

# UQ Health and Physical Education Pre-Service Teachers

## EDUC 3004

18 Feb - 22 Feb 2019 or  
25 Feb - 1 Mar 2019 (5 days)

## OBSERVATION Professional Experience



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### **OBSERVATION PROFESSIONAL EXPERIENCE SUMMARY**

3<sup>rd</sup> year Human Movement and Nutrition Sciences pre-service teachers will:

- Be based at a primary school for 5 days (18 - 22 Feb or 25 Feb – 1 Mar 2019)
- Observe the HPE teacher (pre-service teachers may also observe a classroom teacher for some time if the HPE teacher is not in your school fulltime)
- Attend school sporting competitions and experience 'other' teacher duties (eg PGD, meetings) as determined by the school

# EDUC3004 Observation Professional Experience

## Semester 1, 2019

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

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

Each pre-service teacher will:

- Attend a primary school for 5 days: **18 Feb – 22 Feb** or **25 Feb – 1 Mar 2019**
- Observe the Health and Physical Education teacher (and general classroom teachers as determined by each school)
- Work with a pre-service teacher partner
- Become involved in a range of school-based experiences in order to develop an appreciation of the teaching profession.

To receive a passing grade in this component of the EDUC3004 professional experience, pre-service teachers must attend all days, act with professionalism (p.5) and complete the observation tasks (p.9).

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

**Sue Monsen**

Professional Experience Coordinator and EDUC3004 Course Coordinator

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### 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](mailto:habs-hr-transactions@uq.edu.au)

Further information about supervising teacher payments can be found on page 8.

# Bachelor of Health, Sport & Physical Education Program

## YEAR 1

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

## YEAR 2

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

## YEAR 3

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

## YEAR 4

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

## Pre-Service Teacher Professionalism

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

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

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

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

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

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

## Professional Experience History

Prior to this professional experience, pre-service teachers have participated in university-based peer teaching and working with kindergarten children.

**This is their first school-based professional experience.**

EDUC3004 *Supportive Learning Environments* requires pre-service teachers to successfully complete a number of professional experience components throughout this semester:

**a. Observation Professional Experience, 5 days, 18 - 22 Feb or 25 Feb – 1 March 2019**

The initial part of EDUC3004 requires pre-service teachers to attend a primary school for 5 days of observation. To receive a passing grade in this component of the EDUC3004 professional experience, pre-service teachers must attend all days, act with professionalism and complete the observation tasks (p.9).

**b. UniPE Primary Teaching Professional Experience, 5 days equivalent, throughout semester 1, 2019**

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

**c. Motor Active, 5 days equivalent, throughout semester 1, 2019**

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

## AITSL Professional Standards for Teachers

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

Since each professional experience varies in its context and content, pre-service teachers will be exposed to 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 4    **Create and maintain supportive and safe learning environments**

#### **4.3    Manage challenging behaviour**

Demonstrate knowledge of practical approaches to manage challenging behaviour.

#### **4.4    Maintain student safety**

Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.

### Standard 6    **Engage in professional learning**

#### **6.3    Engage with colleagues and improve practice**

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

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

#### **7.2    Comply with legislative, administrative and organisational requirements**

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

## Blue Cards

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

## Information for Supervisors

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

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

### Duty of Care

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

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

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

### At-Riskness

There is no formal reporting for this professional experience. Since this is officially an observation placement, pre-service teachers are not expected to plan or teach, however we encourage you to utilise them in your classes at your discretion.

Pre-service teachers are expected to adopt the **highest professional standards** regarding personal presentation, interactions with school staff and students, attendance, punctuality and preparation. Should a pre-service teacher fail to act with professionalism, please contact the Professional Experience Coordinator immediately to follow-up with the pre-service teacher regarding their professional behaviour.

## 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](mailto: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.



## PART B PRE-SERVICE TEACHER TASKS FOR OBSERVATION EXPERIENCE

A full description of the task conditions is available on Blackboard.

### 1. Professional experience context

Investigate the context of your school and complete this table. You may need to research using your school's website, DET's Schools Directory and ACARA's MySchool website.

A template and example is provided on Blackboard.

NB: This table is similar to your Major Prac GTPA context task.

<b>Employing sector</b>	
<b>Education phase</b>	
<b>Context location</b>	
<b>Size of school</b>	
<b>Other school demographics</b>	
<b>Pedagogical framework</b>	
<b>Behaviour plan</b>	
<b>Sources</b>	

### 2. Behaviour plan (using Collins Writing Task)

Complete this short writing task about your school's behaviour plan.

A template and example is provided on Blackboard.

<b>Task</b>	In 4 paragraphs, (i) identify and describe your school's behaviour plan and (ii) provide a brief example of how the plan was used to manage challenging behaviour.
<b>Focus Correction Areas</b>	
FCA 1 for 20 points	Writing correctly follows TEEL paragraph structure
FCA 2 for 30 points	Description of school's behaviour plan
FCA 3 for 25 points	Example of how the plan was used to manage challenging behaviour
FCA 4 for 25 points	Explicit connection between the teacher's actions and the school's behaviour plan
<b>Response</b>	

Upon successfully completing this task, the following Graduate capabilities of the AITSL (2012) Australian Professional Standards for Teachers will be demonstrated:

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

**4.3      Manage challenging behaviour**

Demonstrate knowledge of practical approaches to manage challenging behaviour.

**4.4      Maintain student safety**

Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.

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

**7.2      Comply with legislative, administrative and organisational requirements**

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