

UQ Health and Physical Education Pre-Service Teachers

EDUC 3006

6 – 23 October 2020 (14 days)

UniPE Secondary Professional Experience



Tuesday 6 October – Friday 23 October 2020

Contents

| | |
|--|----|
| Pedagogies & Planning | 3 |
| UQ HPE Professional Experience Team | 3 |
| Role of UQ HPE University Supervisor | 3 |
| Bachelor of Health, Sport & Physical Education (Honours) Program | 4 |
| AITSL Professional Standards for Teachers | 5 |
| Blue Cards | 5 |
| Professional Experience History | 6 |
| Pre-Service Teacher Professionalism..... | 6 |
| Information for Supervisors..... | 7 |
| Duty of Care | 7 |
| At-Riskness & Additional Professional Experience | 7 |
| Supervising Teacher Payments | 8 |
| Assessing this Professional Experience | 9 |
| Appendix 1 Lesson Plan Template | 10 |
| Appendix 2 Checklist for Pre-Service Teachers | 11 |
| Appendix 3 Supervising Teacher Feedback form | 14 |
| Appendix 4 Teaching report | 15 |
| Appendix 5 UQ HPE Pre-Service Teacher At-Risk Procedures | 18 |

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

Further information about supervising teacher payments can be found on page 11.

EDUC 3006 Professional Experience

UniPE Secondary 2020

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 6 October – Friday 23 October 2020

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)
- Observe, and where possible, teach some Science classes
- Provide literacy and numeracy support to students as required.

Major Professional Experience 2021

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, March – June 2020

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

Non-State Schools Last 3 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 HPE Professional Experience Team

Sue Monsen and Paul Treschman are responsible for managing UQ HPE pre-service teacher placements.

They can be contacted at hpe.prac@uq.edu.au **3365 6240**

Sue and Paul do not deal with supervising teacher payments. Please direct all enquiries regarding payment to habs-hr-transactions@uq.edu.au . Further information about supervising teacher payments is on page 11.

Role of UQ HPE University Supervisor

UQ HPE University supervisors will visit each pre-service teacher during this professional experience. During this visit, UQ HPE University supervisors 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.

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

YEAR 1

| Semester 1 | SEMESTER 2 |
|--|--|
| BIOL 1900 Biophysical Development, Measurement & Assessment | ANAT 1005 Anatomical Basis of Human Movement |
| BIOM 1050 Biology for Health Sciences | HMST 1910 From Bradman to Freeman: Mythic Qualities of Australian Sport |
| NUTR 1023 Health & Fitness Through Diet & Exercise | HLTH 1000 Professions, People & Healthcare |
| SPCG 1000 Sport Coaching: Learning, Talent & Performance | PHYL 1007 Physiology for Human Movement Studies |

YEAR 2

| Semester 1 | Semester 2 |
|--|--|
| EDUC 2005 Teaching Games & Sport | BIOL 2630 Biomechanics |
| EDUC 3008 HPE Curriculum & Assessment Studies | EDUC 2009 Health Education in Schools |
| PHYL 2730 Exercise Physiology | EDUC 2010 Literacy & Numeracy in HPE |
| PSYC 2000 Psychology for Sport & Exercise | NEUR 2530 Motor Control & Learning |

YEAR 3

| Semester 1 | Semester 2 |
|--|---|
| EDUC 3004 Supportive Learning Environments | EDUC 3006 Inquiry Based Pedagogies |
| HMST 2190 From Playground to Podium: Critical Analysis of Sporting Issues | 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 1 | Semester 2 |
|---|---|
| EDUC4005 Major Professional Experience (Education) | EDUC 3011 Youth, Sport & Physical Culture |
| | EDUC 4004 Leadership, Innovation & Research in HPE |
| | SPCG 4000 Sport Leadership in Diverse Communities |
| | Elective |

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)

- | | |
|-----|--|
| 1.1 | Physical, social and intellectual development and characteristics of students and how these may affect learning |
| 1.2 | How students learn and implications for teaching |
| 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 |
| 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 |
| 5.1 | Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning |
| 5.2 | Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning |
| 5.3 | Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning |
| 5.4 | Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. |
| 6.3 | Seek and apply constructive feedback from supervisors and teachers to improve teaching practices |

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.

Professional Experience History

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.

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.

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.

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 & 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 University supervisor 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

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.

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.

Please return the completed report to hpe.prac@uq.edu.au by 26 October 2020. 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 Teaching 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:

| | |
|-----------------------------|---|
| 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. |

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

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

Appendix 1 Lesson Plan Template

| | | | | | |
|-------------------|--|--------------------|--|-----------------|--|
| Unit/Topic/Lesson | | | | Teacher's name | |
| Year level | | Number of students | | Lesson duration | |
| Equipment | | | | | |
| Learning Goals | | | | | |
| Success Criteria | | | | | |

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

Lesson reflection

Appendix 2 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 Major Professional Experience Handbook, so it is more extensive than you require for a 2-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-prac 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
AUSTRALIA

School of Human Movement and Nutrition Sciences

| | |
|--|-------------|
| Pre-Service Teacher's Name | Date |
| Year and Subject | |
| Specific Teaching Focus ▪ Success Criteria ▪ ▪ | |

| |
|--|
| Teacher Comments on Specific Teaching Focus |
|--|

| |
|----------------------------------|
| General Teaching Feedback |
|----------------------------------|

Appendix 4 Teaching report



THE UNIVERSITY
OF QUEENSLAND

School of Human Movement
& Nutrition Sciences

Health & Physical Education

EDUC 3006 Teaching Evaluation

6 October – 23 October 2020

14 days professional experience

Report due

26 October 2020

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

- | | | |
|--------------------------|--------------------------|--|
| <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

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

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Implements purposeful and engaging activities that are clearly linked to objectives and 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 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. | | | |

Appendix 5 UQ HPE 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.