a classroom teacher and a PE teacher. From this, and across the course of your professional program, you will be challenged to look at schools and teaching through new eyes. These eyes will metamorphose not only from those of student to teacher, but also from novice educator to reflective and transformative practitioner as you build an appreciation and understanding of the issues and interrelating factors in schools, and the scope and complexity of teachers’ work.

Suggested reading: Tinning et al, Chapter 1 and 15 (pp. 248-257)

Making the most of your professional experience

All pre-service teachers will complete 5 days of observation however the content and timing within each professional experience will vary depending on the school’s timetable. Ideally, you will see a variety of grades, content knowledge and teaching styles. For example, you might observe PE lessons for Year 6 swimming and Year 2 ball games, then in your Year 4 or 5 class a lesson each in Maths, SOSE, Science, Music or LOTE.

Using this workbook

The completion of this workbook will contribute towards your final grade in EDUC3004. You are required to complete all sections in a thorough and articulate manner. This workbook will also be referred to throughout the semester in *EDUC3004 Instructional Skills and Strategies* and *EDUC3008 Social Construction of Curriculum*. Please ensure it remains in a ‘healthy’ and legible condition for these purposes.

Most of your answers may be recorded directly into this workbook. Point form is acceptable for most questions however your notes must be comprehensive. For extended responses however, you will be required to provide your own paper.

Suggested texts

You will be referred to various chapters in the texts. These readings will assist in ‘making sense’ of the prac and focus questions (and therefore your teaching).

Siedentop, D., & Tannehill, D. (2000). Developing teaching skills in physical education (4th edition). California: Mayfield Publishing.

Tinning, R., L.McCuaig, & Iisahunter (Eds). (2005). Teaching health & physical education in Australian schools. Frenchs Forest, NSW, Pearson Publishing.

Tinning, R., Macdonald, D., Wright, J., & Hickey, C. (2001). Becoming a physical education teacher. Sydney : Prentice Hall.

1. What is a school?

Suggested reading: Tinning et al, Chapter 2 (pp. 24-28)

1.1 Describe a school to someone from another planet.

In your description, refer to the use of time, space and resources as well as the organisational and behaviour management within a school.

NB: Do not describe the specific details of the school in which you are placed. Please be more general your description.

1.2 Who are the members of the school community in which you are placed?

1.3 Who holds authority in this school community?

2. What is Health and Physical Education?

Suggested readings: Tinning et al (2001), Chapter 11 and Tinning et al (2005), Chapter 4

2.1 What is PE?

2.2 How does PE fit in this school?

2.3 How is PE received in the school community?

2.4 What impact does PE have on the school?

2.5 Where does Health Education (HE) fit in?

2.6 How is HE received in the school community?

3. What is teachers' work?

Suggested readings: Tinning et al (2001), Ch 3 & 19 and Tinning et al (2005) Ch 6 & 10

3.1 The Classroom Teacher

3.1.1 What tasks does the classroom teacher perform:

In the classroom?

Outside the classroom?

3.1.2 Describe a typical work day for the teacher.

3.1.3 How does the teacher plan? What other 'behind-the-scenes' work occurs?

3.2 The PE Teacher

3.2.1 What tasks does the PE teacher perform:

In the 'classroom'?

Outside the 'classroom'?

3.2.2 How is the PE teacher's work organised? (circuit, programming, planning, resources, etc)

4. What is a lesson?

Over a number of classes throughout your week, comment on the following aspects of the teaching you observe. Should you observe differences between various teachers or classes, make note. Please read the "Suggestions for Observing Teachers" prior to making these observations.

4.1 Planning for optimal learning

Suggested reading: Tinning et al (2005), Chapters 15 & 17

4.1.1 Ask a teacher(s) if you may see some of their unit/lesson plans. What is the difference between a unit plan and a lesson plan?

Does the teacher plan for:

4.1.2 Safety? Who sets the guidelines? What type of safety aspect are teachers planning for?

4.1.3 Management / discipline? What type of management (organisational and behavioural) notes have teachers made? Where have the discipline guidelines come from?

Provide a very general description of the types of rules that govern this class (you may include notes on how they are determined and made explicit; what types of consequences are involved?)

4.1.4 Extension work? Is work planned for students who finish early? How has the teacher developed the extension work?

4.1.5 Teaching cues? Has the teacher planned the phrases / language they will use with the class? What makes an effective teaching cue?

4.2 Facilitating the learning process

Suggested read: Tinning et al (2005), Chapter 27

4.2.1 How do students enter and leave the class space?

4.2.2 How is the roll marked? Why is the roll marked?

4.2.3 How does the teacher gain and maintain students' attention?

4.2.4 How is equipment distributed and collected?

4.2.5 How does the teacher organise students into groups?

4.2.6 Describe the transitions (movement of students) between activities / experiences?

4.2.7 Describe the teachers' movements and positioning within the class space.

4.2.8 Do students feel safe (physically and emotionally) in this class? How do you know this?

4.2.9 Are class rules consistently reinforced / used?

4.2.10 Are the teaching cues reinforced throughout the lesson?

4.2.11 How are questions used in this class?

4.2.12 Do all students receive feedback? What type of feedback (eg: general / specific; positive / negative; individual / group; public / private)?

4.2.13 How is the lesson sequenced (eg: intro-body-conclusion)?

4.2.14 Which types of teaching styles are being used? Are these styles effective?

4.3 **Communicating, interacting and working with students**

Suggested reading: Tinning et al (2005), Chapter 13

4.3.1 How does the teacher use their voice?

4.3.2 How does the teacher use their body language?

4.3.3 Describe the teacher-student rapport.

4.3.4 Is the teacher enthusiastic for and interested in the subject matter?

4.3.5 Is the teacher enthusiastic for and interested in the students?

4.3.6 How does the teacher provide explanations to students? How successful are these explanations?

5. PE Student Observation

You are to track 2 different students each for an entire PE lesson (that is, track student 1 in lesson A and student 2 in lesson B). So that you can discuss at a later date, briefly describe each student's interaction in their lesson. The following questions are provided to guide your notes however you should record any information you consider relevant.

- How does the student interact with their peers? The teacher? The set activities?
- How active is the student? What do they do?
- Document what the teacher says to the student.
- Is the student enjoying the lesson? How do you know this?
- Is the student motivated in the lesson? How do you know this?
- Is the student learning (cognitively, physically &/or socially) in the lesson? How do you know this?

Student 1

Year level:

PE Unit:

Brief description:

Student 2

Brief description:

Year level:

PE Unit:

6. Pair and Share

Upon your return to University, you will work with your school partner to compare your workbook recordings. You will then share these observations with the class.