



UQ Health & Physical Education
Pre-Service Teachers

EDUC3006

10 July – 28 July 2017
(15 days)

MINOR

Professional Experience

School of Human Movement & Nutrition Sciences
The University of Queensland

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Important Dates

Secondary school professional experience	10 July – 28 July 2017 (15 days)
Teaching reports submitted to HMNS (supervising teacher)	7 August 2017
Teaching folio submitted to HMNS (pre-service teacher)	7 August 2017, 12pm

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 professional experience varies in its context and content, pre-service teachers will be exposed to different Professional Standards in different quantities. However, the Standards will be used (a) by supervising teachers to judge the quality of pre-service teachers' teaching and (b) by pre-service teachers to reflect on their professional experience.

Further details are listed on page 4.

Third Year Teaching Minor Professional Experience 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 pre-service teachers' professional experiences.

Professional Experience Overview

This professional experience consists of 3 weeks of practice in a secondary school. It forms part of the course EDUC3006. This is a vital professional experience in that it is the first opportunity for pre-service teachers to work with full classes and to teach in new contexts. The Human Movement and Nutrition Sciences Health, Sport and Physical Education Program Overview (p.3) outlines our students' academic background.

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

During this professional experience, pre-service teachers will be expected to complete a number of set tasks including teaching and observing a number of HPE lessons. Details of these requirements can be found in the Professional Experience Guidelines (p.6).

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) criteria for evaluating pre-service teacher's development should be explicit, shared, and used to guide pre-service teacher's progress
- d) 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 p.3 for the Human Movement and Nutrition Sciences Education Program Overview)

The criteria for evaluating pre-service teachers' progress are derived from the AITSL (2012) Australian Professional Standards for Teachers. The AITSL domains of Professional Knowledge, Professional Practice and Professional Engagement will be supplemented by the UQHMNS commitment to Professional Behaviour.

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 and Learning Games and Sports
HMST 2190: From Playground to Podium: Critical Analysis of Sporting Issues	EDUC 2010: Literacy and Numeracy in HPE
PHYL 2730: Exercise Physiology	EDUC 2009: Health Education in Schools
PSYC 2000: Psychology for Sport and Exercise	NEUR 2530: Motor Control and Learning

YEAR 3

Semester 5	Semester 6
EDUC 3004: Supporting Learning Environments	EDUC 3006: Inquiry Based Pedagogies
EDUC 3008: HPE Curriculum and Assessment Studies	EDUC 3010: Technology, HPE and Sport
EDUC 3292: Junior Science Curriculum for HMS	EDUC 3293: Junior Science in Action
HPRM 3000: Health Promotion: Perspectives and Practice	HMST 3846: Research Skills

YEAR 4

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

AITSL Australian Professional Standards for Teachers and UQ Graduate Attributes

This professional experience and assessable teaching folio provides an opportunity for pre-service teachers to develop a range of capacities in the AITSL (2012) *Australian Professional Standards for Teachers* and The University of Queensland's Graduate Attributes.

Please note: Since each professional experience varies in its context and content, pre-service teachers will be exposed to different professional standards in different quantities. This table recognises an 'at least' exposure for this professional experience but cannot account for all individual experiences.

Learning Outcome	AITSL Professional Standard		UQ Graduate Attribute
Plan and teach a range of learning experiences linked with the Australian Curriculum: HPE and Qld Senior PE	Standard 1 Standard 2 Standard 3 Standard 4	Know students and how they learn (1.1, 1.2, 1.3, 1.5) Know content and how to teach it (2.1, 2.2) Plan for and implement effective teaching practices (3.1, 3.2, 3.3, 3.4, 3.5) Create and maintain supportive and safe learning environments (4.1, 4.2, 4.3, 4.4)	In-depth knowledge of the field of study <ul style="list-style-type: none"> • A comprehensive & well-founded knowledge of the field of studies
Develop skills in analysing, synthesising and evaluating movement and performance	Standard 1 Standard 2 Standard 3 Standard 5	Know students and how they learn (1.1, 1.2, 1.3, 1.5, 1.6) Know content and how to teach it (2.1, 2.2) Plan for and implement effective teaching practices (3.1, 3.2, 3.3, 3.4, 3.6) Assess, provide feedback and report on student learning (5.2)	Critical judgment <ul style="list-style-type: none"> • Apply critical reasoning to issues through independent thought & informed judgment • Evaluate opinions, make decisions & to reflect critically on the justifications for decisions
Understand and develop a range of teaching styles	Standard 1 Standard 2 Standard 3	Know students and how they learn (1.1, 1.2, 1.3, 1.5, 1.6) Know content and how to teach it (2.1, 2.2, 2.5) Plan for and implement effective teaching practices (3.3)	Independence and creativity <ul style="list-style-type: none"> • Work & learn independently • Generate ideas & adapt innovatively to changing environments
Develop personal communication skills to teach movement	Standard 1 Standard 3 Standard 4	Know students and how they learn (1.1, 1.2, 1.3, 1.5, 1.6) Plan for and implement effective teaching practices (3.5) Create and maintain supportive and safe learning environments (4.1, 4.2, 4.3, 4.4)	Effective communication <ul style="list-style-type: none"> • Collect, analyse & organise information & ideas & convey those ideas clearly & fluently, in both written & spoken forms • Interact effectively with others in order to work towards a common outcome
Understand and model the professional standards of teachers	Standard 7	Engage professionally with colleagues, parents/carers and the community (7.1, 7.2)	Ethical and social understanding <ul style="list-style-type: none"> • A knowledge & respect of ethics & ethical standards in relation to a major area of study • A knowledge of other cultures & times & an appreciation of cultural diversity
Recognise the contextual diversity of schools and their stakeholders	Standard 1 Standard 4	Know students and how they learn (1.3, 1.5) Create and maintain supportive and safe learning environments (4.1,4.3)	

Human Movement and Nutrition Sciences Staff Contact Information

Professional Experience Coordinator

Due to the length of this professional experience, site visits will not be automatically scheduled. However, the Professional Experience Coordinator will be available for consultation by phone or visit, if requested by the pre-service teacher or their supervisors.

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

Sue Monsen Professional Experience Coordinator
Phone 3365 6240
Email s.monsen@uq.edu.au

Sue is the coordinator of the 3rd Year professional experience and the academic coordinator for EDUC3006 Inquiry Based Pedagogies, the course in which this professional experience is placed. She is the first point of contact in the event of an urgent problem.

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

Phone 3365 6240

Fax 3365 6877

Email hmns.accounts@uq.edu.au

Further information about supervising teacher payments can be found on page 10.

The Working with Children Suitability Card (Blue Card)

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

Professional Experience Guidelines

The professional experience length is 15 days. Prior to this professional experience, pre-service teachers have observed a primary program for 5 days; spent 10 half days teaching primary HPE and worked for 10 half days with children with physical and/or intellectual impairments.

The following information has been provided as a guide for the professional experience.

Minor Professional Experience

15 days **10 July – 28 July**

Important dates and guidelines for the pre-service teachers as they progress through the 15 day secondary school professional experience.

Please note: this is a guide only. The content and timing of each **professional experience** will vary.

Date	Guidelines
Prior to 24 June	Contact schools, if possible, to meet/speak with the supervising teacher
Day 1: 10 July	Professional experience begins. Student teachers begin to collect information about the school context.
Days 2–5: 11 July–14 July	Observations of classes (if possible observing several different teachers), taking responsibility for sections of lessons eg: warm-ups, team teaching, teaching small groups, teaching a component of lesson. Could begin teaching some full classes if confident.
Day 5: 14 July	Negotiate which classes will be taught in weeks two and three. Discuss progress with supervisor. Teacher and pre-service teacher discuss strategies to improve teaching performance. The teaching report should be used as a guide.
Days 6-15: 17 July– 28 July	Take some full classes, continue to assist or observe in others
Day 15: 28 July	Last teaching day. Supervisor and pre-service teacher should discuss pre-service teacher's report and the pre-service teacher should be able to comment in written form in the space provided on the form
7 August	Supervisor's report due to Professional Experience Coordinator, School of Human Movement and Nutrition Sciences, The University of Queensland, St Lucia, 4072; fax 3365 6877 or Sue Monsen s.monsen@uq.edu.au

Assessment Procedures

Performance in this professional experience will be assessed utilising the *AITSL (2012) Australian Professional Standards for Teachers* (Graduate level) and is graded as Pass/Fail. In order to receive a Pass grade for the professional experience, pre-service teachers must be able to demonstrate **consistent and satisfactory achievement** against all AISTL Graduate Standards as reported by supervising teachers. This will be judged relative to the pre-service teacher's level of experience and each professional experience context:

BHSPE pre-service teachers' previous experience

This Minor Professional Experience is the first opportunity for students to work with full classes and to teach in a secondary context. Prior to this professional experience, pre-service teachers have observed a primary program for 5 days; spent 10 half days teaching primary HPE and worked for 10 half days with children with physical and/or intellectual impairments.

This is the pre-service teacher's first experience in secondary school context

Additionally, **pre-service teachers must adopt the highest professional standards** regarding personal presentation, interactions with school staff and students, attendance, punctuality and preparation (see page 13 for details). An inability to meet these requirements will result in an automatic failure for this professional experience despite achievement in other teaching criteria.

Judgments about the quality of teaching performance will be made by the school supervisor on the basis of their observations of teaching, and by University staff on the written record of the professional experience kept by the pre-service teacher (see the Teaching Folio, p.14). Determination of a pre-service teacher's grade for this professional experience is the responsibility of the BHSPE Professional Experience Coordinator.

Assessment Summary

This professional experience is Pass/Fail. In order to Pass, a pre-service teacher must:

- ✓ Model the professional standards required of HMNS pre-service teachers (p.13).
- ✓ Demonstrate consistent and satisfactory achievement against all AISTL Graduate Standards as reported by supervising teachers (Teaching report, p.23).
- ✓ Provide written evidence of AITSL Standards in pre-service teacher's teaching folio

IMPORTANT: A failure in this professional experience means failure in EDUC3006 regardless of performance in other assessment tasks.

Provision of feedback

The provision of feedback to the pre-service teacher should occur for each lesson and can be given verbally and/or by means of written comment. The *AITSL (2012) Australian Professional Standards for Teachers (Graduate)* will form the basis of feedback to the student and for comment, discussion and guidance.

The HPE Evaluation of Professional Experience (p.23) should preferably be returned via email to:

Sue Monsen s.monsen@uq.edu.au

Or by post to:

BHSPE Professional Experience Coordinator
School of Human Movement and Nutrition Sciences
The University of Queensland St Lucia 4072

Evaluation reports should be returned by 7 August 2017.

Before submission, the completed reports should be discussed with the pre-service teacher who can make a response in writing to the supervising teacher's report. These reports will frequently be used by pre-service teachers in their future applications for employment.

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 than an effective supervisor typically assists the pre-service teacher's 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 pre-service teacher's confidence
- recognising that the pre-service teachers may be balancing a number of responsibilities throughout the professional experience.

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. Due to the length of this professional experience, site visits will not be automatically scheduled. However, the BHSPE Professional Experience Coordinator will be available for consultation by phone or visit, if requested by the pre-service teacher or their supervisors.

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 student teacher's performance in practice teaching situations and discussing his/her progress with him/her;
- g) consulting with the institution and the student teacher regarding the student 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 Folio' section of this handbook and with their applications for employment.

Identifying “at risk” pre-service teachers

Pre-service teachers engaging in this professional experience will be deemed ‘at-risk’ of failing when they have been unable to demonstrate consistent and satisfactory achievement against all AITSL Graduate Standards as reported by supervising teachers.

Appendix 3 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 AITSL Standards. 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 3 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.

Please note: Should the pre-service teacher not meet the high standards of teacher professionalism, an automatic failure will be applied to the professional experience despite achievement in other criteria. Please see p.13 for details of our expectations of professionalism.

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 wellbeing 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 coordinators and supervising teachers listed in the 1987 Industrial Agreement.

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

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

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
School of Human Movement and Nutrition Sciences
The University of Queensland
St Lucia QLD 4072

- a) A full day of supervised professional experience shall consist of 5 hours;
- b) Periods allowed for discussions with the principal, pre-service teacher 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 professional experience of a pre-service teacher shall be at the teaching rate current in the agreement (\$4.21 per hour/ \$105.25 maximum/ week);
- d) For any day that a pre-service teacher 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 pre-service teacher 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.

Pre-Service Teacher Professionalism

It is expected that the highest of professional standards will be adopted by all pre-service teachers.

Pre-service teachers who do not meet a high level of professionalism may be suspended from their professional experience school and receive a failing grade for EDUC3006.

In addition to the *Professional Behaviour* domain of your report, pre-service teachers are asked to specifically abide by the following:

Attendance and Punctuality — Full attendance for the entire professional experience (15 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. You may make notes on your lesson/unit plans, use the templates in this Handbook 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 presentation and dress. That is, polo shirts neatly tucked in; plain coloured dress shorts (longer than mid-thigh); white socks; hair neatly presented (including facial hair) and suitable hat. Students 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 confidentiality, 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.

A final word on professionalism

You are not expected to teach perfectly but you do need to **demonstrate a willingness to learn and improve your teaching**. Regardless of your opinion, listen **respectfully to feedback and attempt to implement it**.

Further, you should:

- Remember that you are being constantly scrutinised. How you look and act is noticed by more than just your supervising teacher. This will continue until the final day of prac.
- Understand that your relationships with all members of the school community are important. Be respectful; be professional; do not become involved in staffroom politics.
- Show initiative. Staff do not expect you to get involved in extra-curricular activities but it will be remembered at report and interview time.
- Be adaptable and independent. Schools are busy places and you cannot control everything. If something does not go to plan, find a solution without commotion.

Teaching Folio

Due 7 August 2017, 12pm

The Minor Professional Experience Teaching Folio will draw on the AITSL *Australian Professional Standards for Teachers* and require the use of evidence from professional experience to demonstrate how key aspects of each Standard are met.

This folio will serve as a formative version of the Major Professional Experience Teaching Portfolio. A full description of the Minor Professional Experience Teaching Folio task is available on Blackboard.

Assessment Summary

- ✓ This professional experience is Pass/Fail

In order to Pass, a pre-service teacher must:

- ✓ Model the professional standards required of HMNS pre-service teachers (p.13).
- ✓ Provide written evidence of AITSL Standards in pre-service teacher's teaching folio
- ✓ Judgments are made through observation of the teaching performance and record teaching folio.

IMPORTANT: A failure in this professional experience means failure in EDUC3006 regardless of performance in other assessment tasks.

LESSON PLAN TEMPLATE

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

Time	Learning Experience	Pedagogical Strategies	Teaching Points, Cues & Questions	Collection of Evidence & Organisation, Transition & Safety

Lesson reflection

Checklist for Pre-Service Teachers

A good pre-service teacher will do more than teach. By showing initiative and asking some key questions, you will not only impress your supervisors but also make your planning and (hopefully) teaching easier.

The following checklist is from the 4th Year Prac Handbook, so it is more extensive than you require for a 3 week practicum. However, you should familiarise yourself with the types of questions and actions you should consider when you enter a school for practicum. You should choose some relevant questions/actions for your Minor Professional Experience.

When you know which school you are attending, visit the web site to gather some background information to begin your context analysis.

Initial contact with schools

Phone the school and speak to the school's Pre Service Teachers' Coordinator (usually the Deputy Principal). Explain who you are (for example, from Human Movement and Nutrition Sciences, UQ to do my 3rd year practicum for 3 weeks between 14 July and 1 August). Try to organise a pre-practicum visit to the school.

You might ask:

- What time do you need to be there on the first day?
- Where do you go / meet / park?
- What will you need for the first day? (for example, do you need togs?)
- Will you have access to a fridge? Microwave?

Pre-practicum visit and/or first day

- Collect a schools' prospectus, behaviour management policy, school map and your timetable (if it's available)
- Have a look at the school's grounds and facilities
- Meet the HPE HOD and staff
- Show your Blue Card
- Complete required Health & Safety tasks (e.g. fire training, evacuation procedures)

Throughout your professional experience

Show some initiative by doing and investigating the following things during your professional experience:

Whole school

- Introduce yourself to school staff including
 - General staff
 - office staff, teacher aides, science lab assistant, school nurse
 - janitor, groundskeeper, cleaners

Teaching staff	HPE and Science Heads of Department or Subject Area Coordinators, guidance counsellor, teachers
Administrative staff	Principal, Deputy Principals (if appropriate)

- What is the school's Behaviour Management Policy?
- What learning frameworks are utilised by the school (e.g. ASOT)?
- What are the student procedures and expectations (such as uniform, leaving class, late arrival to class)?
- What are the photocopy procedures?
- How do you book a video / TV / OHP / computer room / hall?
- Can you try a variety of pedagogies (including team teaching)?
- Are you able to access a teacher aide for in-class assistance?
- Do you need keys?

HPE Department

- Assist in carnival, sport and other event organisation (including preparation, coaching, and management)
- Participate in playground and bus duties, and attend meetings
- Offer to collect, set up and pack up equipment
- Offer to tidy the sports equipment and assist with stock take
- Observe teachers other than your supervisors. See "Suggestions for Observing Teachers"
- Get copies of the class rolls and learn the students' names as you observe classes
- Develop teaching resources (including units, lesson plans, and worksheets)
- Assist in marking student work
- Offer to do the photocopying, etc
- Tidy and lock up the classroom (including shut the windows, turn off fans and lights, put up chairs, clean board, pick up discarded worksheets or rubbish on the floor)

Science Department

- Who is the lab assistant?
- How do you book a lab and prac equipment?
- What are the expectations for prac equipment use? (for example, do you have to collect and return it? Do you have to clean it?)
- What are the safety procedures (including operation of the lab's safety equipment)?
- Where are the science resources kept?

ICT connections

- Do you need internet access and/or a school email account?
- Can you gain access to EQ's Learning Place via iRegister?
- Can you get copies of the C2Cs for Science and Maths?

Resource Centre

- Who is the teacher librarian? Who is the library teacher aide?
- How do you borrow resources? (don't forget about the video collection)
- How do you book a teaching space and equipment (for example, a video)?

Suggestions for observing teachers

Being observed can be a daunting experience for anyone, including practicing teachers. With this in mind, it is important to emphasise that you will not be making judgments about their teaching. You are interested in expanding your repertoire by describing what occurs and in what context.

Prior to the observation

- Always ask permission to observe a teacher. Give the teacher plenty of notice (do not just show up)
- Explain why and what you will be observing (for example, behaviour management techniques)

Following the observation

- Give the teacher the opportunity to see what you have written
- Discuss the main aspects of the lesson you observed and ask if they feel you missed anything

Teacher's Name	Date
Year and Subject	
Focus / Topic	

Classroom Management

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

Lesson Planning and Preparation

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

Interpersonal Relationships

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

Curriculum Program Development

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

Lesson Presentation

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

Lesson Observation

Self Reflection

Teacher's Name	Date
Year and Subject	
Focus / Topic	

Preparation

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

Mastery of subject matter

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

Teaching skills

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

Communication skills

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

Technical aspects of communication

Use of whiteboard, OHP, ICT, equipment, other

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

Classroom management

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

Appendix 2



School of Human Movement
& Nutrition Sciences

Health & Physical Education

EDUC3006 Teaching Evaluation 15 days professional experience

Report due

7 August 2017

Professional experience provides an opportunity for pre-service teachers to develop a range of capacities highlighted in the AITSL (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. This report allows supervisors to rate pre-service teachers' teaching performance against the Graduate Capabilities of the Standards relative to their level of experience.

BHSPE pre-service teachers' previous experience

Prior to this professional experience, pre-service teachers have 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.

Pre-Service Teacher

Supervisor(s)

Signed by

(Supervisor)

(Pre-Service Teacher)

(School Coordinator)

Date

Organisation

Excelling	Outstanding and sustained teaching performance across a wide range of contexts
Satisfactory	Consistent teaching performance across a range of contexts
Unsatisfactory	Inability or inconsistent teaching performance

Professional Knowledge

Standard 1 Know students and how they learn

In relation to the pre-service teacher's experience and the professional experience context , the pre-service teacher:

- Understands the diverse needs , backgrounds and characteristics of students, and how they learn
- Differentiates learning experiences for a range of abilities including students with special needs

Excelling			Satisfactory			Unsatisfactory		

Standard 2 Know content and how to teach it

In relation to the pre-service teacher's experience and the professional experience context , the pre-service teacher:

- Knows the content and concepts of the subject and curriculum documents
- Plans and implements effective teaching and learning strategies and sequences
- Recognises and respects diversity including Aboriginal and Torres Strait Islander cultural considerations
- Integrates literacy, numeracy and ICTs into lessons

Excelling			Satisfactory			Unsatisfactory		

Comments on Professional Knowledge

Professional Practice

Standard 3 Plan and implement effective teaching and learning

In relation to the pre-service teacher's experience and the professional experience context , the pre-service teacher:

- Plans well-structured units/lessons with clear and achievable learning goals for varying student abilities
- Plans and implements purposeful activities that are clearly linked to objectives and organised into effective learning sequences
- Develops quality questions that are well scaffolded and sequenced to supports student learning
- Uses a range of teaching and communication strategies including well developed teaching cues
- Supports learning experiences with a range of resources and ICTs

Excelling			Satisfactory			Unsatisfactory		

Standard 4 Create and maintain supportive and safe learning environments

In relation to the pre-service teacher's experience and the professional experience context , the pre-service teacher:

- Plans and implements safe learning activities that are supported by formal risk assessments
- Supports inclusive student participation and engagement across all learning experiences
- Integrates a range of effective behaviour management strategies
- Organises effective classroom activities including clear instructions and efficient equipment distribution and collection
- Models and instructs in the safe, responsible and ethical use of ICTs

Excelling			Satisfactory			Unsatisfactory		

Standard 5 Assess, provide feedback and report on student learning

In relation to the pre-service teacher's experience and the professional experience context , the pre-service teacher:

- Provides timely and specific feedback to students on their learning
- Understands and demonstrates a range of formative and summative assessment strategies
- Makes consistent and comparable judgements, and understands moderation processes
- Interprets assessment data to evaluate student learning and modify teaching practices

- Understands the importance of keeping reliable records and identifies a range of strategies for reporting to students and parents/carers

Excelling			Satisfactory			Unsatisfactory		

Comments on Professional Practice

Professional Engagement

Standard 6 Engage in professional learning

- In relation to the pre-service teacher's experience and the professional experience context , the pre-service teacher:**
- Seeks and applies feedback from supervisors to improve teaching practices
 - Develops and shares professional knowledge including participation in professional conversations

Excelling			Satisfactory			Unsatisfactory		

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

- In relation to the pre-service teacher's experience and the professional experience context , the pre-service teacher:**
- Displays ethical behaviour and complies with school policies
 - Engages with the parents/carers and the community

Excelling			Satisfactory			Unsatisfactory		

Comments on Professional Engagement

Professional Behaviour

Criterion Develop and display professional behaviours

In relation to the pre-service teacher's experience and the professional experience context , the pre-service teacher:

- Models accepted professional behaviour including personal presentation, preparation, punctuality and attendance
- Exhibits independence, initiative and flexibility in the school environment
- Interacts and works respectfully with teachers, ancillary staff, students and others
- Participates in co- and extra-curricular activities including staff meetings, student-free days, playground duty, school sport, camps and other events

Excelling	Satisfactory	Unsatisfactory

Comments on Professional Behaviour

Additional comments (optional)

Pre-Service Teacher comments

Appendix 3 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

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



Devising Strategies for Improvement

6. Pre service teacher, Professional Experience Coordinator and where appropriate UQ tutor and/or supervising teacher to meet to devise strategies for improvement.
7. Final agreed upon strategies are to be recorded and copies provided to pre service teacher, UQ tutor and supervising teacher.
8. 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

9. The supervising teacher is required to monitor change and progress following the interview.
10. 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 professional experience coordinator should contact the BHSPE Professional Experience Coordinator.
11. 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.
12. 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.
13. 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 BHSPE program.