Professional Experience Booklet

FOR MENTORS AND PRESERVICE EDUCATORS

The Professional Experience Booklet for the

Bachelor of Education (Early Childhood)
(*4 year Program*)

Bachelor of Early Childhood
(*3 year Program*)

2012 18/01/2012

USQ UNIVERSITY OF SOUTHERN QUEENSLAND
fulfilling lives

Important Addresses

Professional Experience Website: www.usq.edu.au/education/profexp

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Working with Children Check

The Commission for Children and Young People and Child Guardian requires that all adults working/undertaking professional experience with children under the age of 18, in the State of Queensland are required to possess a current suitability card (Blue Card). A Preservice Educator **cannot** commence any professional experience activity until they have registered their current Blue Card with the USQ Professional Experience Office.
Blue Card (Working with Children Check) queries and renewal
Blue Card Contact Centre on 1800 113 611
http://www.ccypcg.qld.gov.au/employment/index.html

Professionalism

As visitors to educational settings and as learning members of the profession, Faculty of Education Preservice Educators are expected to demonstrate professionalism in all aspects of their approach to Professional Experience. All Preservice Educators are expected to dress and conduct themselves in a manner that will enhance the reputation of USQ and reflect the professional standards for teachers.
Queensland College of Teachers
http://www.qct.edu.au/

Professional Experience

At USQ, professional experience is a component of a course of study that is assessed as pass or fail, after attending the required number of days.

Bachelor of Education (BEDU) students must successfully complete 80 days of supervised professional experience in order to graduate and register as a teacher in Queensland. Graduate students, such as those studying the Graduate Diploma of Learning and Teaching (GDTL/GDTO), must successfully complete 55 days of supervised professional experience in order to graduate and register as a teacher in Queensland. In addition, there is a requirement of 20 days Internship or unsupervised professional placement in order to complete the required total of 100 days (BEDU) or 75 days (GDTL/GDTO) professional experience.

It is a requirement that the majority of the supervised professional experience placements (e.g. 40 days for the BEDU and 30 days for the GDTL) occur in Australian schools, in order to meet the requirements of the program and to become eligible for teacher registration with the Queensland College of Teachers. USQ students are encouraged to attend a variety of educational settings throughout their program e.g. State, Catholic, Independent, rural and remote placements. GDTL students are expected to experience at least 2 different schools during their program.

In Queensland, Preservice Educators must have a current Working with Children (Blue Card) from the Commission for Children and Young People and Child Guardian and it must be authorised with USQ in order to attend professional experience.

For placements outside Queensland, criminal history checks and other legal requirements are the student's responsibility.

In general, all criminal history checks that are required to work with children are the student's responsibility and a placement is not possible in Queensland without a current Blue Card which has been authorised by USQ.

In this booklet, you will find:

1. Quick reference for professional experience
2. Professional experience placements for each specialisation
3. Suggested guide for teaching loads
4. Professional experience course requirements for professional knowledge, practice and engagement
5. Expectations for Preservice Educators
6. Weekly Professional Experience Feedback form
7. USQ Professional Experience Report
8. The role of Mentors
9. The role of Site Coordinators
10. The role of USQ Liaison
11. The At Risk process
12. The At Risk form
13. The SONIA result
14. DET Referee Statement form
15. DET Professional Experience/Internship Overview form
16. USQ Learning/Lesson Planning Template

The purpose of this booklet is to give Preservice Educators, Mentors, Site Coordinators and USQ Liaison succinct and comprehensive information. However, it is not exhaustive, and the website www.usq.edu.au/education/profexp can always be accessed for further and more detailed information.

Quick Reference for Professional Experience

Before

1. enrol in your courses
2. visit the Professional Experience website www.usq.edu.au/education/profexp/
   - check the placement dates for your course as scheduled on the Professional Experience Calendar
   - plan time off work and manage your life so that you can attend professional experience at this time
   - know your required setting (e.g. school, special education, childcare centre, year level, teaching areas), particularly if you are expected to return to this setting for a consecutive placement in the following semester
   - Secondary students must return the Teaching Areas form to USQ so that they are placed with the correct HOD and mentor for their subjects in a high school
3. ensure that you have a current Blue Card which is authorised for USQ
   - keep your name and address details current with the Commission and with USQ
   - renew your Blue Card at least 6 weeks before it expires and it will remain valid for professional experience
   - outside Queensland, it is your responsibility to make inquiries about the criminal history check or other requirements for working with children
4. download and print your copy of the USQ Professional Experience Booklet for your specialisation
   - GDTL/GDTO
   - Early Childhood
   - Primary
   - Special Education
   - Sport, Health and PE
   - Secondary and TVE
5. plan for your course requirements e.g. USQ Learning/Lesson Planning Template, specific planning documents that are required for your course, teaching loads, assessment, diversity, ICT unit plan, portfolio items or internship
6. login to SONIA http://sonia.usq.edu.au/education/
7. check your course StudyDesk for information on the process used for organising each placement and the date that you are required to complete either the:
   - SONIA preference system (electronic, local site list for USQ to allocate you for a placement)

   or
   - Local Request Preference form (hardcopy, request for your preferences for local sites and USQ will arrange your placement)

   or
   - Professional Experience Placement Application form (hardcopy used for students to source their own placement for non-local sites, at the request of specific local sites, as a requirement of specific courses and the internship)
8. note the date, and retain a copy for your own records of your original documents, before sending any Blue Card forms or USQ placement forms
9. declare any conflict of interest and avoid any situation where you, or any family members, are employed at the site or have currently or recently attended as a student
10. check for your confirmed placement on SONIA about 10 days before the placement is due to commence http://sonia.usq.edu.au/education/
    - do not commence any placement until it has been confirmed on SONIA. A confirmed placement on SONIA ensures that the USQ Professional Experience Booklet, and other documents have been sent to the site so that you are covered by insurance, supported by a USQ liaison and the placement details are authorised
    - write down the contact person for the site, your USQ liaison and their details from your confirmed placement on SONIA
11. prepare a list of work-related questions before you contact the site. Think of how you can make a good first impression and check the site's website so that you are familiar with the expectations of the site and how to get there. Examples of questions that you might need to clarify with the site include:
    - travel route and parking arrangements for the site
    - dress code e.g. hat for playground duty
    - identification requirements e.g. Blue Card, name badge
    - meeting place, sign in book and start/finish times
    - class timetable and site procedures
    - USQ course requirements from the USQ Professional Experience Booklet
12. expect an email from your USQ liaison, or you can take the initiative and introduce yourself by email

During

1. attend professional experience during the specified dates for the number of days for each course specified in the USQ Professional Experience Booklet; professional experience is a pass/fail requirement for the course
   - if you attend a site without a current blue card or without confirming that the placement is approved on SONIA, you are attending the site illegally under State Legislation and without USQ Insurance coverage in case of accident or incident. If you attend the site without USQ's knowledge, the days that you attend do not count towards your program requirements and you have placed yourself in jeopardy
2. establish communication with your USQ Liaison and update them on your progress
   - sites that are in the local area surrounding a campus are usually visited by a USQ Liaison. However, USQ Liaison is also conducted via email and phone for some sites and as a one-off, check-in contact for the internship. The role of USQ Liaison is not like an inspector and they are not there to assess you or to become involved in your course issues. The USQ Liaison is not part of the course team and they do not have the authority to comment on your assignments
   - liaison is provided to support the partnership between USQ, the school and the preservice teacher. In cases where everything is going smoothly, the USQ Liaison may check in with the site coordinator and further intervention may not be required. However, your liaison's details are available from SONIA for you to contact if necessary. Your liaison is available "behind the scenes" and you are welcome to contact them if you have any concerns about your professional experience
   - your USQ Liaison is provided to support and assist the smooth operation of your professional experience. It is your responsibility to take advantage of this support by making early contact with your USQ Liaison, particularly if your professional experience is not proceeding smoothly
3. attend pupil-free days with the site's approval because they count as a professional experience days if they occur during your placement dates
4. inform the site before 7.45 am and your USQ Liaison if you are absent for any reason
   - submit a medical certificate for an absence of 3 days or more
   - negotiate any days that you do not attend with the site and attend another day as a "make up day". This negotiated day for attendance is called a "make up day" because it is used to replace the day that you were away from the site due to your illness, examination, public holiday or show holiday
   - report your make up days to the USQ professional experience office and your USQ Liaison to ensure that you are on track to complete the required total number of days for your course and that you are covered for insurance purposes
5. present all planning to your mentor for approval prior to teaching
6. seek written and verbal feedback on your performance after each lesson, on Day 5 and each week
   - you are encouraged to collect evidence of your professional experience throughout your degree to support your applications for employment. Mentor feedback, referee reports and professional references are your property. It is your responsibility to collect and manage documents that you require for your resume, employment application or as part of your course assessment
   - do not send any written feedback to the Professional Experience Office at USQ
7. complete the Weekly Professional Experience Feedback form at the end of Day 5 of the placement and at the end of each week during your placement
   - this document should be photocopied, filled out and kept by you as a working document to improve your teaching and learning skills. However, if you require additional guidance to meet the requirements of this placement, you must be placed At Risk

The At Risk form and the A TEAM

- if you experience difficulties, exhibit poor attendance, inadequate planning, unsatisfactory delivery of lessons or unprofessional behaviour you will be placed At Risk of not meeting the requirements of the placement (you will not automatically fail)
- after completing the At Risk form and returning it to USQ, a USQ Liaison will be appointed with an A TEAM contract with a maximum of 5 hours to support you and the site to achieve the most appropriate outcome for the placement.
- you have the capacity to make improvements in the specified areas and pass overall, but ultimately your result is up to you and
  - you will be awarded a pass for the SONIA result when you have made improvements in the identified areas and met the requirements of the professional experience in the required number of days

  or
  - you will be awarded a fail for the SONIA result when you have not met the requirements for the placement and because you have not demonstrated adequate improvement. A fail will also occur if you do not attend the required number of days, such as if you end the placement or if the site concludes the experience by withdrawing the offer of a place

8. complete the required professional experience days in full, in order to pass this practical component of your course

After

1. collect evidence of your performance during your placement e.g. written lesson feedback, the Weekly Professional Experience Feedback form, the USQ Professional Experience Report, other useful reports on your professional experience for your employment folio. This documentation may be used in future courses for assessment, your resume and your employment interview. It is recommended that you keep a digital copy in your portfolio
   - DO NOT send any mentor feedback or professional experience reports to USQ
   - your Mentor has agreed to supervise you for the placement, but USQ cannot demand or compel your Mentor to write reports on your performance
2. return all resources and teaching materials and thank your Mentor and the site for hosting you for the placement
   - the Site Coordinator will return the payment claim forms to USQ for supervising your placement. However, there is no payment for unsupervised placements or internships under the QCT Internship Authorisation Agreement
3. ensure that the Site Coordinator completes your SONIA result for pass or fail after the required number of days via the website http://sonia.usq.edu.au/education/ within 5 days of concluding the placement
   - the instructions for entering the SONIA result and the site's unique login and password were sent to your site when your placement was confirmed
   - your university results and grades for this course cannot be finalised until your result for pass or fail is entered by the site. However, it is more reassuring for you to know that the professional experience has concluded successfully and the site has entered your SONIA result on the last day of the placement as you leave, after thanking the site
4. you will not be able to see your SONIA result for pass or fail for the required number of days in SONIA, EASE or Uconnect.
   - the only time that you will be able to see your professional experience result for your course is at the grade release date at the end of the semester. Your professional experience result will be written as either 1 (pass) or 0 (fail) in your Uconnect results for your course
   - if you cannot see a 1 or a 0 for your professional experience result at grade release date, your grade for the course cannot be finalised and your course results will have the initials IDM (incomplete) or RN (result not available). It is your responsibility to contact your site and chase up your professional experience result. You are the person that will be most affected if your professional experience result is not entered because you will not have a final grade for your course. You may encounter difficulties enrolling in your subsequent courses for the next semester, particularly if this course is a pre-requisite for the next course or when it is a compulsory course that must be completed prior to attending the internship

Fail Results for Professional Experience

- it is not appropriate for the Site Coordinator to enter a fail result unless adequate steps have been made to address the site's concerns through the At Risk process. In the case of exceptional circumstances that may have occurred at any point in the placement, the site must make immediate contact with USQ and clarify the event that has necessitated the fail result
- in the event of the fail result after completing the At Risk process, the A TEAM Liaison may assist the conclusion of the placement and allow an unsuccessful student to exit as gracefully as possible. The site will enter the SONIA result for a fail and the actual number of days that were attended
- after having gone through the due process to reach a fail decision for either the practical or the academic components of a course, the fail represents a hurdle which will result in a failing grade for the course. Whatever the reason for the failing grade for a course, the default position will be that the student must re-enrol and repeat the course in full

5. in all circumstances, you are required to maintain confidentiality and you are encouraged to end the placement as professionally as possible e.g. return all keys, resources, teaching materials and thank the mentor/school staff
6. throughout your program, you may be expected to return to this site for your next placement (in consecutive semesters), but with a different class and another Mentor. In the process of successfully concluding this placement, you may wish to take this opportunity to begin preliminary discussions about preparing for your next placement and meet your new Mentor

Professional Experience Placements for Each Specialisation *Last update 18 October 2011*

The GDTL/GDTO sequence of courses with embedded professional experience is shown horizontally from left to right
The BEDU sequence of courses with embedded professional experience is shown vertically by specialisation
EDC4000 is a core course with an embedded internship in both the GDTL/GDTO and the BEDU programs
EDV3500 is available in both the GDTL/GDTO and BEDU programs and requires the delivery and assessment of nationally recognised VET and is equivalent to a Certificate IV in Training and Assessment

USQ UNIVERSITY OF SOUTHERN QUEENSLAND
Faculty of Education

Graduate Diploma of Learning and Teaching

EDG2000 (15 days) Primary (Prep – Yr 7) and Middle (Yr 4 – 7) same site as EDG2001 and usually with a different Mentor or Secondary usually one teaching area (Yr 8 – 10/12) same site as EDS2401 and usually with a different Mentor	EDG2001 (15 days) Primary (Prep – Yr 7) and Middle (Yr 4 – 7) same site as EDG2000 and usually with a different Mentor EDS2401 (15 days) Secondary either one or both teaching areas (Yr 8 – 12) same site as EDG2000 and usually with a different Mentor	EDG3000 (25 days at a different site from previous placements) Primary (Prep – Yr 7) Middle in a Secondary site (Yr 8 – 10) Secondary usually both teaching areas (Yr 8 – 12) Students are encouraged to organise their EDC4000 internship with this site	EDC4000 Professional Placement and Portfolio 20 days Students choose their final placement for their internship and are encouraged to return to a previous site or to a previous Mentor This is a culminating experience that requires QCT internship authorisation in Queensland schools

Bachelor of Education (3 year and 4 year programs)

	Early Childhood	Primary	Special Education	Sport HPE (Primary)	Sport HPE (Secondary)	Secondary	TVE	BVET
1st Year	EDC1400 Foundations of Curriculum and Pedagogy 10 days							
	Early Childhood Birth – 2 years	Primary (Prep – Yr 7)	Special education (Prep – Yr 7)	Sport HPE HPE Mentor (Prep – Yr 7)	Sport HPE HPE Mentor (Yr 8 – 10/12)	Secondary (Yr 8 – 10/12)	Secondary VET (Yr 10 – 12) or Manual Arts (Yr 8 – 10)	25 hours Vocational education (RTO)
2nd Year	EDE2101 15 days Kindy/Preschool (2 – 4 ½ years)	EDP2111 10 days Same site as EDP2222 but with a different Mentor Primary (Yr 4 – 7)	EDP2111 10 days Primary (Yr 4 – 7)	EDP2111 10 days Primary (not HPE) (Yr 4 – 7)	EDS2401 15 days Minor teaching area (not HPE) Secondary (Yr 8 – 12)	EDS2401 15 days Same site as EDS2402 but with a different Mentor Teaching area 1 (Yr 8 – 12)	EDV3401 15 days Secondary VET (Yr 10 – 12) or Manual Arts (Yr 8 – 10)	EDV3401 25 hours Vocational education (RTO)
	EDE2010 15 days Same site as EDC3100 Prep/Foundation Level (4 ½ – 6 years)	EDP2222 15 days Same site as EDP2111 but with a different Mentor Primary (Prep – Yr 7)	SPE3001 15 days Same site as EDC3100 but with a different Mentor Special education site	EDH2254 15 days Sport HPE Same site as EDC3100 (Prep – Yr 7)	EDH2254 15 days Sport HPE Same site as EDC3100 (Yr 8 – 12)	EDS2402 15 days Same site as EDS2401 but with a different Mentor Teaching area 2 (Yr 8 – 12)	**n/a**	**n/a**
3rd Year	EDC3100 ICT and Pedagogy 15 days							
	Same site as EDE2010 but with a different Mentor Primary (Prep – Yr 3)	Same site as EDP3333 but with a different Mentor Primary (Prep – Yr 7)	Same site as SPE3001 but with a different Mentor Special education site	Sport HPE Same site as EDH2254 (Prep – Yr 7)	Usually both teaching areas Same site as EDH2254 (Yr 8 – 12)	Usually both teaching areas Secondary (Yr 8 – 12)	Secondary VET (Yr 10 – 12) or Manual Arts (Yr 8 – 10)	25 hours Vocational education (RTO)
	n/a	EDP3333 15 days Same site as EDC3100 but with a different Mentor Primary (Yr 1 – 7)	EDP3333 15 days Primary (Yr 1 – 7)	EDP3333 15 days Primary (not HPE) (Yr 1 – 7)	**n/a**	**n/a**	EDV3500 25 hours School-based VET or TAFE/RTO	EDV3500 25 hours School-based VET or TAFE/RTO
4th Year	EDE4103 25 days Primary (Yr 1 – 3)	EDP4130 15 days Primary (Prep – Yr 7)	EDP4130 15 days Special education (Prep – Yr 7)	EDP4130 15 days HPE/Primary (Prep – Yr 7)	EDS4401 25 days Both teaching areas Secondary (Yr 8 – 12)	EDS4401 25 days Both teaching areas Secondary (Yr 8 – 12)	EDV4440 40 days Secondary VET (Yr 10 – 12) or Manual Arts (Yr 8 – 10)	**n/a**
	EDC4000 Professional Placement and Portfolio (20 days) Students choose their final placement for their internship and are encouraged to return to a previous site or to a previous Mentor. This is a culminating experience that requires QCT internship authorisation in Queensland schools							**n/a**

BEDU EARLY CHILDHOOD and BECH Professional Experience

Suggested Guide to Teaching Loads

First Year

Course Code	Days	Hours of Teaching	Teaching and Planning	Other Classroom Duties	School Duties	Time on site but not in class
Course Name	Set requirement	This may vary according to the sector (approximately 7 hours/day)	Examples of short term and long term planning across area	In the classroom working with students, marking, observing & assisting, but not responsible for planning or leading during this time	Playground duty, staff meetings and other school activities	Used for planning and reflection, plus before and after school activities and meeting with mentor/s
EDC1400 Foundations of Curriculum and Pedagogy	1-5	Teach one lesson	Small segments of lessons (planned with mentor) Segments of lessons leading to full lesson at end of the week (cooperatively planned with mentor)	17-19 hours	✓	5 hours
	6-10	Teach one lesson per day for 3 or 4 days	Segments and full lessons (student planned and approved by mentor)	15-17 hours	✓	5 hours

Second Year

Course Code	Days	Hours of Teaching	Teaching and Planning	Other Classroom Duties	School Duties	Time on site but not in class
Course Name	Set requirement	This may vary according to the sector (approximately 7 hours/day)	Examples of short term and long term planning across areas	In the classroom working with students, marking, observing & assisting, but not responsible for planning or leading during this time	Playground duty, staff meetings and other school activities	Used for planning and reflection, plus before and after school activities and meeting with mentor/s
EDE2101 Early Childhood Education Contexts	1-5	Focus child/small group 2 lessons per day	Complete 1 observation per day for each of the 2 focus children	Balance of time	✓	5 hours
	6-10	Focus child/small group 2 lessons per day	Complete 1 observation per day for each of the 2 focus children	Balance of time	✓	5 hours
	11-15	Following modelling by the mentor, enact some whole group teaching	Complete 1 observation per day for each of the 3 focus children	Balance of time	✓	5 hours
EDE2010 Play and Pedagogy 1	1-5	Teach 2 lessons per day small/whole group	Complete 1 observation per day for each of the 2 focus children	Balance of time	✓	5 hours
	6-10	Teach 2 lessons per day small group + 1 lesson per day with whole group	Complete 1 observation per day for each of the 2 focus children	Balance of time	✓	5 hours
	11-15	Teach 1 session per day with whole group leading into full day teaching	Complete 1 observation per day for each of the 3 focus children	Balance of time	✓	5 hours

Third Year

Course Code	Days	Hours of Teaching	Teaching and Planning	Other Classroom Duties	School Duties	Time on site but not in class
Course Name	Set requirement	This may vary according to the sector (approximately 7 hours/day)	Examples of short term and long term planning across areas	In the classroom working with students, marking, observing & assisting, but not responsible for planning or leading during this time	Playground duty, staff meetings and other school activities	Used for planning and reflection, plus before and after school activities and meeting with mentor/s
EDC3100 ICT and Pedagogy	1-5	Observations: 1 per day Teach 1/3 of each day	Lesson sequences and small units of work where ICT is integral to the learning and teaching process	Balance of time	✓	5 hours
	6-10	Observations: 1 per day Teach 1/2 of each day		Balance of time	✓	5 hours
	11-15	Observations: 2 per day Teach 2/3 of each day and one full day		Balance of time	✓	5 hours

Fourth Year

Course Code	Days	Hours of Teaching	Teaching and Planning	Other Classroom Duties	School Duties	Time on site but not in class
Course Name	Set requirement	This may vary according to the sector (approximately 7 hours/day)	Examples of short term and long term planning across areas	In the classroom working with students, marking, observing & assisting, but not responsible for planning or leading during this time	Playground duty, staff meetings and other school activities	Used for planning and reflection, plus before and after school activities and meeting with mentor/s
EDE4103 Multilevel Early Childhood Pedagogy and Curriculum	1-5	1/3 teaching load	Full lessons/sessions (student planning sequence of lessons, units of work as approved by mentor)	12- 15 hours	✓	5 hours
	6-10	1/3 teaching load	Full lessons/sessions (student planning sequence of lessons, units of work as approved by mentor)	15 hours	✓	5 hours
	11-15	2/3 teaching load	Full lessons/sessions (full responsibility for planning implementation and assessment)	15 hours -20 hours	✓	5 hours
	16-20	Full load	Whole day (full responsibility for planning implementation and assessment)	Full load	✓	5 hours
	21-25	Full load	Whole day (full responsibility for planning implementation and assessment)	Full load	✓	5 hours

Final Unsupervised Experience or Internship

Course Code	Days	Hours of Teaching	Teaching and Planning	Other Classroom Duties	School Duties	Time on site but not in class
Course Name	Set requirement	This may vary according to the sector (approximately 7 hours/day)	Types of teaching and examples of short term and long term planning across areas	In the classroom working with students, marking, observing & assisting, but not responsible for planning or leading during this time	Playground duty, staff meetings and other school activities	Used for planning and reflection, plus before and after school activities and meeting with mentor/s
EDC4000 Professional Placement and Portfolio	1-5	10-12 hours teaching whole class group	Full lessons /sessions -full responsibility for planning implementation and assessment of at least 50% of full time load	12-15 hours	✓	5 hours
	6-10	10-12 hours teaching whole class group		10-12 hours	✓	5 hours
	11-15	10-12 hours teaching whole class group		8-10 hours	✓	5 hours
	16-20	10-12 hours teaching whole class group		8-10 hours	✓	5 hours

EDC1400 Foundations of Curriculum and Pedagogy

Synopsis

This course will focus on a beginning understanding of curriculum and pedagogy and how educators might create relevant and meaningful teaching to enhance student learning in a range of educational settings. Preservice Educators will be introduced to selected theories of curriculum and (at times contested) notions of pedagogy. The basics of curriculum planning and pedagogical practice across a variety of learning contexts and curriculum areas will also be introduced. Students in this course will reflect on their past experiences and current knowledge in relation to their practical experience in schools or other learning and teaching contexts. Those already working as trainers in TAFE colleges and other industry settings will use their understanding of the theory to inform their current and future practice. Curriculum decision making and pedagogical practices will be developed as a collaborative and systematic process. A 10 day Professional Experience placement is attached to this course.

Professional Knowledge

The following suggestions should be considered as a guide towards the minimum amount of teaching contact the Preservice Educator completes:

- developing awareness of different approaches to planning and teaching
- connecting what is being taught to the curriculum documents and cross curriculum priorities e.g. Indigenous and Asian perspectives
- observe the use of ICT for learning, teaching or planning purposes
- using a variety of observation tools including “Learning from Your Mentor” sheets
- planning introductions, conclusions and single teaching episodes
- tutoring individuals or small groups
- teaching one lesson during the first week
- teaching one lesson per day for three or four days during the second week

Professional Practice

Preservice Educators will be expected to demonstrate (where possible) competencies by:

- ascertaining individual student needs, interests and motivations
- documenting how differentiation of learning tasks occurs in order to meet the special needs of the learner e.g. learning styles and special needs.
- planning relevant, coherent and purposeful lessons
- demonstrating initiative and commitment to teaching
- developing and implementing a range of classroom and behaviour management strategies
- projecting a respectful demeanour to students and staff
- maintaining appropriate professional appearance and behaviour

Professional Engagement

Preservice Educators will be expected to demonstrate understanding by:

- observing teacher collaborations with support personnel (for example Guidance Counsellors, Language Pathologists, various therapists and Teacher Aides) depending on who is available
- documenting their reflections on the lessons they have planned and delivered
- observing teacher/parent meetings, as considered appropriate by the school
- writing observations of these collaborations and meetings, which are to be shown to and discussed with the Mentor

Professional Experience Assessment

Preservice Educators are required to:

- achieve a pass rating for the SONIA result after completing 10 days
- collect evidence relevant to the Professional Standards for Teachers

EDE2101 Early Childhood Education Contexts

Synopsis

This course presents an introduction to the theory and practice of developing effective learning environments for young children and their families. Preservice Educators study the social ecology of childhood that underpins the emergence of children's voice and participation in contemporary learning communities. It also requires individuals to possess an understanding of local, national and international perspectives and the concomitant relationship that enables and constrains different philosophical and pedagogical approaches. A 15 day Professional Experience placement is attached to this course.

Professional Knowledge

Preservice Educators will be expected to demonstrate understanding by:

- using of a variety of observation tools
- linking interpretations to child development theory
- offering planning options based on the interpretation
- planning using specific objectives linked to observations
- including student assessment comments and providing evidence of assessment
- documenting discussion of record keeping with the Mentor
- considering the use of indoor and outdoor spaces and documenting the learning environment
- documenting how space is used and examining the design and aesthetics of the room
- considering and identifying how children are exposed to Arts, Science and Technology elements and principles

Professional Practice

Preservice Educators will be expected to demonstrate understanding by:

- observing teacher collaborations with support personnel (e.g. Guidance Counsellors, Language Pathologists, various therapists and Teacher Aides) depending on who is available at the setting
- observing teacher/parent meetings, as considered appropriate by the site
- writing observations of these collaborations and meetings; which are to be shown to and discussed with the Mentor

Professional Engagement

Preservice Educators will be expected to demonstrate understanding by:

- recording self evaluation of lesson delivery
- documenting “Learning from your Mentor’s” notes
- critical reflection that demonstrates links made between theoretical understandings and practice, using the Model of Critical Reflection

Professional Experience Assessment

Preservice Educators are required to:

- achieve a pass rating for the SONIA result after completing 15 days
- collect evidence relevant to the Professional Standards for Teachers

EDE2010 Play and Pedagogy 1

Synopsis

This course will introduce play as a vehicle for learning and seeks to introduce Preservice Educators to appropriate practice in programming in early childhood contexts. This course considers play in a developmental perspective and investigates types of play, general patterns of play, general characteristics of play and appropriate play materials. The course also considers the creation of motivating and challenging play environments and the way that creativity and inquiry develops through play. Aspects such as gender and culture are also considered in prior to school settings. A 15 day Professional Experience placement is attached to this course.

Professional Knowledge

Preservice Educators will be expected to demonstrate understanding by:

- using of a variety of observation tools to document and interpret play
- linking interpretations to child development theory
- offering planning options based on the interpretation
- planning using specific objectives linked to observations
- scaffolding and evaluating play
- including student assessment comments and providing evidence of assessment
- documenting the discussion regarding the Mentor's philosophy in co-constructing knowledge and include planning exemplars
- considering the use of indoor and outdoor spaces and documenting the learning environment
- documenting how space is used and examining the design and aesthetics of the room
- documenting the Mentor's philosophy in planning for Literacy and catering for Diversity

Professional Practice

Preservice Educators will be expected to demonstrate understanding by:

- observing teacher collaborations with support personnel (e.g. Guidance Counsellors, Language Pathologists, various therapists and Teacher Aides) depending on who is available at the setting
- observing teacher/parent meetings, as considered appropriate by the site
- writing observations of these collaborations and meetings, which are to be shown to and discussed with the Mentor

Professional Engagement

Preservice Educators will be expected to demonstrate understanding by:

- recording self evaluation of lesson delivery
- documenting "Learning from your Mentor's" notes
- critical reflection that demonstrates links made between theoretical understandings & practice, using the Model of Critical Reflection

Professional Experience Assessment

Preservice Educators are required to:

- achieve a pass rating for the SONIA result after completing 15 days
- collect evidence relevant to the Professional Standards for Teachers

In most cases, Preservice Educators should expect to return to this site for their EDC3100 placement next semester, but with a different class and another Mentor. In the process of successfully concluding this placement, many students may wish to take this opportunity to begin preliminary discussions about preparing for their next placement and meet their new Mentor.

EDC3100 ICT and Pedagogy

Synopsis

Preservice Educators will engage with the design and delivery of learning experiences for individuals and groups employing a range of developmentally appropriate and flexible teaching, learning and assessment strategies and resources in ICT enriched environments. The course includes a 15 day practicum to provide Preservice Educators with the opportunity to demonstrate their understanding related to ICT and pedagogy and their ability to integrate the curriculum, teaching and learning with ICT. This Professional Experience component will provide specific opportunities for Preservice Educators to plan, implement and reflect upon their developing ICT pedagogy. Preservice Educators will have an opportunity to meet appropriate credentialing requirements, such as the Queensland Department of Education and Training (DET) ICT Certificate and other ICT-related skill requirements appropriate to their intended employment. Resources developed throughout the course may be selected by Preservice Educators for inclusion in their digital ePortfolios which they will create throughout their program as evidence of their learning journey. A 15 day Professional Experience placement is attached to this course.

Professional Knowledge

Preservice Educators are expected to become familiar with the use of ICT in an educational setting. The professional experience in EDC3100 focuses on the development of awareness, knowledge and skills to incorporate ICT into pedagogical practice. A clear focus of this practicum experience is the development of an ePortfolio in which the Preservice Educator demonstrates that their pedagogy aligns with the following indicators:

Professional Values

- identify and effectively implement planning where ICT is integrated
- select ICT resources appropriate for learning in a range of contexts and for a diversity of learners
- operate safely, legally, ethically and in accordance with departmental policy when using digital resources, technologies and online environments
- model these practices with students

Professional Relationships

- use ICT to communicate with others for professional purposes

Professional Knowledge

- understand that ICT can be used to benefit teaching and learning and is most effective when used in the context of learning and not as an end itself

Professional Practice

- incorporate the use of ICT in achieving curriculum goals
- provide opportunities for students to use ICT as part of their learning
- provide opportunities for students to use ICT to gather information and to communicate with a known audience
- manage the access to and use of ICT resources in meeting student learning needs
- use a range of ICT resources and devices for professional purposes
- use ICT to locate, create and record information and resources
- store, organise and retrieve digital resources
- use ICT to access and manage information about student learning

It is expected that these indicators are present in the planning and delivery of lessons during this Professional Experience and that reflection on these lessons will contribute to the creation of the ePortfolio.

Professional Practice

Preservice Educators will be expected to demonstrate competencies by:

- ascertaining individual student needs, interests, and motivations
- demonstrating initiative and commitment to teaching
- planning relevant, coherent, purposeful lessons that demonstrate the meaningful integration of ICT
- using ICT to communicate with others for professional purposes
- developing and implementing a range of classroom and behaviour management strategies
- projecting a respectful demeanour to students and staff
- maintaining appropriate professional appearance and behaviour
- ensuring professional confidentiality at all times
- seeking, and then acting upon advice from the Mentor and other school staff

It is an expectation that Preservice Educators will liaise closely with their Mentor in advance, and continually throughout the Professional Experience, to establish and maintain a shared understanding of how the Mentor and Preservice Educator will work together in ways which maximises the learning opportunities for all involved.

Further guidance is available about the AITSL National Professional Standards for Teachers (Graduate Level) from the website http://www.teacherstandards.aitsl.edu.au/CareerStage/GraduateTeachers

Professional Engagement

The Preservice Educator will be expected to:

- complete a reflective analysis for each lesson/session they teach
- discuss their classroom/lesson observations with their Mentor as part of their ongoing analysis
- use feedback from students, their Mentor and their own reflections as the basis of ongoing planning and continuous improvement
- develop a refined understanding of the potential of ICT to transform learning and teaching
- maintaining a Professional Experience folder of all observations, lesson plans, meetings and reflections as a basis for their developing ePortfolio in EDC3100

Professional Experience Assessment

Preservice Educators are required to:

- achieve a pass rating for the SONIA result after completing 15 days
- collect evidence relevant to the Professional Standards for Teachers
- discuss their ePortfolio with their Mentor and have them agree to complete the EDC3100 ICT Statement, or supply a letter on school letterhead paper, that they have demonstrated the indicators required for the Queensland Department of Education and Training (DET) ICT Certificate

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EDC3100 ICT STATEMENT

The Preservice Educator may request that their Mentor provide this statement to indicate that they have utilised ICT to support learning and teaching during their practical experience. The preservice educator will use this statement as evidence in their digital portfolio.

USQ Student Name:	
USQ Student Number:	
School/Site Name:	
School/Site Mailing Address:	
Placement Dates:	/ / until / / First day of placement Last day of placement
Total Number of Placement Days:	
Class/Year Level/Subject:	
Topic or Theme of Unit:	

EDC3100 engages with the design and delivery of learning experiences for individuals and groups employing a range of developmentally appropriate and flexible teaching, learning and assessment strategies and resources in ICT enriched environments. The course includes a 15 day professional experience to provide USQ students with the opportunity to demonstrate their understanding related to ICT and pedagogy and their ability to integrate the curriculum, teaching and learning with ICT. This professional experience component has provided specific opportunities for USQ students to plan, implement and reflect upon their developing ICT pedagogy.

This statement assists Preservice Educators to meet appropriate credentialing requirements, such as the Queensland Department of Education and Training (DET) ICT Certificate and other ICT-related skill requirements appropriate to their intended employment.

Resources developed throughout this professional experience may be selected by USQ students for inclusion in their digital portfolios which they will create throughout their program as evidence of their learning journey.

I acknowledge that this USQ Preservice Educator has planned and implemented lessons that have integrated ICT in the teaching and learning process during this professional experience placement.	
Mentor's name:	
Mentor's signature:	…/…/…

EDE4103 Multilevel Early Childhood Pedagogy and Curriculum

Synopsis

This course will provide practical frameworks for making curriculum effective and meaningful for children in the early years of school. It is designed to assist Preservice Educators to develop confidence and professional competence necessary for creating responsive learning and teaching environments in the early years of school in multi-age contexts. This course will investigate curriculum priorities in the early years of school and will explore school and institutional policy and practice. It will involve an in-depth and critical examination of curriculum documents with particular emphasis on teaching in a class from Year 1 - 3 and multi-age settings.

Preservice educators will explore the organisation and administration of a class from Year 1 - 3 in which they will experience their teaching practice. Emphasis will be placed on the development of integrated, authentic inquiry-based programs and assessment with a strong focus on incorporating early childhood philosophy and pedagogical approaches in the early years of school. A 25 day Professional Experience placement is attached to this course.

Professional Knowledge

This is the final supervised professional experience in the program sequence. It provides an opportunity for students to practice the full range of capabilities that will equip them for their internship in the final semester and for entry to the profession. During previous experiences, students will have taken responsibility for classes for periods of several days to a week and they should be prepared to move quickly, in consultation with their Mentor, to accepting substantial responsibility for a class.

Preservice Educators will be expected to demonstrate understanding by:

- contacting their Mentor at least 2 weeks in advance of the professional experience commencement date to seek information about school policy, classroom demographics and classroom programs in order to begin the planning process
- planning with the Mentor to teach several lessons each day of week 1 ending the week with at least 1/3 of a full teaching load
- gradually assuming more teaching through the week 2 and at least 2/3 of a teaching load by week 3
- assuming full responsibility for the class from week 4 to the end of week 5
- writing lesson plans for all planned teaching experiences for which the Preservice Educator is responsible. At the Mentor's discretion, the Preservice Educator may write briefer plans or daily plans from week 2, providing the Mentor is assured that the Preservice Educator is confident and competent with the process
- collaborating with the Mentor to prepare units of work
- using a project approach for planning a unit of work
- using a range of assessment techniques to gather summative and formative assessment data
- students must use a variety of assessment strategies to align with their decision making processes to ensure a student-centred approach to learning
- being well prepared for each day of teaching, including resources and written planning. Lesson plans and/or daily plans as well as written evaluation of the previous day's teaching should be presented to the Mentor each morning
- completing the Professional Experience Weekly Feedback form in consultation with the Mentor and discuss areas in need of attention with the Preservice Educator
- demonstrating professionalism in the organisation of all planning, lesson and daily evaluations of teaching, resources and whole school planning documents

Professional Practice

In addition to the basic requirement that the Preservice Educator will be appropriately professional in their appearance and behaviour at all times, they will be expected to demonstrate competence in establishing and maintaining positive relationships by:

- liaising appropriately with the Site Coordinator and Mentor before commencing the professional experience,
- seeking, and acting on, advice from the Mentor
- ascertaining individual student needs, interests, and motivations
- knowing the sort of classroom environment they want and, in consultation with the Mentor, taking initial steps to establish that environment
- putting student learning ahead of student compliance in their planning and actions
- planning relevant, coherent, purposeful and engaging lessons that acknowledge learners' prior experiences and interests
- demonstrating initiative and commitment to teaching in the working relationship with the Mentor and in all contact with parents, students and other staff at the host site
- communicating in an appropriately professional manner with all relevant members of the community at the host site
- developing and trialling a range of classroom and behaviour management strategies that are consistent with the school's policy and practice
- applying a "consequences" approach when inappropriate behaviour requires a response
- maintaining confidentiality whenever appropriate

Preservice Educators will be aware that they are responsible for securing their own placement for their internship in the final semester and that there are likely to be benefits associated with undertaking the internship at a site with which they are already familiar. Many will wish to take the opportunity of this professional experience to secure their internship placement and to begin preliminary discussions about preparation.

Professional Engagement

Preservice educators are expected to become familiar with an early childhood setting by:

- writing critical reflections of:
    - daily teaching experiences
    - teacher collaborations with support personnel
    - teacher/parent meetings
- reflecting on teacher collaborations with support personnel (e.g. Guidance Counsellors, Language Pathologists, various therapists and Teacher Aides) depending on who is available at the setting
- reflecting on teacher/parent meetings, as considered appropriate by the school

This is the final supervised professional experience in the program sequence and it is important that Preservice Educators reflect deeply upon their capacity to consistently demonstrate the breadth and depth of knowledge and skills required of a professional educator.

Professional Experience Assessment

Preservice Educators are required to:

- achieve a pass rating for the SONIA result after completing 25 days
- collect evidence relevant to the Professional Standards for Teachers

Preservice Educators are required to satisfactorily complete all 25 days of the Professional Experience placement within the dates prescribed (or as amended with the approval of the site and the USQ Professional Experience Office). To achieve a pass rating on the SONIA result, the Preservice Educator's performance must have satisfied the Mentor, Site Coordinator and USQ Liaison that they have met all teaching and other requirements at a level appropriate for a student who has reached the final supervised experience in a four-year program of preservice teacher education.

Synopsis

The internship is a 20 day placement requiring the intern to take on responsibility for planning and teaching a minimum of 50% of the mentor's full-time teaching load. For the remainder of the time, the intern should be engaged in teaching or other class related activities working with, and under the guidance and supervision of, the mentor teacher.

Within Queensland, the internship in an unsupervised and unpaid placement

Unsupervised means that there is minimal liaison support provided and that the intern can and should be left unsupervised by the mentor for 50% of their teaching load. The intern has gained 'internship authorisation' from the Queensland College of Teachers that allows them to undertake the role of a teacher unsupervised (including playground and sports supervision). This 'internship authorisation' is applied for on the intern's behalf by the USQ Professional Experience Office. Mentors in Queensland are not paid to host an intern.

In jurisdictions other than Queensland, supervision rules may differ

If an arrangement similar to that in Queensland exists, the intern should ensure that they have gained the necessary authorisation to undertake an unsupervised internship from the local teacher regulatory body. In cases where pre-service teachers are not legally able to undertake teaching unsupervised (as in Victoria, for example), mentors may request that payment for supervision be made by the USQ Professional Experience Office. The intern and host school should work together to ensure that local requirements are satisfactorily met.

Interns are to take the lead responsibility for the planning and teaching of 50% of the mentor's full-time teaching load. This constitutes the unsupervised portion of this professional experience. This amount is negotiable between the mentor and intern but should not exceed 70% of the mentor's teaching load.

The remaining 50% of the time, the intern should be working in the classroom with the mentor teacher in a secondary role, assisting the mentor teacher to undertake their teaching duties. This time allows for the mentor to work collaboratively with the intern, developing their skills as beginning teachers and providing them with critical feedback on aspects of their teaching practice. This secondary role is an active one, with the intern fully engaged in the teaching and learning process in the classroom, working with students and the mentor to meet agreed education goals. It is not a time for the intern to complete assessment tasks or to simply sit and observe.

Professional Knowledge

The following suggestions should be considered as a guide towards the minimum amount of teaching the Intern completes:

- Interns should liaise with their Mentor in advance to establish a shared understanding of how the Mentor and Intern will work together in ways which maximise the Intern's teaching responsibilities (within the bounds of the principles of primary and secondary responsibility in the two halves of the fulltime load)
- the Intern should focus on demonstrating competence in a range of teaching strategies, planning for diversity, heightening engagement and motivation and embedding constructivist learning approaches (including using the products of assessment as a guide for future teaching)
- the Intern should be ready to take on their teaching allocation from Day 1 of the placement. In a Primary School, this means leading the teaching for half of each week, while working in a supporting role in the Mentor's classroom for the other half of each week. In a Secondary School, the patterns will tend to be determined by the number of classes or similar lines making up the required teaching load
- student work should regularly be collected for assessment and the implications of this assessment should be reflected in the Intern's planning for subsequent teaching

- throughout, the Intern should demonstrate a clear capacity to bring together the skills and understandings of a contemporary teacher by showing a well-developed awareness of, and capacity to manage, all class routines; by being able to plan for the diversity in the class; and by bringing all their teaching and assessment to a logical and satisfying conclusion that minimises disruption to the Mentor's teaching schedule for the class at the end of the 20 day placement
- throughout the placement, all broader beginning teacher expectations and duties (such as parent meetings, case conferences, school functions, playground duty and staff meetings) should be undertaken

Professional Practice

In addition to the basic requirement that the Intern will demonstrate appropriate professionalism in their appearance and behaviour at all times, Interns will be expected to demonstrate competence in the area of establishing and maintaining positive relationships by:

- knowing the sort of classroom environment they want and taking decisive steps to establish and maintain that environment
- ascertaining individual student needs, interests, and motivations and planning accordingly
- putting student learning ahead of student compliance in their planning and actions
- planning and implementing relevant, coherent, purposeful and engaging lessons that acknowledge students' prior experiences and interests
- demonstrating initiative and commitment to teaching in the working relationship with the Mentor and in all contact with parents, students and other staff at the site
- implementing a range of classroom and behaviour management strategies that are consistent with the school's behaviour management policy or its approach to the establishment of supportive learning environments
- applying a "consequences" approach when inappropriate behaviour requires a response
- seeking, and acting on, advice from the Mentor and other experienced educators at the site
- maintaining confidentiality whenever appropriate

Professional Engagement

Interns are expected to demonstrate a developed capacity to reflect on, learn from and take action as a consequence of purposeful reflection on the teaching-learning processes in which they have been involved. In particular they should reflect in depth on:

- the impact and effectiveness of strategies and the demeanour demonstrated by their Mentor
- the impact and effectiveness of the teaching strategies and demeanour they are utilizing and projecting
- the behaviour and classroom management strategies utilised by self and others
- the effectiveness of their own planning format
- the strategies and actions observed and demonstrated which enhance or impede the projection of high expectations for all students
- how others see them and how well this matches with appropriate professional standards for teachers

There is a particular requirement in this placement that Interns will reflect on their readiness for the role of beginning teacher, with reference to the professional standards framework endorsed by the Queensland College of Teachers – this should be the framework that guides and underpins the Intern's reflection during the placement and in the submission of the personal professional portfolio.

Professional Experience Assessment

Interns are required to satisfactorily complete all 20 days of the Internship placement within the dates prescribed (or as amended with the approval of the school and the USQ Professional Experience Office, and – where relevant – the Queensland College of Teachers).

To achieve a pass rating for the SONIA result, the Intern's performance must have satisfied the Mentor, Site Coordinator and USQ Liaison that they have met all teaching and other requirements at a level appropriate for the transition to the role of beginning teacher.

Expectations for Preservice Educators

These are general expectations that all Preservice Educators will be required to meet. There may be other requirements specific to the course. All Preservice Educators are expected to contact their Mentors prior to the Professional Experience to discuss the requirements. This may be done by phone or email. However, a personal visit is preferred. This will be negotiated through the Site Coordinator. This visit will be at the Mentor's convenience.

Professional Behaviours

The following should guide the professional behaviour of Preservice Educators for the Professional Experience:

- liaise appropriately with the Site Coordinator and Mentor before commencing the professional experience,
- seek, and act on, advice from the Mentor
- ascertain individual student needs, interests, and motivations
- plan relevant, coherent, purposeful and engaging lessons that acknowledge learners' prior experiences and interests
- demonstrate initiative and commitment to teaching in the working relationship with the Mentor and in all contact with parents, students and other staff at the host site
- communicate in an appropriately professional manner with all relevant members of the community at the host site
- exercise a duty of care for all students/children
- maintain confidentiality in all information about students/children
- all communication (verbal, written and email) must be professional at all times
- recognise that each student/child has individual abilities, interests and capabilities for learning but equal worth
- professional dress standards will be upheld
- professional behaviours with mobile technology will be upheld
- collect evidence of the professional experience which may be used in future courses for assessment, resume and employment interview. It is recommended that students keep a digital copy of written documents in a portfolio e.g. written weekly feedback, USQ Professional Experience Report or other useful reports on the professional experience. DO NOT send any mentor feedback or professional experience reports to USQ
- return all resources and teaching materials and thank the Mentor and the site for supervising the placement
- it is the student's responsibility to ensure that the SONIA result for pass or fail is entered by the site within 5 days of concluding the placement

Collection of Resources

All Preservice Educators should maintain a collection of resources while they are on their Professional Experience. This collection of resources may consist of the items listed below:

- observation records and reflections
- class details
- teaching/learning/assessment plans and records
- teaching review comments
- school/context policy documents
- resources which could prove helpful to a beginning teacher i.e. names of textbooks, copies of assessment activities, samples of student work at different quality levels, names of suppliers, catalogues, names of reference books, class hand-outs, etc.
- USQ Weekly Professional Experience Feedback form
- USQ Professional Experience Report
- DET Professional Experience/Internship Overview
- DET Referee Statement
- useful artefacts for inclusion in the digital portfolio

Professional Knowledge

The following points are intended to guide planning by the Preservice Educator and Mentor for the Professional Experience:

- observations and data collection—this will be determined by the specific requirements of the course. The Preservice Educator will discuss this aspect with the Mentor in the preliminary meeting
- planning and the format of the written lesson plan template will be agreed on before the Professional Experience begins. Some courses will recommend specific lesson plan templates which are supplied to the students through their USQ StudyDesk. A copy of the USQ Learning/Lesson Plan template is included at the back of this booklet. **No teaching is to take place if written plans are not prepared and presented in advance to the Mentor**
- planning should occur across all areas or for the required teaching areas and incorporate literacy
- all lessons are to be prepared in detail and include modifications to support students at-risk of underachievement
- lessons may be single, back to back, sessions or units depending on the requirements of the specific course
- management issues to be addressed include effective use of time, establishing a cooperative climate, effective use of groups, monitoring performance of individual students or groups, and managing student discussion
- assisting in the classroom by marking rolls, playground duty with the Mentor, participation in other school events as required, providing remedial assistance to an individual or group, and preparing resources for use in the classroom

Professional Practice

In addition, opportunities should be sought by Preservice Educators to experience as many facets of educational life as possible. These should include:

- staff meetings
- student-free days
- group planning
- extracurricular activities
- field trips
- meetings on student assessment
- an overview of the wider community in the school—Teacher Aides, Librarian, Special Needs support staff, Music teacher, Phys Ed teacher, LOTE teacher and all Administrative staff

Professional Engagement

Daily feedback should be sought by the Preservice Educator and given by the Mentor. The Weekly Professional Experience Feedback form should be photocopied and filled out. This is to be kept by the Preservice Educator as a working document to improve their teaching and learning skills.

Other things that are encouraged:

- daily reflections with the Mentor about the events of the day
- use of the Professional Standards to analyse strengths and weaknesses
- documents that are required in a professional folio. It is a requirement for applications for employment as a teacher in a Queensland School to include two Referee Statements and DET Professional Experience/Internship Overviews. These documents are completed by the Supervising Teacher or Mentor and are <u>not</u> required by USQ
- the USQ Professional Experience Report which is based on the Professional Standards for Teachers, personal or professional letters of reference on school letterhead paper that comment on the Preservice Educator's demonstration of the Professional Standards for Teachers
- discussion of behaviour support in the classroom

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WEEKLY PROFESSIONAL EXPERIENCE FEEDBACK FORM

This form is provided for **STUDENT FEEDBACK ONLY** - **DO NOT SEND TO USQ**
This is **NOT** a tool used for the grading of results for the course at University

USQ Student Name:	
USQ Course Number/Name:	

School/Site:	
Site Coordinator/Mentor:	

USQ student and Mentor to discuss and complete on **Day 5** of the placement and at the end of each week

Professional Knowledge	
USQ Student Self Evaluation:	Mentor Feedback and Evaluation:
Professional Practice	
USQ Student Self Evaluation:	Mentor Feedback and Evaluation:
Professional Engagement	
USQ Student Self Evaluation:	Mentor Feedback and Evaluation:

Agreed focus areas for the following week:

Does the Preservice Educator's performance require additional guidance from the Site Coordinator and/or USQ Liaison? If so, the Preservice Educator must be placed At Risk.

☐**No, extra guidance is not required**

☐**Yes, extra guidance is required** and the site must complete and return the signed At Risk form to USQ. When the At Risk form is received, USQ will activate an A TEAM contract for an additional 5 hours of liaison intervention to support the most appropriate outcome for this placement

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PROFESSIONAL EXPERIENCE REPORT

Do not send this form to USQ.
This form is not a grading tool used by the university.
All Mentor feedback reports are the property of the Preservice Teacher.

Preservice Teachers may find this Professional Experience Report useful as part of their folio for employment. This report would usually be completed at the end of a professional experience placement by a supervising or Mentor teacher who is able to comment about the Preservice Teacher's demonstration of the AITSL National Professional Standards for Teachers at the Graduate Standard. Information about the AITSL National Professional Standards for Teachers is available from http://www.teacherstandards.aitsl.edu.au/CareerStage/GraduateTeachers.

	USQ Preservice Teacher		Mentor Details
USQ Student Name		Mentor Name	
USQ Course Number/Name		Qualifications	
USQ Program/Specialisation		Site Name	
Placement Year Level/Teaching Area		Telephone	
Number of Days/Placement Dates	days / / to / /	Email	

This is a true and accurate indication of the Preservice Teacher's demonstration of the AITSL National Professional Standards for Teachers

	AITSL National Professional Standards for Teachers	Comments
Professional Knowledge	Standard 1: Know students and how they learn 1.1 Physical, social and intellectual development and characteristics of students 1.2 Understand how students learn 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 Strategies to support full participation of students with disability	
	Standard 2: Know the content and how to teach it 2.1 Content and teaching strategies of the teaching area 2.2 Content selection and organisation 2.3 Curriculum, assessment and reporting 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australian 2.5 Literacy and numeracy strategies 2.6 Information and Communication Technology (ICT)	

Professional Practice	Standard 3: Plan for and implement effective teaching and learning 3.1 Establish challenging learning goals 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 3.4 Select and use resources 3.5 Use effective classroom communication 3.6 Evaluate and improve teaching programs 3.7 Engage parents/carers in the educative process	
	Standard 4: Create and maintain supportive and safe learning environments 4.1 Support student participation 4.2 Manage classroom activities 4.3 Manage challenging behaviour 4.4 Maintain student safety 4.5 Use ICT safely, responsibly and ethically	
	Standard 5: Assess, provide feedback and report on student learning 5.1 Assess student learning 5.2 Provide feedback to students on their learning 5.3 Make consistent and comparable judgements 5.4 Interpret student data 5.5 Report on student achievement	
Professional Engagement	Standard 6: Engage in professional learning 6.1 Identify and plan professional learning needs 6.2 Engage in professional learning and improve practice 6.3 Engage with colleagues and improve practice 6.4 Apply professional learning and improve student learning	
	Standard 7: Engage professionally with colleagues, parents/carers and the community 7.1 Meet professional ethics and responsibilities 7.2 Comply with legislative, administrative and organisational requirements 7.3 Engage with the parents/carers 7.4 Engage with professional teaching networks and broader communities	

USQ Student Comment:			**Mentor Comment:**		
USQ Student Signature		**Date: / /**	**Mentor Signature**		**Date: / /**

The Role of Mentors

All Preservice Educators must be supervised at all times. In EDC4000, interns that have been granted QCT internship authorisation have permission to undertake the role of a teacher without their mentor's presence (including in the classroom, out in the playground and during sports supervision). In other USQ courses and other settings, preservice teachers do not have authority to take responsibility for any student groups. Therefore, they cannot be asked to teach, do playground/bus duty, and take responsibility for a sporting group, excursions, etc. unless accompanied by a registered teacher.

1. expect to be contacted by the Preservice Educator seeking information about class demographics and any preplanning information that could be of benefit prior to assuming responsibilities within the class. In particular, highlight students or student groups who may be at risk of educational disadvantage or for whom special preparation may be needed. Discuss how this might influence their planning

2. Preservice Educators should arrange appropriate and convenient times to discuss any of these matters. This may be by telephone, email or by visiting the school. The convenience of the Mentor should be the key factor in determining the nature of any arrangements

3. Mentors should become familiar with the Weekly Professional Experience Feedback form, the USQ Professional Experience Report and the At Risk process and should read all sections of this booklet for an explanation of the expectations placed on Preservice Educators for this placement

4. some Preservice Educators undertaking supervised placements will be located throughout the State and other places in Australia, and possibly overseas; USQ Liaison will make contact with sites by phone and/or email. Mentors are requested to please make sure that they advise their Preservice Educators when this contact has been made and of the substance of the professional discussion that took place

5. in the event that a Preservice Educator is not likely to be successful in this placement, according to the expectations or because of excessive absence, notify the Professional Experience Office through the USQ Liaison and complete the At Risk form by Day 5 or before the half way point of the placement

6. in the event that the normal routine of the school/class is interrupted for camps, sports carnivals etc. during the time when the Preservice Educator is responsible for teaching and learning activity, the Preservice Educator should retain as much responsibility and involvement in the activity as possible

7. Preservice Educators are expected to participate in all teacher activities occurring during their time at school, including student free days, playground duty, staff meetings, P & C meetings, training activities, discussions with consultants, planning/review meetings with professionals from other agencies, or whenever appropriate

8. discuss the requirements for successful completion of the required number of days with the Preservice Educator and provide additional verbal and written feedback on their progress and attainment of professional experience objectives through weekly, daily or lesson feedback

9. ensure that the Preservice Educator has returned all property, textbooks, library resources and school materials at the end of the placement

10. at the end of the Professional Experience, confirm the pass or fail result and the number of days that have been attended with the Site Coordinator. The Site Coordinator will then use the SONIA website to verify that the correct number of days that have been completed and a pass or fail for each Preservice Educator at the site and submit the SONIA result. It is not appropriate to fail a student at the conclusion of the placement without first providing the student with an opportunity to address these concerns through the At Risk process. In the case of exceptional circumstances that may have occurred at any point in the placement, the site must make immediate contact with USQ and clarify the event that has necessitated the fail result

Mentors play a critical role in the nature and quality of each Professional Experience placement.

Mentors are encouraged to:

- be fully informed about the nature and expectations of particular Professional Experiences according to the course synopsis in this booklet
- be observed in the process of teaching/learning
- provide opportunities for varied teaching/learning experiences
- demonstrate particular teaching strategies and principles
- give guidance on program planning, lesson preparation and presentation
- advise on management and organisation of the learning environment
- guide, evaluate and discuss the performance with the Preservice Educator
- consult with the Site Coordinator, USQ Liaison and the Preservice Educator regarding the Preservice Educator's progress and development
- supply written assessment of the Preservice Educator's performance through USQ Weekly Professional Experience Feedback and the USQ Professional Experience Report
- provide feedback so that Professional Experience may be reviewed and improved continually
- seek assistance from the USQ Liaison and formally identify students that are At Risk of not meeting the requirements of the professional experience by Day 5 or before the half way point of the placement

Notes about internships

- Authorised by QCT for 50% workload in Queensland schools
- School/mentor will not be paid by USQ for hosting an intern
- Mentor is not required to be in the room when the intern is teaching
- Intern is not an unpaid supply teacher
- USQ liaison contact is restricted to a check in email, unless difficulties are encountered
- Any variance of 3 days or more must be reported to USQ because this will change the internship authorisation dates with QCT
- The internship is an unsupervised placement for 20 days which is attended during specific dates. A make up day is required for any missed day due to illness, for attendance at a USQ exam, for a scheduled DET interview for employment, or for any other reason

The Role of Site Coordinators

Site Coordinators are educational leaders in their settings and provide both educational and administrative support to the learning experiences of Preservice Educators and to Mentors involved in each Professional Experience. They are encouraged to:

- ensure Preservice Educators are placed in appropriate professional learning environments and monitor the effectiveness of these placements
- distribute the booklets and other supporting documents that have been sent from USQ to Mentors. There should also be a discussion about the expectations for the USQ students, the requirements for the specified number of days for the placement, entering the students' results for either pass or fail, and completing the pay claim forms. In particular, under the current Industrial Agreement, there is no payment for Mentors or Site Coordinators for hosting an intern or a student attending an unsupervised experience in Queensland
- organise for the orientation and induction of Preservice Educators when they first enter the educational setting
- facilitate the introduction of the Preservice Educator to the Mentor with whom they have been paired with care
- allocate a suitable work space for the Preservice Educator
- confer with the USQ Liaison by phone/email or during visits to the site
- confer with the Mentor on the progress of the Preservice Educator
- conduct formal observations of the teaching of any Preservice Educator and formally identify At Risk students by Day 5 or before the half way point of the placement. Ensure that the completed, signed and dated At Risk form is returned to the USQ Professional Experience Office
- provide support to Mentors in the evaluation of Preservice Educators, particularly when students are At Risk of not meeting the requirements of the placement
- organise for the provision of on-going information and specific advice to Preservice Educators, whether individually or in groups
- ensure that all SONIA results for the professional experience are completed electronically for each Preservice Educator within 5 days of completing the Professional Experience
- coordinate the return of the completed pay claims to USQ for supervised experiences

Notes:

The Role of USQ Liaisons

The USQ Liaison is an important contact to provide the best possible learning experience for Preservice Educators. USQ Liaison act whether on site or at a distance, as the contact point between Preservice Educators, their Mentors, Site Coordinators, the Course Examiner and the Faculty of Education.

Liaison at a distance will be conducted by telephone and supported by email, rather than site visits. Sites further away from the local USQ campus will have Liaison at a distance without actual visits to the site. They are encouraged to:

- be responsible for all liaison activity at the allocated site by accessing SONIA
- make contact with the site early in the semester or prior to a professional experience placement
- participate in information sessions organised by USQ, such as Liaison briefings and emails provided by the Professional Experience Office
- be familiar with the nature and requirements of the Professional Experience placement component of the relevant courses/programs by reading this booklet and attending any USQ Liaison briefing sessions
- contact, by phone/email, the Site Coordinator on Day 1 of each of the relevant experiences to confirm all Preservice Educators have commenced their experience and to arrange a suitable time for the first consultation visit or next contact
- maintain regular contact which is consistent with the length of experience, requirements and expectations of the relevant course/program
- liaise during such visits/communication, with the Site Coordinator, the Mentor or the Preservice Educator on matters relating to the arrangements for achieving the goals and expectations of the placement
- where deemed appropriate, observe the Preservice Educator undertaking teaching tasks and provide specific feedback on performance in agreed areas, or on request by the Site Coordinator, Mentor, Preservice Educator or Course Examiner
- offer specific advice and/or information relative to the Professional Experience to the Site Coordinator, Mentor and Preservice Educator
- advise the Course Examiner or the Professional Experience Office immediately of any Preservice Educator whose performance is likely to result in them being placed At Risk and this should usually occur on Day 5
- ensure that the ‘at risk’ form is completed correctly and returned to the USQ Professional Experience Office. The USQ Liaison can request an A TEAM contract for 5 hours to support the at risk process or recommend another liaison to take on the contract
- advise the Preservice Educator on matters related to expectations and evaluation, particularly on matters relating to the USQ Weekly Feedback form, USQ Professional Experience Report and the SONIA result, and on the At Risk process
- maintain a log of activity attached to each professional experience at the affiliated site
- use the allocated time for each experience to support the varying requirements of the individual Preservice Educators as appropriate

The At Risk Process

The At Risk process involves the following:

- through regular written feedback, the Mentor will notify the Preservice Educator of any concerns about performance by Day 5 or after the 5 days of teaching
- the Mentor, Site Coordinator and Preservice Educator will be supported by the USQ Liaison to formally document the areas of weaknesses on the At Risk form
- the Mentor/Site Coordinator will complete the At Risk form and ensure that the Professional Experience Office, the Preservice Educator and the Site each retain a copy of the form
- Mentors should keep copies of all written feedback provided to the Preservice Educator as evidence of attempts to resolve the concerns. A signed and dated copy of the At Risk must be sent to the USQ Professional Experience office for activation of an A TEAM contract
- early notification is essential and the At Risk process should be initiated when providing weekly feedback so that the student has an opportunity to make improvements and the A TEAM liaison can be activated
- the Academic Professional Experience Coordinator and the Course Examiner will provide additional liaison support for a maximum of 5 hours through an **A TEAM** contract to provide on-going assistance to the Preservice Educator who is At Risk
- specific assistance and guidance will be made available to the Preservice Educator At Risk by a person from the **A TEAM** who will also work with the Mentor, Site Coordinator and the Academic Professional Experience Coordinator/Course Examiner
- the main purpose of the At Risk form is to keep everyone on the same page and to keep reinforcing the same message: a pass or fail is up to the student; e.g. did they meet the requirements of the placement in the specified number of days? The student will fail or pass the professional experience based on their level of competency which is strictly pass or fail in the required number of days, with no additional time. Disruptions to the school routine, camps, changes to mentors, public holidays, NAPLAN are an inevitable part of the experience. Students need to be able to meet these challenges as they are normal events in the course of the placement
- Preservice Educators At Risk may be provided with opportunities to observe others' teaching and learning environments and to have their own teaching and learning processes observed and to engage in discussion and reflection on these observations with assistance by the **A TEAM** Liaison, in consultation with the Course Examiner
- the outcome of the At Risk process will be pass or fail for the requirements of Professional Experience in the specified number of days
    - a student will be awarded a pass for the SONIA result when they have made improvements in the identified areas and met the requirements of the professional experience in the required number of days
    - a student will be awarded a fail for the SONIA result when they have not met the requirements for the placement because the student has not demonstrated adequate improvement. Other reasons for a fail occur when the student does not attend the required number of days and withdraws, or when the site concludes the experience by withdrawing the offer of a place. In the event of a fail, the student is encouraged to end the placement as professionally as possible e.g. return all keys, resources, teaching materials and thank the mentor/school staff. The site should enter the SONIA completion record for a fail and the actual number of days that were attended. The site should return the payment claim forms and they can claim for the full number of days. The A TEAM liaison may assist the conclusion of the placement and allow the student to exit as gracefully as possible and thank the site for their support

The ‘at risk’ form is part of the process used to identify that a student is not meeting the expectations for the professional experience and that they need extra support (they will not automatically fail). The student has the capacity to make improvements in the specified areas and pass overall, but ultimately the student's result is up to the student. It appears that sometimes the liaison may need to support the site to make the At Risk decision by Day 5. USQ depends on the school's professional judgements to be defensible, and the at risk process is used to ensure that the student is fully cognisant of their weaknesses and areas that require improvement. Usually, the most appropriate outcome for the placement occurs when additional support becomes available before the half way point during a placement. The student needs an honest appraisal before they commit themselves to a career in teaching, and sufficient time to either make improvements or to accept that they have not met the requirements to pass the professional experience.

When formally signing the At Risk form, the student is given direction on the expectations of the professional experience. The USQ Liaison will encourage the at risk paperwork by Day 5 or before the half way point; because there is little benefit by simply flagging an issue and waiting. A delayed reaction could be misinterpreted later or used as the basis of an appeal. Basically, an A TEAM contract for 5 hours can be activated, either for the USQ Liaison or for another staff member, when the at risk form arrives. In general, students tend to respond better when they know where they stand and additional support can then be offered through the **A TEAM** so that the most appropriate outcome is recorded for the student.

A consistent approach is required to manage progression after a student has failed either the practical or the academic requirements in courses with an embedded professional experience.

After having gone through the due process to reach a fail decision for either the practical or the academic components of a course, the fail represents a hurdle which will result in a failing grade for the course. Whatever the reason for the failing grade for a course, the default position will be that the student must re-enrol and repeat the course.

When a student has failed the professional experience, the student will:

- Confirm the failing grade with the Course Examiner
- Seek enrolment advice from the Program Coordinator
- Reenrol in the next offer of the failed course
- Repeat the professional experience and attend the required number of days in full

When the assessment items are the same in the subsequent offer of the course, the student may apply to the Course Examiner for exemptions for the assessment items that have been completed successfully. However, an exemption is not always in the students’ best interest. The student is entitled to repeat the tasks and to submit the assessment items in order to achieve a higher grade.

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PROFESSIONAL EXPERIENCE AT RISK FORM

The At Risk process should ideally be initiated by Day 5 or immediately when concerns are raised.
This USQ student has been placed At Risk of not meeting the requirements for this Professional Experience as identified in the Professional Experience Booklet for this course.

Student Name:	
Course Number:	
Course Name:	

School/Site:	
Site Coordinator/Mentor:	
Contact Details:	

The following statement outlines the professional standards in which significant progress is required for success in this Professional Experience (attach a separate page if necessary).

Professional Knowledge	
Professional Practice	
Professional Engagement	

Site Coordinator/Mentor signature	…/…/…
Student signature	…/…/…

After signing, keep a copy for the site, give a copy to the student and send this form to the Toowoomba Professional Experience Office in order for USQ to provide additional support through an A TEAM contract for an additional 5 hours of liaison

Professional Experience Faculty of Education University of Southern Queensland Toowoomba Qld 4350 **Phone: 07 4631 2359** **Fax: 07 4631 2598** **Email:** professional.experience@usq.edu.au	**USQ Liaison Name:** Are you available to accept the A TEAM contract (for a maximum of 5 hours)? Yes / No (circle one choice) If no, Recommendation for A TEAM Liaison: USQ Professional Experience Office action …/…/…

The SONIA result

USQ results and grades for each course cannot be finalised until the SONIA result is submitted for pass or fail after the specified number of days via the website **http://sonia.usq.edu.au/education/**. The online SONIA result should be completed by the Site Coordinator or Mentor Teacher within five (5) days after the USQ student has attended the professional experience. However, it is more reassuring when the SONIA result is finalised on the last day and the Preservice Teacher is informed of the successful conclusion of the Professional Experience as they leave the site.

Some employment applications might require evidence of performance on professional experience through written feedback from their Mentor. A student might request their Mentor to complete the USQ Professional Experience Report on their performance during the placement as a professional reference. Please note that a Mentor teacher has agreed to supervise a student for the placement, but USQ cannot compel the Mentor to provide written reports on their performance.

Students are encouraged to collect evidence of their professional experience throughout their program to support their applications for employment. Mentor feedback, referee reports and professional references are the students' property. It is the students' responsibility to collect and manage documents, which they can add to their resume for presentation at employment interviews. Students and schools do not send any written feedback to the Professional Experience Office at USQ. However, documentation may be used in future courses for assessment, your resume and your employment interview. It is recommended that you keep a digital copy in you portfolio.

Students who intend to seek employment in a Queensland state school are encouraged to request their Mentor to complete the USQ Professional Experience Report at the conclusion of each placement and two DET Referee Statements and two DET Professional Experience/Internship Overviews for their professional folio. All employment applications are the student’s responsibility and Mentor feedback reports are not required by USQ. The USQ Weekly Feedback form, the USQ Professional Experience Report, examples of the DET Referee Statement and the DET Professional Experience/Internship Overview, are included in the Professional Experience Booklets as a courtesy. However, students should consult the prospective employer’s website for specific information about the employment application process for current information and electronic versions of their forms.

Professional experience is a learning environment and it is the students’ responsibility to reflect on how it has contributed to their development as a teacher. The result for professional experience is a hurdle to pass the course but it is not used as a grading tool. Any written professional experience documents are the students’ property and it is up to the student to decide which material could be presented at an interview for employment.

Mentor reports or written feedback are not required by USQ, do not send any feedback to the USQ Professional Experience Office.

DO NOT SEND THIS FORM TO USQ

Electronic copies of this form are available from www.teach.qld.gov.au

Queensland Government

Referee Statement

Applicants for employment as a teacher in a Queensland state school are required to include two (2) Referee Statements in their Professional Folio. This statement must be completed by professional referees who are able to comment on the applicant's demonstration of the *Professional Standards for Queensland Teachers*.
Information about the statement is available from http://education.qld.gov.au/hr/recruitment/teaching/index.html

Applicant's name	
University Name *(Graduates only)*	
Please provide honest and explicit comments about how the applicant has demonstrated the Professional Standards for Queensland Teachers.	
Professional Standards Clusters	**Comments**
Teaching and Learning • Design and implement: o engaging and flexible learning experiences o learning experiences that develop language, literacy and numeracy o intellectually challenging learning experiences o experiences that value diversity • Assess and report constructively on student learning	
Building Relationships • Support personal development and participation in society • Create and maintain safe and supportive learning environments • Foster positive and productive relationships with families and the community • Contribute effectively to professional teams	
Reflective Practice • Commit to reflective practice and professional renewal	

Referee Details - *Referees may be contacted by the interview panel.*		
Name		
Position		
School/Organisation		
Relationship to Applicant		
Telephone	**Work**	**Other**
Email		
Signature		**Date**

<u>DO NOT</u> SEND THIS FORM TO USQ

Electronic copies of this form are available from www.teach.qld.gov.au

Queensland Government

DET Professional Experience/Internship Overview

Preservice teachers who are applying for employment as a teacher in a Queensland state school are required to include the Professional Experience/Internship Overview in their Professional Folio. This report must be completed by Supervising or Mentor Teachers who are able to comment about the preservice teacher's demonstration of the *Professional Standards for Queensland Teachers.* Information about how to complete the form is provided in the *Information for Supervising and Mentor Teachers* document. Additional information about the preservice teacher can be provided through the *Referee Statement*.

Applicant Details		**Supervising/Mentor Teacher Details** *Teachers may be contacted by the interview panel.*	
Preservice Teacher's Name		**Name**	
University Name		**School Name**	
Professional Experience Dates		**Telephone**	
Year Level/Curriculum Area		**Email**	

Professional Standards for Queensland Teachers	**Demonstration**					
The *Professional Standards for Queensland Teachers*, developed by the Queensland College of Teachers describe the abilities, knowledge, understandings and professional values that teachers in Queensland schools demonstrate. Please provide an honest and explicit indicating about the preservice teacher's demonstration of the *Professional Standards for Queensland Teachers*, commensurate with preservice teachers at the same stage of development.	Outstanding	Very confident	Confident	Has begun to demonstrate	Not demonstrated	No opportunity to demonstrate
Teaching and Learning						
Design and implement engaging and flexible learning experiences for individuals and groups						
Design and implement learning experiences that develop language, literacy and numeracy						
Design and implement intellectually challenging learning experiences						
Design and implement learning experiences that value diversity						
Assess and report constructively on student learning						
Building Relationships						
Support personal development and participation in society						
Create and maintain safe and supportive learning environments						
Foster positive and productive relationships with families and the community						
Contribute effectively to professional teams						
Reflective Practice						
Commit to reflective practice and ongoing professional renewal						

Mentor/Supervisors Signature - *This is a true and accurate indication of the preservice teacher's demonstration of the Professional Standards for Queensland Teachers.*	**Signature**		**Date**	

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Learning/Lesson Planning Template

Year Level/s:	**Date:**	**Curriculum:**	**Duration:**

Outcomes/Learnings Areas or **Skills** (What is the broad educational goal in terms of the syllabus or curriculum?)

Lesson **Objective**: What specific part of this broad goal does **this** lesson aim to develop? A good objective must indicate "Given what, Do what, How well?"

Know and Do: By the end of the lesson what knowledge (content and understandings) and skills (processes) do students need to develop?

Students need to **know** ...	Students need to **be able to** ...

Evaluation/Monitoring and Assessment:

Prior Knowledge: *(How will I find out what the students know and/or remember?)*:	**Formative Assessment:** *(How will I monitor student understanding along the way?):*	**Summative Assessment:** *(How will I provide concrete evidence of student learning?):*

Resources needed:	

Teaching Strategies and Learning Steps	What to say	Organisation/Resources	Individualising learning
Introduction **key learnings and how they will be achieved** *(Consider strategies, relevance, individual/group work, clarify student understandings of task, student voice, student choice etc.)*			
Time Allocation:	*What key messages will I convey?*	*How will I organise learning activities and utilise resources?*	*How can I make adjustments to meet individual student needs?*
Lesson Body **- step by step outline of learning experience sequence** *(Consider HOTS tasks, monitoring understandings, provision and use of resources, general student responsibilities etc.)*			
Time Allocation:	*What questions will I ask? .....*	*How will I handle the transitions between activities?*	*How will I know if students are achieving the learning objective/s?*
Conclusion **- reviewing learning/Summarising/Articulating where to next** *(Strategies to capture learning that occurred and move thinking forward.)*			
Time Allocation:	*How will I help students to synthesise learnings?*	*What plans are in place for those who finish early?*	*What about those who need more time?*

Reflection and Adjustments

Course Code: **School/Site:** **Unit/Topic Area:** **Day:** **Lesson Time:**

Did students learn what they were supposed to?	How could this lesson be improved for next time?
(Self-evaluation of learning experience outcomes)	*(If I was to teach this lesson again what would I change and why?)*
What's next?	**How were authoritative pedagogies supported?**
(Points to inform subsequent lesson)	*(e.g. Productive Pedagogies, Bloom's Taxonomies, Habits of Mind)*

References or resources to remember:

Suggestions/Comments from others: