

University of Southern Queensland Faculty of Education

Professional Experience Information

PRT4202 - *Healthy Communities*



www.deh.gov.au

Semester 1, 2010

Toowoomba, Springfield and Fraser Coast Campuses

Updated 09/10/2009 Dr Karen Spence

Professional Experience Enquiries should be directed to:

⇒ **Toowoomba and Springfield Professional Experience Support**
Faculty of Education
University of Southern Queensland
Toowoomba Qld 4350
AUSTRALIA

Phone: 07 4631 2359
Fax: 07 4631 2598
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Faculty of Education
University of Southern Queensland
PO Box 910
Hervey Bay Qld 4655
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Phone: 07 4194 3181
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Email: profexpeduc@usq.edu.au

Useful websites:

⇒ **USQ ePortfolio**
<https://eportfolio.usq.edu.au/>

⇒ **Faculty of Education Professional Experience**
<http://www.usq.edu.au/education/profexp/default.htm>

⇒ **Mentors, Coordinators and Site information**
<http://www.usq.edu.au/education/profexp/siteinfo/default.htm>

⇒ **SONIA placement software**
<http://sonia.usq.edu.au/education/>

⇒ **Blue Card (Working with Children Suitability Card) queries and renewal**
Blue Card Contact Centre on 1800 113 611
<http://www.usq.edu.au/education/profexp/earlychildhood/bluecards.htm>
<http://www.ccyqpcq.qld.gov.au/employment/index.html>

⇒ **Queensland College of Teachers**
<http://www.qct.edu.au/>

Professional Experience Coordinator:

⇒ **Denis Hartigan**
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ESSENTIAL INFORMATION For All Preservice Educators

USQ ePortfolio

It is the responsibility of the Preservice Educator to retain all relevant original documentation for teacher registration and employment purposes. The Professional Experience Support Office manages completion of results. It is the Preservice Educator's responsibility to upload, manage and compile mentor feedback into a USQ ePortfolio. <https://eportfolio.usq.edu.au/>

Organisation of Placement

Full details on the placement process for all Professional Experience and Internships is available on the USQ Website at <http://www.usq.edu.au/education/profexp/>

Absences

Attendance at all professional experience days is **compulsory**

- All absent days must be completed
- Pupil free days must be attended or a make up day completed
- Evidence of the circumstances or illness is required e.g. medical certificate
- Phone the Site Coordinator of your school by 7.45 am on the day of the absence and notify the Professional Experience Office for your campus
- Negotiate with your Mentor and Site Coordinator mutually acceptable days to make up the absence

It is essential that all professional experience days are completed to avoid an unsatisfactory result in either or both of the academic and practical components of the course.

“At Risk” Process

The “at risk” process exists to inform Preservice Educators as early as possible that they are not yet demonstrating skills, competencies, attitudes or knowledge that are required to successfully fulfil the requirements of a Professional Experience. Mentors should provide regular feedback to the Preservice Educator informing them of their progress through verbal and written comments. The USQ Liaison is an important point of contact for supporting professional experience issues.

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 the teaching profession.

Professional Experience Assessment

All professional experience placements are an embedded assessment item in an academic course. Preservice Educators must adequately pass the practical component for the required number of days in order to pass the course.

Working with Children Requirements

State law in Queensland 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 at the Professional Experience Office.

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Introduction and Welcome

Welcome to all pre-service educators and supervising teachers for this semester's professional experience component of **PRT 4202**. These 20 days of professional experience are intended to provide pre-service educators, in this case, fourth year students enrolled in the Bachelor of Education (Primary & Middle Schooling) program, with opportunities to explore the foundations and pedagogies of quality teaching and learning, specifically in the disciplines of Studies of Society and the Environment, (SOSE) and Health and Physical Education (HPE).

The mentor teacher's role is to model, support and co-teach with the pre-service educator to assist them achieve these requirements. Thank you for playing this crucial and highly valued role in the preparation of pre-service educators. Professional role models can have a significant impact on the professional development of beginning teachers.



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Overview of the B.Ed (Primary & Middle Schooling) Program

We are partners in the development of our future teachers. In the current Bachelor of Education (Primary & Middle Schooling) program, the design of professional experience focuses on the relationship between the University and the broader education profession in the field and how each can assist USQ students to develop the skills, knowledge and attitudes that will result in effective beginning teachers at the completion of their course.

Development is a key concept. The professional experience program has been developed to provide a sequence of activity and experience that builds from the more basic to the advanced with each placement. All students follow a prescribed sequence through the professional experience components of the course. Consequently, the professional experience sessions are 'tied' to a course of study at university, and each student will progress along a continuum of development that reflects growth towards the professional standards expected of beginning teachers. Please refer to the scope and sequence (page 4), which briefly provides an overview of the professional experiences in the Primary & Middle Schooling Program

Staffing:

Examiner: Stephen Smith

Moderator: Alice Brown

Requisites:

Pre-requisite: PRT3201 and PRT3202

Other-requisites:

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information). Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>

Rationale:

The health of the body, mind, and communities is a crucial concern in contemporary societies. Personal, physical, social, economic, political and environmental health issues confront citizens continuously and the importance of the role education plays in developing and implementing strategies for the development of healthy communities cannot be overstated. The interconnectedness of these various dimensions of health means that integrated approaches to understanding the issues and developing pedagogical responses to them must also be integrated. The formal curriculum areas of Health and Physical Education (HPE) and Studies of Society and Environment (SOSE) are the two most obvious vehicles for addressing these matters in schools.

Synopsis:

This course will require students to build on understandings of current curriculum statements in the areas of HPE and SOSE in coming to understand and promote the role of teachers as major contributors to the development of healthy communities. Theoretical issues to be addressed in this course are: notions of health; the concepts of community, governmentality, and interdependence; and transformative pedagogy. The course will require students to demonstrate professional competence in planning and teaching for personal, social and environmental health. Successful completion of a related professional experience program and aquatics module is required. Explorations of healthy environments will also draw on inputs and insights from environmental science derived from both (so-called) Western and alternative sciences, including indigenous sciences. Students in this course will participate in an associated professional experience during which they will be encouraged to apply their learning from the course and from which they should be able to bring fresh insights to the course work.

Objectives:

On completion of this course students will be able to:

1. Articulate an understanding of the connections between education, health and community across a number of dimensions
2. Plan, develop and implement teaching sequences aimed at contributing to the development of healthy communities
3. demonstrate a capacity to plan, develop and teach swimming skills and practical games
4. apply productive pedagogies and rich task orientation across a number of formal curriculum areas, particularly the HPE and SOSE areas
5. demonstrate knowledge and skill in planning, teaching, assessing and managing experiences in school settings at levels appropriate to this course in the sequence of professional experiences courses in the program
6. Demonstrate a capacity to plan purposeful learning experiences to enhance the health of selected students and communities
7. Demonstrate competence in appropriate use of language and literacy, including spelling, grammar, punctuation, and bibliographic referencing

Table 1: Bachelor of Education (Primary and Middle Schooling) – Professional Experience Sequence (as at September, 2009)

Year of Program:		1	2	2	2	3	3	4	4
	Course Code & Name:	EDU1010 Curriculum and Pedagogy 1	EDU2211 Curriculum and Pedagogy 2	PRT2201 Educating for Inquiring Person	PRT2202 Educating the Creative Person	PRT3201 Educating for Diversity	PRT3202 Becoming Literate	PRT4202 Educating for Healthy Communities	PRT4000 Internship: Primary/Middle School Educators
Timing of Experience & Duration:		Sem 2, 5 days	N.A.	Sem 1, 10 days	Sem 2, 15 days	Sem 1, 15 days	Sem 2, 15 days	Sem 1, 20 days	Sem 2, 30 days
Placement Pattern:		5 single days in nominated schools	N.A.	10 day single block	15 day single block	15 day single block	15 day single block	20 day block	School Term 3
Outcomes:	Role:	Observer of education in action at school & class level	Behaviour and classroom management	Participant in the 'single class' learning community	Participant in the 'single class' learning community	Participant in the 'whole school' learning community. Application of frameworks to support diversity & inclusion in whole of school & classroom contexts	Participant in the 'whole school' learning community. Investigation of whole school. Literacy strategies in the classroom context	Contributor to wider local & professional learning communities	Contributor to wider local & professional learning communities
	Focus:	Developing awareness of how teachers approach planning & teaching of single lessons		Acquiring awareness of individual & small group learning needs in Science & Technology	Developing whole class planning, teaching & managing skills	Developing skills in co-teaching & planning across KLA's & cross-curricular areas to support diversity & inclusion. Collaboration.	Developing skills in co-teaching & autonomous planning for long-term transdisciplinary learning experiences (Literacy across the KLAs)	Demonstrating capacity to plan, teach, manage & assess across KLA's, year levels or in specialist area	Demonstrating capacity to accept responsibility for the full role of the beginning teacher
	Planning:	For observation and analysis of observation Plan for one (1) lesson	Lesson and unit overview planning	(Guided) Single lessons & remediation or intervention	(Guided) Single sequence of lessons, sessions & transitions	Co-planning with mentor for small units & whole days. Demonstration of differentiation of curriculum.	Autonomous planning for transdisciplinary small units & full week. Reading groups. Literacy blocks.	Detailed long term & weekly planning – either in specialisation or transdisciplinary	Detailed full planning in all assigned areas of teaching & learning
	Teaching:	Individual &/or small group tutoring, teach one (1) lesson	Constructivism applied Advanced questioning	Introductions & conclusions / whole lessons / sequence of lessons / full sessions		Lessons / sequence / sessions / whole day / consecutive days / week		Demonstrating capacity to accept responsibility for the full role of the beginning teacher	
	Assessing:	As per observation checklists group activity (mind-map)	Interpreting criteria sheets	Against short-term student learning objectives	Use of a variety of assessment tools to inform on-going planning	Differentiation of anticipated outcomes for individuals and groups of students. Curriculum based assessment. Developmental Continua.	Assessment of attainment of identified repertoires of practice (parts of longer-term authentic tasks). Developmental Continua (Year 2 Diagnostic Net; First Steps Continua). Use of Running Records.	Longer-term unit-based authentic tasks / explicit outcomes across the curriculum / reporting to parents Overall autonomous demonstration of competence across the broader teacher role.	
Types of PE	eg Primary, Middle, multi- age, rural etc	Primary/Middle (1-10)		Primary (1-7)	Primary (1-7) in same school	Primary (1-7) or Middle (8-10) in Secondary context	Primary (1-7) or Middle (8-10) (Secondary context). Option: opportunity for multi-age; rural and remote; interstate; Montana	Primary (1-7) or Middle (8-10) (Secondary context). Specialisation (Major); opportunity for multi-age; rural and remote; interstate; Montana	

Professional Experience Expectations

As visitors to educational settings and as learning members of the profession, Faculty of Education students undertaking professional experience placements are expected to demonstrate developing professionalism in their approach to their experience.

Each educational setting will have its own expectations and Faculty of Education students should comply with these expectations.

The following should guide the professional behaviours of Faculty of Education students undertaking professional experience:

- ***exercise a duty of care for all students/children;***
- ***maintain confidentiality in all information about students/children; and***
- ***recognise that each student/child has individual abilities, interests and capabilities for learning, but equal worth.***

The collaboration between Faculty of Education students undertaking professional experience and the mentor is critical in the quality of professional learning. The Faculty of Education students' responsibilities in this relationship include:

- understanding the difficult duality of the tasks of guide and assessor implicit in the mentor's role;
- striking a balance between showing initiative by assuming responsibilities in teaching environments and demonstrating respect for the patterns established by the mentor;
- participating actively in the candid self-evaluation of their own work and in collaborative evaluation with the mentor; and
- acting on all advice from the mentor, or discussing why such advice might not be accepted, in an open and professional manner.

During each placement, it is expected that pre-service teachers will acquire and continue to develop:

- competencies in planning, classroom management and instruction;
- skills in, and a commitment to, self-evaluation.

They will:

- acquire knowledge of students' interests, abilities, and needs;
- gain access to the practical knowledge and philosophies of their mentoring teachers;
- gain insights into the nature and full extent of teachers' work within the contexts of the school, the school-community interface and the wider profession;
- extend and refine their own approaches to teaching.

General Expectations of Professional Experience in PRT 4202

Unless other special arrangements have been agreed between the School Coordinator and the Professional Experience Support Office, pre-service educators will undertake this placement in the following pattern.

- Before the Easter school holidays: meet their mentor and agree on the focus for planning and teaching. Complete any make up days that might be required for Easter, public holidays, ANZAC Day, Labour Day, school holidays, or slight variations in private school holidays due to Easter
- Commence Block Placement: 13 April – 7 May and complete a total of 20 days

Pre-service educators vary in their ability to grow in the professional context. In the following section the **minimum expectations** for planning and teaching in this experience are outlined. **Pre-service educators who show ability and initiative should be encouraged to exceed these minimum expectations.** This placement of 20 days in total is the final placement for these students prior to their Internship in the second semester. It is imperative that students be competent independent operators in the classroom during this placement. Students must demonstrate their beginning teacher competencies very early on in the placement and be able to extend themselves over the course of the placement. Students must be able to take full responsibility for their class by the end of the placement.

The pre-service educators undertaking PRT 4202 are **in their fourth and final year of study at USQ**. Regardless of their differing levels of experience, all students will have completed previous professional experience prior to this course (for details refer to the scope and sequence). Their professional demeanour and performance should be clearly indicative of a person suited to the role of the teacher and who has made progress toward beginning teacher competence. Nevertheless, orientation to the context and its relationships is very important.

In order for the most effective use of this field placement time to be achieved, it is suggested that the student and mentor meet before the Easter holidays, and allow time to prepare for the later block placement. Teacher planning at this early stage of the year is inevitably incomplete. Students should be encouraged to develop a solid understanding of their context over this time so that the most effective and intensive expression of their individual skills as beginning teachers might be capitalised on in their later block placement.

Planning and Teaching

Pre-service educators should be **encouraged** to:

- teach sequences of lessons to prevent the development of an attitude that teaching is just single lessons - aim for continuity;
- experiment with a variety of teaching strategies and techniques;
- apply different classroom management practices.

Pre-service educators are **required** to:

- plan the unit/lesson/session/day in detail, using appropriate planning formats, supplied or approved by their mentoring teachers and include necessary modifications to support students at-risk of underachievement;
- **submit evidence of an extended plan (unit plan) and immediate planning (lesson plans) to the mentoring teacher for approval before teaching.** As part of the approval process, pre-service teachers should be able to provide justification for, and/or rehearse in detail, any part of the unit plan;
- take full responsibility for teaching during the block placement.

No teaching is to take place if written plans are not prepared and presented, in advance, to the mentoring teacher.

While the amount of written planning reduces (at the “lesson” level) over time, it should be evident to the mentor that the amount of mental preparation is still very thorough. Where this is not evident, the mentor should request full lesson plans for all lessons taught.

Collaborative planning of some lessons, and of all/any units in particular, (by the pre-service educator and the mentoring teacher working together) would be highly beneficial to the pre-service educator, as well as demonstrating the planning approach of the mentoring teacher and the planning standards required.

There is no specific assignment or graded task directly related to the Professional Experience for PRT 4202

During their professional experience, pre-service educators are required to design and implement teaching/learning sequences related to both SOSE and HPE. For HPE, this should involve planning, development and teaching of health related lessons and practical games (if possible). For SOSE, pre-service educators should be able to apply Productive Pedagogies and Rich Tasks orientations across a number of essential concepts (Knowledge and Understandings). Examples of these and other more recent ideas for teaching the two KLA’s are discussed and analysed as part of the requirements of the course. Students have been instructed to discuss these ideas with their mentor teachers and with their support and assistance, weave these ideas into their daily teaching experiences.

General Role of the Pre-service Educator

To assist pre-service educators realise the objectives of each placement, they should engage in a range of experiences, including:

- observing
- planning and teaching
- unit (and where necessary, lesson) reviewing
- assessment of student learning
- assisting the mentor teacher in the classroom
- collecting data and resources

In addition, opportunities should be sought by pre-service educators to experience as many facets of educational life as possible. These could include:

- staff meetings;
- group planning sessions;
- extra-curricula activities;
- field trips;
- meetings on student assessment.

Pre-service educators should also assist in other duties such as playground supervision, however, they must perform this in the company of a mentor teacher. Playground duty is considered an essential professional experience and as such, it is important that all students gain first hand experience in this activity.

Further details relating to USQ's expectations, policies and guidelines for professional experience can be found at:

<http://www.usq.edu.au/education/profexp/studinfo/default.htm>

NOTE: If a pre-service educator is not performing at a level deemed to be satisfactory, then the 'At Risk' process should be initiated at the earliest possible indication (see page 18).

IMPORTANT

Working with Children Requirements:

All students must hold a current "**blue card**" issued by the Commission for Children and Young People indicating their suitability for working with children as a prerequisite for undertaking the professional experience component of this course.

No student may commence **any** professional experience activity before they have presented the current card to Professional Experience Unit personnel.

Information on the requirements and associated processes may be found at
<http://www.usq.edu.au/education/profexp/default.htm>

Observations

Pre-service educators are to record their observations of significant teaching and learning events - **at least one specific observation should be recorded each day that the pre-service educator is not responsible for full time teaching**. Aspects of teaching and learning “life” to be observed should be selected to:

- extend the pre-service educator's understanding of teaching; and
- assist the pre-service educator in areas needing improvement.

It would be appropriate for mentoring teachers to nominate the aspects of teaching and learning life to be observed and to outline some specific features that pre-service educators might attend to in particular. Some aspects to be observed might include:

Management

- effective use of time
- establishing a cooperative climate
- desist techniques
- handling disputes among students
- effective use of groups
- monitoring performance, behaviour of individual students, groups
- maintaining flow of teaching and learning activities
- managing student discussion
- keeping students on task

Planning

- Planning episodes across KLA's
- ways of catering for individual students' needs
- evaluating students' learning
- negotiating curriculum with students
- collaborative planning with support teachers

Instructional

- praise / affirmation / encouragement
- using students' ideas
- reacting to students' answers, initiatives
- explanation, presentation skills
- use of audio-visual aids
- different teaching strategies appropriate to subject areas
- use of feedback
- ways of individualising instruction
- making the most of 'the teachable moment'

Keeping observation records is rather pointless if there is no subsequent analysis and discussion of these observations by the mentoring teacher and pre-service educator.

Post-observation discussion might focus on:

- the meaning of events recorded;
- what the pre-service educator may have failed to observe;
- events that were significant in the context of the teaching and learning episode, as opposed to those that weren't; and
- reasons for the teacher choosing particular responses or teaching tactics.

The main point of these discussions is to reveal to the pre-service educator the complexities of teaching, the specialised knowledge that teachers use to guide their teaching and the cognitive (thinking), affective (attitudinal) and kinaesthetic (motor) skills needed for effective teaching and learning.

Assisting in the classroom

Some of each day, particularly in the first few days of the professional experience, should be spent by pre-service educators on “assistance” activities that involve interaction with students, the performance of classroom-related tasks or those routine duties normally performed by mentoring teachers. Of course, as the pre-service educator takes over more and more of the teaching role in the first week, these tasks will become fewer. In the second, third and fourth weeks, pre-service educators will be progressively expected to **plan teacher aide activity** for others as a classroom teacher does, particularly if teacher aides are used as part of the classroom program.

The activities assigned to pre-service educators in lessons should include instructional, management and administrative tasks. Examples of appropriate activities include:

Instructional

- developing skills in autonomous planning and co-teaching with mentoring teacher
- providing remedial assistance to an individual or group
- researching lesson topics and identifying resources for lessons
- use of available specialists to assist in instructional design and implementation eg. Teacher Librarian; Learning Support Teacher
- preparing resources for use in the classroom
- assessing and marking in-class work of students
- presentation of content
- arranging displays of student work
- reviewing homework
- designing test items, marking schemes
- providing oral feedback on student performance or assessment
- implementation of course based understandings and requirements for PRT4202
- collecting data and resources

Management

- organisation of classroom furniture and space for different types of teaching and learning activities
- admitting and dismissing the class
- distribution and retrieval of lesson resources
- managing transitions between lessons
- formation of groups
- positive teaching and classroom/behaviour management

Administrative

- marking rolls
- compiling and recording results of student assessment
- completing forms

Other duties

- attendance at staff meetings
- playground duty with mentor teacher
- participation in other school events as required

Pre-service educators are to keep a record of these activities and are encouraged to evaluate and record their judgements of their level of performance on these tasks.

Collecting Data and Resources

Pre-service educators will need to gather data and resources in preparation for on-campus related studies and to add to their own resource base. These data and resources should include:

- *policy documents* from the school/context, especially those related to teaching and learning, such as homework, discipline, planning, access to copiers, allocation of teaching resources, referral of students to specialist teachers and administrative requirements;
- *resources used* in planning, such as class timetable, any relevant school/context-based programs and policies, lesson plan format, syllabus documents, names of text books, useful references and audio-visual resources;
- *class details*, such as names of students, class characteristics (interests; ability levels; social groupings; attitudes to school; ethnic composition).

This activity will also include any other coursework related expectations of any of the courses currently being studied by the pre-service educator eg. see the specific course requirements for PRT4202.

Professional Experience folder

A Professional Experience folder must be compiled by pre-service educators. This should include:

- observation records
- class details
- teaching/learning/assessment plans and records
- teaching review comments (including mentor feedback and self evaluations)
- details of assistance activities including self-appraisal comments by the pre-service teacher
- school/context policy documents
- resources which could prove helpful to a beginning teacher (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.).

The professional experience folder must be made available to mentoring teachers for appraisal at the formative evaluation stage and again at the summative evaluation stage at the end of the placement. The folder will be appraised according to inclusion and appropriateness of the items listed above.

Checklist for Mentoring Teachers in PRT 4202

Advance Preparation and Planning

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Expect to be contacted by the pre-service 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. This contact should occur before the Easter school holidays. |
| <input type="checkbox"/> | Pre-service 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 professional convenience of the mentor teacher should be the key factor in determining the nature of any arrangements. |
| <input type="checkbox"/> | Mentors should become familiar with formative and summative assessment procedures. This is the final assessed professional experience for these students. Mentors should be confident that their students are capable of managing a class effectively as a beginning teacher, for the student to complete this placement successfully. |
| <input type="checkbox"/> | Mentors should read all sections of this booklet for an explanation of expectations placed on pre-service teachers for this placement. |
| <input type="checkbox"/> | Co-teaching and autonomous planning for all aspects of the classroom form a major theme in this placement. All pre-service teachers are expected to work collaboratively to maximise learning. |
| <input type="checkbox"/> | Some students undertaking this placement will be located throughout the State and other places in Australia, and possibly overseas; USQ liaison staff will make contact with sites by phone and /or email. Mentors are requested to please make sure that they advise their students when this contact has been made and of the substance of the professional discussion that took place. |

General

- | | |
|--------------------------|--|
| <input type="checkbox"/> | In the event that a pre-service educator is not likely to be successful in this placement, according to the expectations contained in the evaluation sheets or because of excessive absence, contact the Professional Experience Support Office immediately. |
| <input type="checkbox"/> | In the event that the normal routine of the school/class is interrupted for camps, sports carnivals etc. during the time when the pre-service educator is responsible for teaching and learning activity, the pre-service educator should retain as much responsibility and involvement in the activity as possible. |
| <input type="checkbox"/> | Pre-service educators are expected to participate in all teacher activities occurring during their time at school, including playground duty, staff meetings, P & C meetings, training activities, discussions with consultants, planning/review meetings with professionals from other agencies, etc. |

During the first week

<input type="checkbox"/>	Mentors and pre-service educators should use this week to the best advantage of both. Students should be assisting mentors with all classroom tasks and setting themselves up to take over the class in their block placement, as quickly as possible.
<input type="checkbox"/>	Pre-service educators will need to liaise with available specialist teachers eg. Teacher librarian and Learning Support Teacher/mentor teacher to determine (1) their resourcing needs for any planned unit of work in the block placement and (2) how to support individual learning needs. They will also need to access the school library and other school resource centres to locate suitable resources for any planned unit of work. Some guidance might be required regarding the most suitable resources for the particular classroom context.
<input type="checkbox"/>	Pre-service educators are required to take responsibility for all aspects of the classroom's operation during their block placement. This week should be used by both mentors and students to ensure that students are adequately equipped to engage in this process as quickly and effectively as possible.
<input type="checkbox"/>	Pre-service educator/s assume increasing levels of teaching responsibility – in the amount of teaching being undertaken, daily routines, proportion of whole-class teaching and skill/content areas. All planning must indicate curriculum supports and pedagogic modifications aimed at supporting students at educational risk. Planning should be submitted well in advance of formal teaching episodes.
<input type="checkbox"/>	Provide brief feedback each day through this period. Mentors should also use this time to assist the students to plan effectively for their later placement.
<input type="checkbox"/>	Contact the Course Examiner or the Professional Experience Support Office, only if there are any concerns about planning, teaching, relationships with learners or relationships with others. Contact details are available on the inside cover of this booklet.
<input type="checkbox"/>	The school site should expect contact by phone, from the USQ Liaison staff sometime during this week. If contact has not been made by Day 5 of this experience, please contact the Professional Experience Support Office on 4631 2359. The USQ Liaison staff will wish to briefly discuss each pre-service teacher's progress and preparedness for their later block placement.
<input type="checkbox"/>	Provide continual feedback throughout the week using the Weekly Formative Assessment Form to guide your professional discussions. Indicate your professional judgements on each competency. <u>Include summary comments</u> on each section of the evaluation form. Use these discussions to guide your professional feedback to your student over the week.
<input type="checkbox"/>	If any student is deemed to be "At Risk" the Professional Experience Coordinator should be contacted immediately. The "At Risk" decision should be made in conjunction with the student, using the Formative Assessment criteria and judgements made during the week. USQ staff will assist mentors with reaching this conclusion, if required, but the evidence must be clear and consistent over the duration of the placement. Hence the importance of the weekly Formative Assessment discussions.

Week 2

<input type="checkbox"/>	<p>The pre-service educator assumes increasing levels of teaching responsibility –in the amount of teaching being undertaken, daily routines, proportion of whole-class teaching and in teaching in and across a range of KLAs.</p> <p>Plan, deliver and assess the program developed for the placement. This may initially consist of a series of lessons, however students should be encouraged where necessary, to move to long term planning and delivery of cohesive units of work. Mentors should be urging students towards rapidly assuming total responsibility for the class and all of its activities.</p> <p>This should also include planning of work for teacher aide (as available).</p>
<input type="checkbox"/>	<p>Provide daily feedback using the major headings on the assessment forms. Require daily reflection on teaching by students.</p>
<input type="checkbox"/>	<p>You should feel comfortable in contacting the Course Examiner at USQ or the Professional Experience Support Office at any time throughout the professional experience session for assistance as you work with the pre-service educator, particularly if there are any concerns about the pre-service educator’s planning, teaching, relationships with learners or relationships with others at the site.</p>
<input type="checkbox"/>	<p>The school site should expect contact from the USQ Liaison staff, if not, contact the Professional Experience Support Office. When the contact occurs, discuss the pre-service educator’s progress with USQ Liaison staff. These students are undertaking the final assessable placement for their program. Mentor teachers need to be assessing these students as beginning professionals, capable of being expected to manage a class entirely on their own. Students should be engaging in reflective assessment of their own practice, in conjunction with their mentors. Professional discussion of progress is an expectation of this experience.</p>
<input type="checkbox"/>	<p>Complete the Weekly Formative Assessment Form in conjunction with your pre-service educator. This document may guide your professional discussions over the course of the placement.</p> <p>Mentors should be prepared to be honest and professional in their feedback to students, understanding that this student will most likely be taking responsibility for their own class in the following year.</p>

It is essential that mentor teachers make objective assessments of the pre-service educator. This is the final supervised placement for students and responsible, professional judgements related to the quality of performance of pre-service educators are expected. This often places a lot of stress on mentor teachers and whilst we anticipate that there will be few, if any below standard students at this stage of their education, personal events can lead some students to not perform to their optimum ability in this placement.

If mentor teachers have any concerns about the performance of their pre-service educator, that are not related to simple personality clashes which just have to be dealt with professionally by all parties, you are urged to make early contact with your USQ liaison to seek assistance and support to resolve the issues.

Week 3

<input type="checkbox"/>	The pre-service educator is responsible for planning and teaching/co-teaching the whole week, with particular attention paid to the progress of the longer term planning across the week or the block.
<input type="checkbox"/>	Assist the pre-service educator with assessment of student learning and performance, and evaluation of their own teaching. Reflective professional discussions are an important aspect of this process.
<input type="checkbox"/>	Encourage the use of pre-service educator self-evaluation. Assist in establishing a purposeful, focussed reflective approach to the pre-service educator's evaluation of his/her own teaching.

Week 4

<input type="checkbox"/>	The pre-service educator should be completing any units of work planned for this placement during this week. If not, then the student should have completed a block of work and have contributed to the ongoing planning and learning activities in the classroom. Assessment of individual student progress, program and pre-service educator effectiveness are all elements to be considered during this week.
<input type="checkbox"/>	The pre-service educator should have been completely responsible for the management of the classroom program and for their professional involvement in the school for the majority of the time of this placement.
<input type="checkbox"/>	Expect a call, email or extended visit from USQ liaison staff during this week to check on the progress of students.
<input type="checkbox"/>	Complete and return the SONIA electronic completion record or the Summative Evaluation Form . The SONIA electronic completion record is the preferred method for USQ to receive results, and the PEAR and Summative Evaluation forms are gradually being phased out.

Formative Evaluation Processes

The weekly formative assessment documents are provided for use with pre-service educators. These forms are used to focus attention on specific areas of practice, they align with the summative assessment form for use at the end of the professional experience.

The process of completing the formative evaluation form should involve discussion between the mentor teacher and the pre-service teacher and, where appropriate, the school coordinator and the USQ Liaison.

A copy of the completed form should be supplied to the pre-service educator. The mentor teacher should retain a copy of the formative evaluation forms.

In cases where a pre-service teacher has been placed “at risk” as an outcome of the formative evaluation, the “at risk” notification form, must be completed, the original forwarded to the Coordinator of Professional Experience, and copies provided to the pre-service educator and retained by the mentor teacher.

Summative Evaluation Processes

USQ is currently phasing out the paper summative assessment forms (coloured pull out section) and the PEAR forms. Although USQ still accepts the old forms, the most efficient reporting system is the electronic completion record in SONIA. The details for the electronic submission are below. Electronic completion records will provide us with the required information. However, if schools have PEAR forms on hand and prefer to use these this time, they may do so. **Please encourage the electronic submission**, but add that we are ready to accommodate the hardcopy.

Also, we have had some schools concerned that they are now unable to report adequately on the students’ performance (without the coloured A3 forms). These types of anecdotal records and mentor feedback reports are the property of the student. USQ does not require this information to finalise student grades. Please reinforce that this information can be provided either as a personal/school reference on school letterhead paper, or on the Department of Education and Training (DET) Overview and Referee Report which are available on their website:

www.teach.qld.gov.au

The collection of these types of letters of reference is made by arrangement between the student and mentor/coordinator/school for the purposes of the preservice teachers’ resume. We only need to know that they have performed adequately to pass the practical component of their academic course of study, and for the correct number of days.

USQ SONIA Process for Electronic Completion Records – to be completed by the Site-based Co-ordinator

1. **Log on** to the site at <http://sonia.usq.edu.au/education/>
2. Select **Setting** in the box on the left of the screen
3. Enter your **USER ID** (appears on the placement sheet) and **PASSWORD**

USER ID	
PASSWORD	2005

You may like to record your ID and keep this record.

4. You will be able to see your **site details** and update this information when necessary.
5. The tabs along the top will allow you to access information:
 - **Blocks** - to see the confirmed details of placements you have offered; student names will appear once the places are confirmed. You may have Preservice Educators in one or more of these blocks.
6. Open the [View Student List] for the block and enter:
 - the number of days each Preservice Educator completed at your site
 - the level of competency the Preservice Educator has achieved for the experience (optional for internships and unsupervised experiences)

Level 1	Outstanding
Level 2	High Performing
Level 3	Sound
Level 4	Marginal
Level 5	Less than Satisfactory Performance

- you may enter a brief comment about each one, however this is optional
7. After you have finalised the Completion Records for **each** student in the block you will need to move across your screen to the right and **submit** your entry for **each** student
 8. **Log out** - when you are finished

If you need assistance please contact us at educprofexp@usq.edu.au
or phone Denis Hartigan, 07 4631 2106

Professional Experience Support Team
Faculty of Education
USQ

Evaluation and “At Risk” Processes

Mentor teachers should be thoroughly familiar with the requirements associated with the designation of pre-service educators whose performance is of significant concern as “at risk”. Where judged applicable, the necessary process should ideally be completed at the earliest possible time in the placement, given that it is necessary to have evidence to support this conclusion. Mentors and pre-service educators should see this process as a formal signal that specific development is required, rather than as a signal that the pre-service educator will necessarily fail the experience.

The “at risk” processes involve the following:

- Through regular written feedback, the mentoring teacher will notify the pre-service educator of any concerns about performance.
- The school co-ordinator will be informed and plans agreed for assisting the pre-service educator to resolve the areas of concern.
- Mentoring teachers should keep copies of all written feedback provided to the pre-service educator.
- The decision to place the pre-service educator “at risk” will be made by the mentoring teacher in consultation with the Professional Experience Coordinator, the school co-ordinator and the pre-service educator at the time that the **Weekly Formative Evaluation Form** is completed.
- The mentor teacher will complete the “at risk” notification form and ensure that the Professional Experience Coordinator, the pre-service educator and the mentor each receive their respective copies.
- Specific assistance and guidance will be made available to the pre-service educator “at risk” by the mentoring teacher, the school co-ordinator and the Professional Experience Coordinator.
- Pre-service educators “at risk” will 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.
- In the process of summative assessment, the “at risk” pre-service educator will be graded “Successful” if there has been clear evidence of significant progress in the areas previously identified as of concern and the pre-service educator has satisfied the mentor, site co-ordinator and Professional Experience Coordinator that the appropriate level of competence and/or performance has been demonstrated.
- If there has been some progress, an extra period of experience is likely to allow the pre-service educator to demonstrate the appropriate level of competence/performance, the pre-service educator should be graded “Result Withheld”.
- If there has been insufficient progress and there is no significant evidence that a brief extra period of experience in that context would allow the pre-service educator to demonstrate the appropriate level of competence/performance, the pre-service educator should be graded as “Unsuccessful”.
- Where a pre-service educator’s initial performance is satisfactory but concerns arise later in the placement, a second formative evaluation process should be undertaken and the pre-service educator placed “at risk”.
- Pre-service educators should not be summatively rated as “Unsatisfactory” for the experience unless they have been previously designated as “at risk”.

Mentor teachers should not be reluctant to formally place pre-service educators “at risk”, no matter how difficult this may be for all parties. Pre-service educators require open and full evaluation of their performance, together with specific feedback, and the process of “at risk” designation should be seen in this light.

In all instances where doubt is involved, contact the Professional Experience Coordinator for support and advice.

Weekly Formative Assessment

Pre-service educator and mentor to complete, discuss and sign on the final day of the **first week** of the block placement (*please add attachment if insufficient space is provided here*).

Area 1 Planning for Teaching and Learning	
Pre-service Teacher Self Evaluation	Mentor Feedback and Evaluation
Area 2 Applying Effective Teaching Approaches	
Pre-service Teacher Self Evaluation	Mentor Feedback and Evaluation
Area 3 Establishing Supportive Environments for Learning	
Pre-service Teacher Self Evaluation	Mentor Feedback and Evaluation
Area 4 Collaborating in the Professional Community	
Pre-service Teacher Self Evaluation	Mentor Feedback and Evaluation
Agreed focus areas for third week:	

Does the pre-service educator’s performance merit guidance from the Coordinator and/or USQ Liaison? If so, is the pre-service teacher “At Risk”?

- | | |
|--|---|
| <input type="checkbox"/> No, Extra Guidance Not Required | <input type="checkbox"/> Yes, Extra Guidance Required |
| | <input type="checkbox"/> At Risk |

.....
Pre-service Teacher

.....
Mentor

Do Not send this form to USQ



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 (<i>Graduates only</i>)		
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 <ul style="list-style-type: none"> • Design and implement: <ul style="list-style-type: none"> ○ engaging and flexible learning experiences ○ learning experiences that develop language, literacy and numeracy ○ intellectually challenging learning experiences ○ experiences that value diversity • Assess and report constructively on student learning 		
Building Relationships <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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

Do Not send this form to USQ



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 <i>Professional Standards for Queensland Teachers</i> , developed by the Queensland College of Teachers describe the abilities, knowledge, understandings and professional values that teachers in Queensland schools demonstrate.		Outstanding	Very confident	Confident	Has begun to demonstrate	Not demonstrated	No opportunity to demonstrate
Please provide an honest and explicit indicating about the preservice teacher's demonstration of the <i>Professional Standards for Queensland Teachers</i> , commensurate with preservice teachers at the same stage of development.							
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							
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	