



UQ Health & Physical  
Education  
Pre-Service Teachers

**EDUC 4005**  
**Major**  
**Professional**  
**Experience 2017**  
**(60 days)**

# Guide for Supervisors

School of Human Movement & Nutrition Sciences  
The University of Queensland

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### **Australian Professional Standards for Teachers**

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

Since each practicum varies in its context and content, pre-service teachers will be exposed to different professional standards in different quantities. However, all pre-service teachers will reflect on their professional experience and the professional standards.

### **Important Dates (2017)**

13 March – 31 March*	Professional experience – observation and begin teaching some classes
18 April - 23 June*	Professional experience – teaching full load of HPE/Junior Science as soon as deemed appropriate by supervising teachers.
15 May	Mid prac HPE & Junior Science feedback report submitted to HMNS
12 June	Professional portfolio submitted to HMNS, 6pm
23 June	End prac HPE & Junior Science feedback report submitted to HMNS

\*These dates will differ for some private schools. In this case, to fill the 60 day block, pre-service teachers will begin on 6 March and complete 3 weeks in Term 1 and all of Term 2.

# EDUC4005 Major Professional Experience

## 60 days

**13 March – 31 March, and 18 April - 23 June 2017\***

We welcome schools and their teachers as partners in the School of Human Movement and Nutrition Sciences' fourth 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 pre-service teachers' professional experience.

### Professional Experience Overview

EDUC4005 (4<sup>th</sup> year major professional experience) is a course that immerses the student in the life of a school, and particularly the responsibilities of the Health and Physical Education (HPE) Department. The student actively participates as a staff member for a total of **60 days**, teaching a full load in HPE and Junior Science by the first week of Term 2.

The Bachelor of Health, Sport and Physical Education (Honours) Program Overview (p. 2) outlines our students' academic background.

Underpinning this professional experience are:

1. 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 student teacher
- c) criteria for evaluating student teachers' development should be explicit, shared, and used to guide student teachers' progress
- d) the professional experience provides a context in which the student teachers should apply the knowledge and skills developed in their campus-based experiences and beyond (see p. 2 for the Human Movement and Nutrition Sciences Education Program Overview)

2. **Criteria** for evaluating students' progress (based on the APST) and outlined in the Queensland Professional Experience Reporting Framework:

- a) Planning effectively – preparation for teaching
- b) Teaching effectively – enactment of teaching
- c) Managing effectively – create safe and supportive learning environments
- d) Assessing and recording learning
- e) Professional conduct

\*These dates are based on the EQ calendar. Adjustments will be negotiated to account for various non-state school calendars.

# Bachelor of Health, Sport & Physical Education (Honours) 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	

## UQ HMNS Contacts

<b>Sue Monsen</b>	BHSPE Professional Experience Coordinator <a href="mailto:s.monsen@uq.edu.au">s.monsen@uq.edu.au</a> 3365 7192
<b>Eimear Enright</b>	BHPSE Program Coordinator <a href="mailto:e.enright@uq.edu.au">e.enright@uq.edu.au</a>
<b>HMNS phone</b>	3365 6240

Sue is the academic coordinator for the 4<sup>th</sup> year professional experience and is responsible for managing pre-service teacher placements. She is the first point of contact in the event of an urgent problem, however she does not deal with supervising teacher payments.

## Role of UQ HMNS University Supervisor

Typically the University supervisor will:

- Visit the school at least once, with additional visits if requested by either the school supervisor, university supervisor or pre service teacher
- Be available for telephone conversations, email correspondence with either the pre-service teacher or school supervisor
- Assist schools on request in matters of teaching and learning

## Supervising Teacher Payments

Please direct all enquiries regarding payment to HMNS Accounts

Email	<a href="mailto:hmns.accounts@uq.edu.au">hmns.accounts@uq.edu.au</a>
Phone	3346 9541
Post	Supervising Teacher Payments School of Human Movement and Nutrition Sciences The University of Queensland St Lucia 4072

Further information about supervising teacher payments can be found on page 9.

## Teaching Reports (P/F)

Supervising teachers will be responsible for completing a mid-prac and final teaching report for pre-service teachers.

**Please note: Reports are required for both HPE and Junior Science.**

The “Final Professional Experience Recommendations” template will be used for these reports, and will be emailed to the school Pre-Service Teacher Coordinator at the beginning of the professional experience.

Judgements will be made by the supervising teacher(s), and in relation to the professional experience context and the pre-service teacher’s experience (please see Pre-Service Teachers’ Previous Experience below). These judgements will be rated according to illustration of the Graduate Career Stage Australian Professional Standards for Teaching:

### **Exceeding graduate level**

Consistent evidence of knowledge, practice and engagement that exceeds the APST descriptors at the Graduate Career Stage.

### **Graduate level**

Consistent evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage.

### **Developing towards graduate level**

Awareness of the descriptors at the APST Graduate Career Stage but demonstrates inconsistent knowledge, practice and engagement at this level.

### **Below graduate level**

Little or no evidence of knowledge, practice and engagement or awareness that meet the APST descriptors at the Graduate Career Stage.

Reports will be **completed electronically** and submitted following discussion with the pre-service teacher.

Reports will be due to Sue Monsen ([s.monsen@uq.edu.au](mailto:s.monsen@uq.edu.au)) on:

**Mid-Prac Report**                      **18 May 2017**

**Final Report**                              **23 June 2017**

### **A note on Professional Behaviour**

Pre-service teachers are expected to adopt the **highest professional standards** regarding personal presentation, interactions with school staff and students, attendance, punctuality and preparation. ***An inability to meet these requirements will result in an automatic failure for this practicum despite achievement in other domains.***

## Pre-Service Teachers’ Previous Experience

Prior to this professional experience, pre-service teachers have taught HPE for 30 days full-time in a secondary school; observed a primary HPE program for 5 days; spent 10 half days teaching primary HPE and worked for 10 half days in a physical activity program with children with physical and/or intellectual impairments.

## Role of Supervising Teachers

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:

### Effective supervision

Research suggests that an effective supervisor typically assists the pre service teachers' progress by:

- making them feel welcome in the school and the staff room
- ensuring they understand the school's expectations and routines
- creating time to discuss the pre-service teacher's expectations, concerns, planning, and progress
- respecting that they bring their own knowledge bases, skills and preferred teaching styles
- providing ongoing feedback, regularly in written form, and in line with the pre-specified criteria for evaluation
- encouraging pre-service teacher's self-reflection
- balancing corrective feedback with praise in order to support the student's confidence
- recognising that the students may be balancing a number of responsibilities throughout the practicum.

### Assistance to the pre-service teacher

In practicing schools, each pre-service teacher will be assigned to a supervising teacher with whom he or she will liaise. Please note that during the visit to the school by the University supervisor (approx. week 3 or 4), time shall be needed to discuss the professional experience expectations and assessment procedures.

The official Agreement on Teaching Practice includes the following statement:

"The role of the supervising teacher is perceived to involve —

- a) being observed generally in the process of teaching and coaching;
- b) providing opportunity for varied teaching and coaching experiences;
- c) demonstrating particular teaching strategies and principles;
- d) giving guidance to lesson preparation and presentation;
- e) advising on classroom management and organisation;
- f) supervising and evaluating a pre-service teacher's performance in practice teaching situations and discussing his/her progress with him/her;
- g) consulting with the institution and the pre-service teacher regarding the pre-service teacher's development;
- h) being involved in discussions and consultation with representatives of institutions for the improved understanding of each other's objectives and procedures."

It is stressed that the supervising teacher is vicariously responsible for the actions of the pre-service teacher. Accordingly, the supervising teacher should:

- a) ensure the pre-service teacher is supervised by an experienced teacher at all times;
- b) monitor the safety of an activity and the organisational procedures for the activities implementation;
- c) ensure the pupils' work within their physical capacity and are adequately prepared for specific physical challenges;
- d) assist the pre-service teacher with the contextual and reflective tasks outlined in 'The Teaching File' section of this handbook and with their applications for employment.

## Identifying “at-risk” pre-service teachers

Pre-service teachers engaging in EDUC4005 professional experience will be deemed ‘at-risk’ of failing if they are:

- Performing at “Below Graduate Level” on any assessable criteria
- Identified as not progressing towards “Graduate Level” in assessable criteria by mid-way through the professional experience
- Not achieving “Graduate Level” on the majority of assessable criteria nearing the end of the professional experience.

Appendix 2 outlines the HMNS At-Risk Procedures. All at-risk pre-service teacher notifications must be defined in relation to the pre-service teacher’s performance against the criteria outlined in the Final Professional Experience Recommendations: planning effectively, teaching effectively, managing effectively, assessing and recording learning and professional conduct. An at-risk notification alerts all parties that the pre-service teacher is precariously situated at the pass-fail border. This does not imply immediate failure, but will result in the implementation of procedures outlined in this document.

The School of Human Movement and Nutrition Sciences’ staff endeavours to work collaboratively with both supervising teachers and pre-service teachers by providing ongoing support and timely advice upon receiving notification that the pre-service teacher is considered to be at-risk.

The procedures provided in Appendix 4 are to ensure that in any case where a pre-service teacher is considered to be ‘at-risk’, protocols are understood by all involved, are followed in every case and are directed to ensure the best possible outcome in each case.

## 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.

## 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.



## Remuneration

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

### 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/ week);
- d) for any day that a student does not attend the professional experience 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 professional experience 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@uq.edu.au](mailto:hmns.accounts@uq.edu.au)

- (a) Claim forms must be signed by the school's Professional Experience Coordinator as well as the supervising teacher making the claim.
- (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 (a **hard copy** will be sent to the school, and must be returned via post to the following address. Claims cannot be processed unless all requested information is provided.

### Supervising Teacher Payments

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## Student's Participation in the Practicum

### Student Professionalism

It is expected that the highest of professional standards will be adopted by all students. ***Students who do not meet a high level of professionalism may be suspended from their professional experience school and receive a failing grade for EDUC4005.*** Pre-service teachers are asked to specifically abide by the following:

**Attendance** — Full attendance for the entire practicum (60 days) 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.

**Preparation** — Thorough preparation, including careful written planning utilising feedback and reflection, are essential to good teaching. Thorough preparation also includes research, the collation of resources, and conscientious rehearsal and practice of teaching skills. Written preparation must be available for perusal by the supervising teacher and university supervisor prior to class.

**Reflection** — Pre-service teachers are expected to undertake systematic written reflection following each teaching episode. This is essential to good teaching. Pre-service teachers may make notes on your lesson/unit plans, use the templates in this Handbook (appendices 2 & 3) or keep a journal. Written reflection must be available for perusal by the supervising teacher and university supervisor.

**Presentation** — Pre-service teachers should adopt an appropriate and high standard of dress. That is, polo shirts neatly tucked in; plain coloured, (at least) mid-thigh length dress shorts; hat; closed shoes. Your hair should be neat and jewellery minimal. You should discuss

They are strongly encouraged to adopt sun smart behaviours.

**Interactions with school staff and students** — Pre-service teachers must conduct themselves in an appropriate manner. This includes student 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.

Pres-service teacher are required to develop a **Professional Portfolio** that showcases best practice in their teaching. The portfolio must contain:

1. A **Cover Letter** in application for a job at the professional experience school.

- Apply to the generic job advertisement (page 11) for your professional experience school. That is, refer to the context and personnel at your school.

2. An overview of teaching experiences. This will be presented as a **Résumé** (Curriculum Vitae).

3. Your response to **EQ's Professional Statement** (500 words).

4. **Evidence** of best practice.

- This should be cross-referenced against AITSL's Professional Standards for Teachers.
- A title page for each sample must provide a description and justification to explain why it meets the nominated Standard(s).

Evidence may include:

- Unit plans
- Lesson plans
- Learning resources you have developed, modified or analysed
- Assessment you have developed or analysed
- Student work examples and other evidence (such as a thank you card)
- Supervising teacher feedback and reports
- Reflections on class experiences, attendance at parent-teacher interviews, co- and extra-curricular activities. That is, provide a paragraph to describe this
- Photographs (ensure you seek permission).

Please note:

- Ensure you address the key issues of the EQ's Professional Statement and AITL's Professional Standards.
- One piece of evidence may illustrate multiple standards. For example, one inquiry based task may demonstrate Professional Standards 1, 2 and 3
- You may draw primarily from your Major Professional Experience but also consider other professional experiences and teaching situations
- Presentation should meet the standard of an employment application. It should also be concise, reflective and evidence based
- Examples are provided (following). You may choose to use these as templates.

This portfolio may form the basis of interview discussion (across all education sectors and employers). It is anticipated that future teacher registration renewal requirements may involve the creation of a similar portfolio of evidence based practice.

This portfolio is an enhanced version of the 3<sup>rd</sup> Year Minor Professional Experience.

## **HPE TEACHER (full time, permanent)**

A qualified and dynamic teacher of Health and Physical Education is required for this full time position from Term 3, 2017. The successful applicant will be required to teach Years 8-10 HPE, and Senior PE and HE. The ability to teach Years 8-10 Science or Maths will also be favourably considered.

Applicants must be committed to excellence in teaching and to be able to work in a team environment. The successful applicant will be required to contribute to the School's comprehensive extra- and co-curricular programs.

**Applications close 12 June 2017.**

New graduates are encouraged to apply. Eligibility for registration with the Queensland College of Teachers is essential.

Written applications must include a cover letter, résumé and EQ Professional Statement. This should be addressed to the Principal.

(Reference # 43210)

## Appendix 1

# BHSPE Professional Experience Curriculum Design Portfolio



THE UNIVERSITY  
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AUSTRALIA

School of Human Movement and  
Nutrition Sciences

School		Class	
Teacher		Topic	

### Unit Summary

### Curriculum Content (Syllabus/Curriculum Document)

### General Capabilities

This unit will involve with the following cross curriculum priorities.

Focus area		Learning experiences
	Literacy	
	Numeracy	
	ICTs	
	Critical and creative thinking	
	Personal and social capability	
	Ethical behaviour	
	Intercultural understanding	

## Cross-Curriculum Priorities

This unit will involve with the following cross curriculum priorities.

Focus area		Learning experiences
	<b>Aboriginal and Torres Strait Islander histories and cultures</b>	
	<b>Asia and Australia's engagement with Asia</b>	
	<b>Sustainability</b>	

## Assessment Overview

## Content and Concepts

## Unit Resources

This unit will utilise the following resources in its development and implementation.

Focus	Resources
<b>Curriculum</b>	
<b>Pedagogy</b>	
<b>Assessment</b>	

## Pedagogical Strategies

**Risk Assessment** (<http://education.qld.gov.au/schools/healthy/>)

Completed	YES / NO / NA
Attached	YES / NO / NA
Approved by supervisor	YES / NO / NA

**Behaviour Management Strategies****AITSL Professional Standards** (<http://www.teacherstandards.aitsl.edu.au/CareerStage/GraduateTeachers/Standards>)

In teaching this unit, I will connect with the following Australian Professional Standards for Teachers (graduate stage) in knowledge, practice and engagement.

Standard		Focus areas
	<b>Standard 1</b> Know students and how they learn	
	<b>Standard 2</b> Know content and how to teach it	
	<b>Standard 3</b> Plan for and implement effective teaching practices	
	<b>Standard 4</b> Create and maintain supportive and safe learning environments	
	<b>Standard 5</b> Assess, provide feedback and report on student learning	
	<b>Standard 6</b> Engage in professional learning	
	<b>Standard 7</b> Engage professionally with colleagues, parents/carers and the community	

# BHSPE Professional Experience Unit Overview

School		Class	
Teacher		Topic	

	Lesson focus	
	First half	Second half
1		
2		
3		
4		
5		
6		
7		
8		
9		
10	Performance	Reflection



Unit/Topic/Lesson				Teacher's name	
Year level		Number of students		Lesson duration	
Equipment					
Lesson objectives					
Risk assessment	Y / N	Completed	Y / N	Approved	Y / N Attached

Time	Learning Experience	Pedagogical Strategies	Teaching Points, Cues & Questions	Organisation, Transition & Safety
	(Introduction)			
	(Body) <i><b>This column is the WHAT</b></i> <i>The name of the activity</i> <i>Rules of the game</i> <i>Description of task</i> <i>Variations</i>	<i>This column identifies</i> <b>WHICH teaching style</b> you are using <i>May also include some key pedagogical tools</i>	<i><b>This column is the SAY</b></i> <i>Your cues, teaching points, Qs, feedback, teacher commands</i> <i>While this is not a script, it is the key points that you are going to say during your lesson</i>  <i>NB: in my LPs, I highlight (CAPS and bold) my cues... this helps them stand out in the plan</i>	<i><b>This column is the HOW</b></i> <i>Your diagrams</i> <i>How you are going to set up</i> <i>What safety considerations you have</i> <i>Where you want Ss to sit</i> <i>How you want them to move between activities</i>  <i>NB: I also put the equipment required for each activity in this section. This helps me to easily see what I have to set up next</i>
	(Closure)			

How long is a lesson plan?    Not too much    Keep your LP to 2 pages.  
                                          Not too little    Try to keep enough info in your LP so that another teacher could pick it up and have enough info to teach from it.  
                                          Just right    Quite a balancing act! This takes practice.

A final word: Your LP should clearly connect to your objectives and to your unit's risk assessment.

## Lesson Reflection

## Appendix 2      HMNS Pre Service Teacher At-Risk Procedures

### **Pre Service Teacher Identified As 'At-Risk'**

1. UQ tutor to be notified by supervising teacher at first school visit or supervising teacher may contact the BHSPE Professional Experience Coordinator.
2. Supervising teacher and UQ tutor to complete and sign Professional Experience Report form indicating at-risk status of pre service teacher.



### **Pre Service Teacher Notified of At-Risk Status**

1. Verbal confirmation to pre service teacher of at-risk status to be completed by UQ tutor as soon as possible.
2. BHPSE Professional Experience Coordinator to send electronic and mail copy of pre service teacher At-Risk Notification letter with report attached.
3. Pre service teacher to arrange meeting with Professional Experience Coordinator and where appropriate, invite supervising teacher and UQ tutor.



### **Devising Strategies for Improvement**

1. Pre service teacher, Professional Experience Coordinator and where appropriate UQ tutor and/or supervising teacher to meet to devise strategies for improvement.
2. Final agreed upon strategies are to be recorded and copies provided to pre service teacher, UQ tutor and supervising teacher.
3. Professional Experience Coordinator to place a copy of all documentation on pre service teacher's file.



### **Finalisation of Outcomes for At Risk Pre Service Teachers**

1. The supervising teacher is required to monitor change and progress following the interview.
2. If after two weeks of additional teaching, or at the eight week mark of professional experience, the pre service teacher has not demonstrated significant improvement, the supervising teacher or school practicum coordinator should contact the BHSPE Professional Experience Coordinator.
3. In the event that the pre service teacher has failed to demonstrate any improvement in the areas of concern in the set time period, they will be deemed to have failed the professional experience.
4. Following consultation with the supervising teacher, the pre service teacher may either withdraw immediately from the professional experience or continue to the completion of the twelve weeks.
5. The pre service teacher will be asked to meet with the BSHPE Program Coordinator and Professional Experience Coordinator to discuss their performance in the professional experience and their future progress within the BHPSE program.

## Appendix 3

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## Lesson Observation

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## Self Reflection

<b>Teacher's Name</b>	<b>Date</b>
<b>Year and Subject</b>	
<b>Focus / Topic</b>	

### Classroom Management

	<b>Rapport</b> – shows warmth, understanding, sensitivity to students	
	<b>Cooperation</b> – engenders cooperation and mutual respect	
	Clear <b>expectations and routines</b> established	
	<b>Behaviour management strategy</b> implemented and reinforced	
	<b>Organisation</b> – well prepared with all resources and materials	
	<b>Control</b> – uses a variety of techniques successfully to respond to student needs and to maintain control and interest	

### Lesson Planning and Preparation

	Plans for <b>active involvement</b> of students	
	<b>Clear link</b> to the planned unit area and work program	
	<b>Organisation</b> of lesson – logical development through the lesson	
	<b>Differentiated</b> for the needs / strengths individuals	
	Considered the attributes of a <b>lifelong learner</b>	
	Incorporated <b>ICT</b> into learning	

## Interpersonal Relationships

	Ability to <b>communicate</b> with students	
	<b>Interpersonal relationships</b> with supervising teacher and other school staff	
	<b>Interpersonal relationships</b> with parents and community members	
	Concern for <b>punctuality and appearance</b>	
	Aware of <b>professional responsibility</b>	

## Curriculum Program Development

	Knowledge of <b>curriculum</b> and <b>teaching strategies</b>	
	Physical documentation of curriculum <b>planning</b>	
	Suitable and varied curriculum <b>resources</b> used by teacher and students	
	<b>Evidence</b> of <b>evaluation</b> to provide feedback or appropriateness of developed curriculum program	

## Lesson Presentation

	<b>Introduction</b> – captures interest and attention of the students	
	Clear <b>directions</b>	
	Effective <b>learning outcomes</b>	
	<b>Pacing</b> – adjusts tempo of the lesson to accommodate student needs and maintain interest	

Adapted from Biloela State High School, *Lesson Observation Feedback Form*

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**Lesson Observation**

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**Self Reflection**

<b>Teacher's Name</b>	<b>Date</b>
<b>Year and Subject</b>	
<b>Focus / Topic</b>	

### **Preparation**

Selection of resources, preparation of materials, planning of procedures, defining of objectives

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### **Mastery of subject matter**

Ability to explain, ask pertinent questions, answer students' questions

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### **Teaching skills**

Ability to motivate, illustrate, phrase suitable questions, make use of students' responses, summarise

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## **Communication skills**

Command of the language, fluency, quality of voice, audibility, suitability of language to age and ability of students

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## **Technical aspects of communication**

Use of whiteboard, OHP, ICT, equipment, other

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## **Relationships within class**

General response of class to teacher's stimulus, attention of individuals and to the less responsive, use of names to establish rapport, attempts to get to know students, relationship with supervising teacher

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## **Classroom management**

Organising the activities, maintaining momentum of the lesson, keeping students' involved, solving problems

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Adapted from School of Education, The University of Queensland, *Lesson Analysis Sheet*