

UQ Health and Physical Education Pre-Service Teachers

EDUC 3006

15 July – 26 July 2019 (10 days)

MINOR Professional Experience



Monday 15 July – Friday 26 July 2019

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Contact Information for BHSPE Professional Experience Coordinators

Due to the length of this professional experience, site visits will not be automatically scheduled. However, staff 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 further information.

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Third Year HPE Pre-Service Teaching

Minor Professional Experience

2019

We welcome schools and their teachers as partners in the School of Human Movement Studies' third year professional experience. Staff and pre-service teachers from 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.

This professional experience is first component of EDUC3006 *Inquiry-based Pedagogies* that also includes lectures and tutorials, and a 3 week full-time professional experience in October.

Pre-service teachers will join partner secondary school for **2 weeks in Term 3:**

Monday 15 July – Friday 26 July 2019

This is the first secondary teaching experience for these pre-service teachers.

Professional Experience Guidelines

It is suggested that this professional experience will be scaffolded for the pre-service teacher:

- i. **Observe some HPE classes** in the initial days of the professional experience
- ii. **Teach sections of lessons** e.g. warm-ups, team teaching, teaching small groups, teaching a component of the lesson.
- iii. **Teach whole classes** of Junior HPE – **approx. 5 lessons per week** (discretion of the supervisor).

Pre-service teachers can also **provide literacy and numeracy support** to students as required.

Supervising Teacher Payments

Please direct all enquiries regarding payment to:

Supervising Teacher Payments
HABS HR Transactions
Faculty of Health and Behavioural Sciences
The University of Queensland 4072
habs-hr-transactions@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 Games & Sport
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	Supportive Learning Environments	EDUC 3006	Inquiry Based Pedagogies
EDUC 3008	HPE Curriculum & Assessment Studies	EDUC 3010	Technology, HPE & Sport
EDUC 3292	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 Teachers' Previous Experience

This is BHSPE pre-service teachers' first secondary school experience.

This professional experience is an opportunity for pre-service teachers to work with full classes and to teach in a secondary context. 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 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 and Punctuality — 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.

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.

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.

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.

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.

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 a range of different professional standards in different quantities. However, all pre-service teachers will engage with the following professional standards throughout this professional experience:

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

1.2 Understand how students learn

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

Standard 3 **Plan for and implement effective teaching and learning**

3.3 Use teaching strategies

Include a range of teaching strategies.

3.6 Evaluate and improve teaching programs

Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.

Standard 4 **Create and maintain supportive and safe learning environments**

4.1 Support student participation

Identify strategies to support inclusive student participation and engagement in classroom activities.

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.

At-Riskness

Pre-service teacher's performance and professionalism during this professional experience is judged. If pre-service teachers are not meeting standards, please contact the Professional Experience Coordinator immediately. The BHSPE At-Risk process (p.23) will be instigated.

Performance: Pre-service teachers will be deemed at risk of failing this professional experience if they are not demonstrating satisfactory achievement against all AISTL Graduate Standards as reported by supervising teachers (see Teaching Report, p.8. and p.19).

Professionalism: Pre-service teachers are expected to adopt the highest professional standards regarding personal presentation, interactions with school staff and students, attendance, punctuality and preparation.

Supervising Teacher Payments

All remuneration forms have been emailed to the school's Professional Experience Coordinator. Most teachers need only complete the "Supervision" column by inserting the number of hours. The maximum claim per student is 25 hrs/week. Before emailing this claim form, please ensure it is signed by the school's Professional Experience Coordinator.

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

Claims cannot be processed unless all requested information is provided.

1. Supervising Teacher Claim Form

This is to be completed and e-mailed through to **HABS HR Transactions** at:

habs-hr-transactions@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. Tax Declaration Form (only fill in if this hasn't been completed before)

An electronic copy of this form will be sent to the school's Professional Experience Coordinator

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:

- (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.

Assessment

1. Teaching report submitted by teacher-supervisor Due 5 August 2019

Supervising teachers are responsible for judging the pre-service teacher's performance through a teaching report. In order to pass this professional experience, pre-service teachers **must demonstrate consistent and satisfactory achievement against all AISTL Graduate Standards** as reported by supervising teachers.

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.

An electronic version of the Teaching Report has been emailed to your school's Pre-Service Coordinator. It is also on page 19 of this handbook.

Please return the teaching report by 5 August 2019 to:

Paul Treschman p.treschman@uq.edu.au or Sue Monsen s.monsen@uq.edu.au

2. Written task submitted by pre-service teacher due 5 August 2019

The purpose of this task is to consider a teacher's impact on students' learning and engagement.

Full details of the task are available on page 9.

3. Professionalism demonstrated by pre-service teacher ongoing

Pre-service teachers must adopt the highest professional standards regarding personal presentation, interactions with school staff and students, attendance, punctuality and preparation (see page 4 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 Strategies in Action, p.9).

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.4).
- ✓ Demonstrate consistent and satisfactory achievement against all AISTL Graduate Standards as reported by supervising teachers (Teaching report, p.19).
- ✓ Complete written task to satisfactory standard.

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

Determination of a pre-service teacher's grade for this professional experience is the responsibility of the BHSPE Professional Experience Coordinator.

Written Assessment: Teaching Strategies in Action

Due 5 August 2019, 2pm

The purpose of this task is to consider a teacher's impact on students' learning and engagement. This task will guide focused observation while on Minor Prac.

This task has been developed as formative scaffolding for your upcoming 4th Year GTPA (Graduate Teacher Performance Assessment).

The full task, templates and examples are available on Blackboard.

Task 1 Context Overview

Provide an overview of your school context.

Task 2 Observation of Teaching Strategies

Undertake a focussed observation of HPE classes.

Record 2 teaching strategies that had an immediate and observable impact on student learning and/or engagement.

For each teaching strategy:

- i. What did the teacher do? Briefly describe the situation.
- ii. What impact did this have on the students' learning and/or engagement? Briefly describe the outcome.
- iii. How do you know this? Justify your claims using illustrative examples as evidence.

You may consider:

- Various teaching styles, pedagogies, models & tools
- Questioning and feedback strategies
- Literacy and numeracy strategies
- Behaviour management strategies
- Differentiation strategies
- Use of ICTs

PLAN TEMPLATE

Topic/Lesson				Teacher's name			
Level		Number of students		Lesson duration			
Content							
Objectives							
Resource management							
Assessment	Y/N	Completed		Y/N	Approved	Y/N	Attached

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

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 Professional Experience 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 2 weeks between 15 July and 26 July). 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

Supervising Teacher Feedback



**THE UNIVERSITY
OF QUEENSLAND**
A U S T R A L I A

School of Human Movement and Nutrition Sciences

Pre-Service Teacher's Name	Date
Year and Subject	
Specific Teaching Focus <ul style="list-style-type: none">▪	
Success Criteria <ul style="list-style-type: none">▪▪	

Teacher Comments on Specific Teaching Focus
--

General Teaching Feedback

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 Teaching report



School of Human Movement
& Nutrition Sciences

Health & Physical Education

EDUC3006 Teaching Evaluation

15 July – 26 July 2019

10 days professional experience

Report due

5 August 2019

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*.

BHSPE pre-service teachers' previous experience

This is BHSPE pre-service teachers' first secondary school 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

Satisfactory (S)

Evidence of planning, teaching or professional behaviour and engagement that demonstrates descriptors.

Unsatisfactory (U/S)

Little or no evidence of planning, teaching or professional behaviour and engagement that demonstrates descriptors.

Please leave descriptors blank if not applicable.

Planning

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

S U/S

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Knows the content & concepts of the subject and curriculum documents |
| <input type="checkbox"/> | <input type="checkbox"/> | Plans well-structured lessons with clear & achievable learning goals |
| <input type="checkbox"/> | <input type="checkbox"/> | Plans safe and effective teaching & learning strategies |

Overall

Satisfactory			Unsatisfactory
<input type="checkbox"/> high	<input type="checkbox"/> mid	<input type="checkbox"/> low	<input type="checkbox"/>

Comments on Planning

Teaching

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

S U/S

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Implements purposeful activities that are clearly linked to objectives & organised into effective learning sequences |
| <input type="checkbox"/> | <input type="checkbox"/> | Organises effective classroom activities including clear instructions and efficient equipment distribution and collection |
| <input type="checkbox"/> | <input type="checkbox"/> | Implements safe and effective teaching and learning strategies |
| <input type="checkbox"/> | <input type="checkbox"/> | Uses a range of teaching & communication strategies including well developed teaching cues |
| <input type="checkbox"/> | <input type="checkbox"/> | Integrates a range of effective behaviour management strategies |
| <input type="checkbox"/> | <input type="checkbox"/> | Provides timely and specific feedback to students on their learning |

Overall

Satisfactory			Unsatisfactory
<input type="checkbox"/> high	<input type="checkbox"/> mid	<input type="checkbox"/> low	<input type="checkbox"/>
Comments on Teaching			
Professional Behaviour & Engagement			
In relation to the pre-service teacher's experience and the professional experience context , the pre-service teacher:			
S	U/S		
<input type="checkbox"/>	<input type="checkbox"/>	Seeks and applies feedback from supervisors to improve teaching practices	
<input type="checkbox"/>	<input type="checkbox"/>	Models accepted professional behaviour including personal presentation, preparation, punctuality and attendance	
<input type="checkbox"/>	<input type="checkbox"/>	Interacts and works respectfully with teachers, ancillary staff, students and others	
<input type="checkbox"/>	<input type="checkbox"/>	Exhibits independence, initiative and flexibility in the school environment	
<input type="checkbox"/>	<input type="checkbox"/>	Participates in professional conversations	
<input type="checkbox"/>	<input type="checkbox"/>	Participates in co- and extra-curricular activities (this may include staff meetings, playground duty, school sport and other events)	
Overall			
Satisfactory			Unsatisfactory
<input type="checkbox"/> high	<input type="checkbox"/> mid	<input type="checkbox"/> low	<input type="checkbox"/>
Comments on Professional Behaviour & Engagement			
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.

