

# UQ Health and Physical Education Pre-Service Teachers

## EDUC 3006

8 – 25 October 2019 (14 days)

# UniPE Secondary Professional Experience



# Tuesday 8 October – Friday 25 October 2019

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### Supervising Teacher Payments

Payments forms have been emailed to your school's Pre-Service Teacher Coordinator.

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 7.

# EDUC 3006 Professional Experience

## UniPE Secondary

### Semester 2, 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 one component of EDUC3006 *Inquiry-based Pedagogies* that also includes lectures and tutorials, and a 2 week full-time Minor Professional Experience in July.

Pre-service teachers will join partner secondary school for **3 weeks in Term 4:**

**Tuesday 8 October – Friday 25 October 2019**

**It is suggested that each pre-service teacher will:**

- Teach junior HPE – approx. 3-6 lessons per week (discretion of the supervisor)
- Observe the teaching of their supervising teacher (and other teachers if possible)
- Provide literacy and numeracy support to students as required.

## Major Professional Experience 2020

With your future agreement, we envisage that this pre-service teacher will return to your school for their final Major Professional Experience in semester 1, 2020.

### **60 days full-time**

**State Schools** Last 3 weeks of Term 1 + entire Term 2

**Non-State Schools** Last 4 weeks of Term 1 + entire Term 2

The current professional experience provides an opportunity to ensure that pre-service teachers suit the context of your school before Major Professional Experience, and for their smooth transition into this following experience, since they will know your expectations and school context. We will confirm your willingness to accept this pre-service teacher at the completion of this prac.

## Pedagogies & Planning

EDUC3006 *Inquiry-based Pedagogies* provides practical opportunities for students to develop and refine a variety of teaching skills and strategies within inquiry based/problem solving approaches to Health and Physical Education teaching and learning. Ideally, pre-service teachers will be able to apply student-centred approaches in their teaching (this will vary with each school context).

In consultation with supervising teachers, pre-service teachers are expected to submit lesson plans to supervising teachers prior to each teaching episode.

## UQ HMNS Contacts

<b>Paul Treschman</b>	EDUC3006 Course Coordinator <a href="mailto:p.treschman@uq.edu.au">p.treschman@uq.edu.au</a>
<b>Sue Monsen</b>	Professional Experience Coordinator <a href="mailto:s.monsen@uq.edu.au">s.monsen@uq.edu.au</a>
<b>HMNS phone</b>	3365 6240

## Role of UQ HMNS Tutor

UQ HMNS tutors will visit each pre-service teacher during this professional experience. During this visit, UQ HMNS tutors will:

- i. **Liaise with supervisors** to develop a shared understanding of our expectations, the pre-service teacher's background and opportunities for Major Professional Experience.
- ii. **Observe some pre-service teaching** for each pre-service teacher. This time will be used to speak with the supervisor.
- iii. **Debrief with pre-service teacher** to provide some general feedback and advice about their teaching and integration into the school community. The debriefing will end with some clear goals for the pre-service teacher.

## AITSL Professional Standards for Teachers

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. However, it is anticipated that all pre-service teachers will engage with the following professional standards throughout this professional experience:

### **AITSL (2012) Australian Professional Standards for Teachers (graduate capabilities)**

- 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
- 2.2 Organise content into an effective learning and teaching sequence
- 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics
- 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies
- 3.3 Include a range of teaching strategies
- 3.5 Demonstrate a range of verbal and nonverbal communication strategies to support student engagement
- 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning
- 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities
- 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions
- 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour
- 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning
- 6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices

## **Pre-Service Teachers' Previous 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 taught HPE for 10 days full-time in a secondary school; taught 8 junior HPE lessons in EDUC3006; 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.

## **Assessing this Professional Experience**

In order to pass EDUC 3006 Inquiry-based Pedagogies, pre-service teachers must successfully complete the Professional Experience components of this course in addition to achievement in other aspects of EDUC 3006.

## **Teaching Report**

Appendix 1 contains a copy of the teaching report. This report will also be sent electronically to your school's Pre-Service Teacher Coordinator.

Due date and email address to send report are located on the report form. **Please include the pre-service teacher in the email so they have a copy of the report.**

This professional experience will be judged pass / fail and reported to UQ HMNS via the Professional Experience Teacher Report. Judgements about this professional experience will be made by the supervising teacher(s), and in relation to the professional experience context and the pre-service teacher's experience. These judgements will be rated as:

<b>Satisfactory (S)</b>	Evidence of planning, teaching or professional behaviour and engagement that demonstrates descriptors.
<b>Unsatisfactory (U/S)</b>	Little or no evidence of planning, teaching or professional behaviour and engagement that demonstrates descriptors.

Pre-service teachers must be considered overall satisfactory in these 3 domains of teaching:

- 1. Planning**
- 2. Teaching**
- 3. Professional Behaviour & Engagement**

## **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 professional experience despite achievement in other domains.***

## **At-Riskness & Additional Professional Experience**

If a student is potentially at risk of failing their professional experience, the Professional Experience Coordinator should be notified by the supervising teacher as soon as possible. At this point, the pre-service teacher will be formally notified by the Professional Experience Coordinator. The pre-service teacher will be required to organise a formal interview with their tutor and Course Coordinator, and will be provided with clear outcomes to achieve in their final teaching sessions.

Pre-service teachers who are deemed to have failed their teaching experience will be allowed to apply for one additional opportunity. An application requires a written statement that discusses the reasons why they should be granted extra teaching time including their commitment to their professional study and teaching. If the application is successful, additional professional experience will be arranged at a time that is suitable for the school. A final decision about the pre-service teacher's suitability to advance to Major Professional Experience will be jointly made by the school supervisor(s), the tutor and Course Coordinator.

## 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.

- 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.**
- 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 days' 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.



## Health & Physical Education

### EDUC 3006 Teaching Evaluation

8 October – 25 October 2019

14 days professional experience

**Report due**
**28 October 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

Prior to this professional experience, pre-service teachers have taught HPE for 10 days full-time in a secondary school; taught 8 junior HPE lessons in EDUC3006; 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**

Click or tap here to enter text.

**Supervisor(s)**

Click or tap here to enter text.

**Signed by**

(Supervisor)

(Pre-Service Teacher)

(School Coordinator)

**Date**

Click or tap here to enter text.

**Organisation**

Click or tap here to enter text.

**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

- Knows the content & concepts of the subject and curriculum documents
- Plans well-structured lessons with clear & achievable learning goals
- 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

Click or tap here to enter text.

## Teaching

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

S      U/S

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

**Overall**

Satisfactory	Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/> high	<input type="checkbox"/> mid	<input type="checkbox"/> low	<input type="checkbox"/>
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Comments on Teaching  
Click or tap here to enter text.

## 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 appropriate 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  
Click or tap here to enter text.

Additional comments (optional)  
Click or tap here to enter text.

Pre-Service Teacher comments  
Click or tap here to enter text.