

# **7751EDN**

# **Understanding Diverse Learners**

Master of Primary/Secondary Teaching

Professional Experience Handbook

School of Education and Professional Studies

## Professional Experience enquiries should be directed to:

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Course Convenor

Please see 7750EDN Primary or 7764EDN Secondary Handbooks for further information

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### Professional Experience Office

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Contacts for Preservice Teachers

Email: [PST@griffith.edu.au](mailto:PST@griffith.edu.au)

Email: [educationconnect@griffith.edu.au](mailto:educationconnect@griffith.edu.au)

Email: [studentconnect@griffith.edu.au](mailto:studentconnect@griffith.edu.au)

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Contacts for School Coordinators and Supervising Teachers

Email: [PEO@griffith.edu.au](mailto:PEO@griffith.edu.au)

Payment Email: [PEO-payments@griffith.edu.au](mailto:PEO-payments@griffith.edu.au)

Primary Schools: (07) 5552 7323 / (07) 55529782

Secondary Schools: (07) 373 55665 / (07) 55529784

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**General Information:** <https://www.griffith.edu.au/arts-education-law/school-education-professional-studies/professional-experience-placements>

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## IMPORTANT

### Absences

Preservice Teachers are to attend 80 percent of the tutorials pre-and post-PEx in order to be permitted to commence the PEx and have the PEx result carry over. Students who do not meet the threshold attendance will be withdrawn from the PEx or will not have the result carried over.

Preservice Teachers are to attend 100 percent of allocated days in order to successfully complete each professional experience. All missed days **must** be made up.

All missed days must be approved for make up through Sonia and completed as agreed.

**If there is a serious reason requiring absence from professional experience, that morning before school the Preservice Teacher is to contact:**

- the School Coordinator
- the Griffith University Liaison

Then, **as soon as possible:**

- obtain a medical certificate or other documentary evidence if absent for more than one day (even if not consecutive)
- negotiate with the Supervising Teacher appropriate days to make up the absence
- complete and submit a '**Record of Absence/Make-Up Day**' form on Sonia for approval **prior** to the commencement of the make up day(s). If absent for a second or subsequent day, attach a medical certificate or other documentary evidence which substantiates the absence. Remember to provide a copy to the school.

**More than one missed day will require a medical certificate or other documentary evidence whether or not these days occur consecutively during the professional experience.**

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Essential information and forms relating to all professional experiences can be found in the *Professional Experience Guidelines*.

This document has been sent to all School Coordinators.

Preservice Teachers will find this document on SONIA and the PEO Learning@Griffith site.

### **Queensland Professional Experience Reporting Framework Resources (DET)**

Professional Experience Checklist – Roles and responsibilities for professional experience

<https://teach.qld.gov.au/becomeATeacher/steps-to-become-a-teacher/Documents/prof-exp-checklist.pdf>

Professional Experience Glossary – Key terms and acronyms

<https://teach.qld.gov.au/becomeATeacher/steps-to-become-a-teacher/Documents/prof-exp-glossary.pdf>

Professional Experience Reflections – For completion at conclusion of each placement

<https://teach.qld.gov.au/becomeATeacher/steps-to-become-a-teacher/Documents/prof-exp-reflection.pdf>

## Professional experience details and dates

<b>Trimester 1 Block placement</b>	35 days Monday – Friday – over a 7-week block
<b>Placement arrangement</b>	<b>Please see 7750EDN Primary or 7764EDN Secondary Handbooks for further information r</b>
<b>Interim report</b>	Wednesday of the fourth week or on the 18 <sup>th</sup> day of placement
<b>Final report</b>	Friday of the last week or on the 35 <sup>th</sup> day of placement

### PEX Attendance

The 7751EDN PEX requires the completion of 35 days supervised teaching in classrooms. Days missed due to illness or local holidays must be made-up and added onto the placement completion dates, with adjustments to reporting due dates made accordingly. Preservice teachers are required to notify their School Coordinator and Griffith Liaison of absences days as soon as they occur and make-up must be approved by the Griffith Liaison. **Attendance is fulltime with start/finish times to mirror those expected of all teaching staff in the placement school.**

**Preservice teachers should not plan holidays immediately after the PEX block so that any missed days (due to illness or personal circumstances) can be completed after the timetabled placement period. This is to fulfil the requirements of the program, teacher registration and accreditation on completion of the program.**

### Course Work Component

The course work component is conducted via blended learning mode across the trimester prior to, and after the block placement period. Activities comprise weekly lectures and weekly tutorials and associated learning activities.

To pass this course students must meet the thresholds of (i) 80% Attendance of tutorials and (ii) 100% Engagement with all course materials, across the course pre- and post-Professional Experience 9practicum), plus achieve a (iii) Satisfactory Final Report for the practicum and a (iv) Satisfactory for all course assignments. Students not meeting the Attendance and Engagement thresholds before Professional Experience will not be eligible to commence placement.

### Further Information

The PEO starts to arrange PEX placements months ahead of the scheduled date. Ensure your details are up to date on SONIA, including your living and travel situation.

If you have a personal situation or a health situation that may impact your attendance at PEX, please contact your Course Convenor asap.

Students cannot be enrolled in courses which have lectures, tutorials or assessment over the PEX placement period. Contact a program support officer on [educationconnect@griffith.edu.au](mailto:educationconnect@griffith.edu.au) for program advice.

Please note that course work assignments cannot be due during PEX block placements. Assignment extensions for written tasks cannot be provided for due dates which fall during your PEX, you must complete any written assignments prior to going on PEX. Any assignment extensions (for any course) that would fall on a date during PEX may mean a delay to the commencement of your PEX. Please contact the respective Course Convenor for further details.

## Overview of Course

**7751EDN – Understanding Diverse Learners** – This is the first of three courses in which a fully supervised professional experience block is to be completed. The course introduces Preservice Teachers to what it means to be a teacher of children in primary education and includes a 35-day block placement in a primary school.

**Please see 7750EDN Primary or 7764EDN Secondary Handbooks for further information**

## Duty of care

The Preservice Teacher and the Supervising Teacher have a legal 'Duty of Care' during the professional experience, which means they both have a professional and a moral obligation to look after those placed in their care. While a Preservice Teacher in this final practicum is given some responsibility for students in the class, it must be recognised that a Preservice Teacher is learning under the direction and supervision of the teacher with whom they are placed.

To this end, the Supervising Teacher is ultimately responsible for the safety of their school students.

**Preservice Teachers are not yet 'registered teachers' nor employees of the school or department. Therefore, they cannot be required to supervise school students on their own and should not be required to oversee a classroom or group of students without supervision or the oversight of a registered teacher and/or school employee. In the event that a Supervising Teacher is required to leave a classroom, it is recommended that arrangements be made with a neighbouring teacher to oversee the Preservice Teacher during that absence.**

## Overview of professional experiences

### Master of Teaching – Professional Experience Summary

Griffith University is committed to developing highly capable graduates for the teaching profession. In the Master of Teaching Program, three stages of *Learning to Become a Teacher* have been identified in the planned program.

Griffith refers to these as *Early Stage*, *Middle Stage* and *Final Stage*.

We ask that Supervising Teachers acknowledge the stage of learning of the Preservice Teachers they supervise. The guidance and reports provided here have been carefully designed to reflect the expectation of students' achievement at that stage.

Across the Master of Teaching program all students must complete a total of 60 supervised days. These days are distributed across three supervised teaching periods. Each practicum represents a milestone in each Preservice Teacher's learning. Preservice Teachers must successfully complete these in this sequence.

**Please see 7750EDN Primary or 7764EDN Secondary Handbooks for further information**

## Professional experience recommended sequence and reporting milestones

	Teaching, Reflections and Observations	Other Requirements
Week 1	<ul style="list-style-type: none"> <li>• <b>By the end of week 1: Getting to know the learners and first teaching</b></li> <li>• Observe the class being taught by your Supervising Teacher for the first two days (at least)</li> <li>• May provide assistance and support to the Supervising Teacher in a role similar to that of a teacher's aide during these days</li> <li>• Teaching small segments (e.g. warmups, marking homework, working with individuals and small groups), teach parts of single lessons independently</li> <li>• Complete reflections for small teaching segments/lessons taught – a minimum of six to be completed by the end of the placement</li> <li>• Complete observations of Supervising Teacher's practice - a minimum of six to be completed by the end of the placement.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the teacher in the daily operation of the school, (e.g. assembly, form class, playground duty, bus duty, staff meetings etc.) - this will build professional relationships with the Supervising Teacher(s) and students</li> <li>• Plan and implement small teaching segments/lessons for the last two days of week one</li> <li>• Discuss and reflect on lesson observations with your Supervising Teacher</li> <li>• Interact professionally with school, staff and students at all times.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• <b>The beginning of Week 2 to the end of Week 2: Observing, and increased demonstration of appropriate planning and teaching strategies for effective classroom learning and management</b></li> <li>• Teach 3 to 4 single lessons/mini lessons or a sequence of 2-3 lessons taught across the week</li> <li>• Complete reflections for lessons taught - a minimum of six to be completed by the end of the placement</li> <li>• Complete observations of Supervising Teacher's practice - a minimum of six to be completed by the end week 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with Supervising Teacher in the daily operation of the school</li> <li>• Plan, implement, evaluate and reflect on lessons and sequences of lessons with your Supervising Teacher.</li> </ul>

<p style="text-align: center;">Week 3</p>	<ul style="list-style-type: none"> <li>• <b>By Week 3, it is expected that the Preservice Teacher is demonstrating at an appropriate level for a first placement, planning and teaching strategies for effective management that provide a safe environment for learning with some personal initiative and independence</b></li> <li>• Preservice Teachers, where possible, should be building to sequences of lessons (e.g. small unit of work entailing 2-3 lessons) and where possible managing 1-2 half days by the end of week 3</li> <li>• Complete reflections for lessons taught - a minimum of six to be completed by the end of the placement</li> <li>• Complete observations - a minimum of six to be completed by the end of week 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the Supervising Teacher in the daily operation of the school</li> <li>• Plan, implement, evaluate and reflect on lessons and sequences of lessons with your Supervising Teacher</li> </ul>
<p style="text-align: center;">Week 4-7</p>	<ul style="list-style-type: none"> <li>• <b>From Wednesday of Week 4 and no later than Friday of Week 4, discuss and finalise your interim report and plan specific development focus areas for the remaining one and a half weeks with your Supervising Teacher. If at risk, the Griffith Liaison and Course Convenor must be informed.</b></li> <li>• Preservice Teachers, where possible, should be building to sequences of lessons (e.g. small unit of work entailing 2-3 lessons) and where possible managing at least 2 half days by the end of week 4 and increasing responsibility negotiated by the supervising teacher and PST. This should not exceed more that 5 half-days</li> <li>• Complete reflections for lessons taught - a minimum of six to be completed during Weeks 4-7</li> <li>• Complete observations - a minimum of six to be completed during Weeks 4-7</li> <li>• <b>By the end of Week 7, it is expected that the Preservice Teacher is demonstrating at an appropriate level for a first placement, planning and teaching strategies for effective management that provide a safe environment for learning with increasing personal initiative and independence since the interim report stage.</b></li> <li>• <b>On the last day of block placement, the final report is to be discussed and submitted by Supervising Teacher(s) and Preservice Teacher. In the final week the University Liaison.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Work with the Supervising Teacher in the daily operation of the school</li> <li>• Plan, implement, evaluate and reflect on lessons and sequences of lessons with your Supervising Teacher</li> </ul>



## A guide to using the criteria for making judgements of Preservice Teachers

- The School of Education and Professional Studies, Griffith University, values our school partnerships and emphasises that learning to become a teacher is a joint responsibility. This is the first professional experience for the MTeach students and thus supervision and judgements should be based on expectations of learning at the early stage of becoming a teacher. This is a critical professional experience in relation to their progression in the program.
- Griffith will support the Preservice Teacher with a visiting Griffith University Liaison.
- As Master of Teaching students, these Preservice Teachers entered with an undergraduate degree (some may have more) and this provides the relevant content knowledge for some of the key teaching areas. Please talk with your Preservice Teacher in order to gain knowledge of the breadth and depth of their content and background.
- The school placement is an integral part of the Preservice Teacher's learning which incorporates the university-based coursework. The following table is a brief overview of the **minimum** campus coursework completed by MTeach students before attending this first placement.

## A guide to expectations of Supervising Teacher across the professional experience placement

Stage 1 Week 1	Stage 2 Week 2 Wednesday =Mid- point of placement – Interim Report	Stage 3 Week 3 and Last day of placement.	
<b>Supervising Teacher</b>	<b>Supervising Teacher</b>	<b>Supervising Teacher</b>	
<ul style="list-style-type: none"> <li>• models and discusses expectations that reflect the five criteria for this placement</li> <li>• discusses observations made by Preservice Teachers</li> <li>• gradually introduces the Preservice Teacher to the classroom, progressing from shared teaching segments to at least one independent teaching session</li> <li>• provides written and verbal feedback on lessons delivered by Preservice Teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• provides increased teaching time for the Preservice Teacher</li> <li>• continues to model all aspects of teaching and provide advice</li> <li>• in discussion with the Preservice Teacher, considers evidence to make a decision on progress to this point</li> <li>• in discussion with the Preservice Teacher, develops a focussed learning plan for progression during the remaining week</li> </ul> <p style="text-align: center;"><i>If any of the indicators within the criteria is identified as a concern, the Griffith Liaison should be advised.</i></p> <ul style="list-style-type: none"> <li>• continues to provide written and verbal feedback on lessons delivered by Preservice Teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• provides increased teaching time for the Preservice Teacher</li> <li>• continues to model and provide advice as needed</li> <li>• continues to provide written and verbal feedback on lessons delivered by Preservice Teacher.</li> </ul> <p>Preservice Teacher continues observation of Supervising Teacher.</p>	Supervising Teacher and School Coordinator, in consultation with University Liaison consider completion of the criteria on the report to make a decision on readiness of Preservice Teacher to progress to the next professional experience course in the program.
<p><b>Out of classroom activities:</b> It is expected that Preservice Teachers will participate in all aspects of school life as determined by the Supervising Teacher and School Coordinator. However, the expectations of participation should be within reasonable bounds. It is a legal requirement that Preservice Teachers must be supervised at all times (when interacting with students in or out of classrooms).</p> <p>Please ensure that where possible, the Preservice Teacher experiences (under supervision), the range of a teacher's responsibilities, classroom and beyond, such as:</p> <ul style="list-style-type: none"> <li>• playground supervision</li> <li>• school meetings (staff; curriculum; parents/carers; teacher aides)</li> <li>• professional development activities</li> <li>• support staff (admin staff, teacher aides); and</li> <li>• school events.</li> </ul>			

**NB:** Becoming familiar with issues and protocols around communicating with parents will be a criterion in the next professional experience placement therefore, it is important for the supervisor to provide advice and information on this in this first experience.

## Classroom observations

Whenever teachers make pedagogical decisions, they use skills and knowledge in the areas of:

- curriculum
- planning and assessment
- selection of resources
- teaching strategies/approaches
- developing interpersonal relationships
- managing student behaviour and the classroom environment.

When you are observing a teacher some of these will be very evident. Aspects that are less likely to be obvious are the planning and assessment components and you may need to ask the teacher to explain these. Select from the Supervising Teacher observation proforma from Learning@Griffith.

## Reflections

Reflections are essential for ongoing development as a teacher. Preservice Teachers will learn from what works well and from what does not work, if time is taken to critically reflect. Preservice Teachers should use designated sections on their lessons plans for lesson reflections and for their self-reflections; additional reflection templates some are provided on the course site. Focussed observation and feedback templates are also useful for completing reflections on your teaching practice; some are provided the in Professional Experience Guidelines. Your academic coursework in 7751EDN will have provided you with details about how to complete your written reflections. Preservice Teachers and Supervising Teachers should regularly engage in conversations for verbal reflections.

## Assessment

### Interim report

The interim report is a written report compiled by mid-point of the professional experience block. It focuses on the Preservice Teacher's progress to that point. It is suggested that the Supervising Teacher indicate the Preservice Teacher's strengths and weaknesses. This report is crucial – particularly for below standard ratings to allow genuine time for improvement. Please provide comments as well as completing tick box criteria.

Discussion should then highlight the ways in which the perceived strengths can be further developed and the weaknesses addressed in future teaching situations. Please refer to the Interim Report Professional Learning Plan. An online interim report will available to School Coordinators and Supervising Teachers on Sonia. After completion, the Preservice Teacher should review the interim report, discuss it with the Supervising Teacher and submit online. The Griffith Liaison will then review and submit online.

### **In the case of 'at risk' students, please refer to 'At Risk' section of Professional Experience Guidelines.**

The Professional Learning Plan that follows the interim report is particularly important as this is the final practicum for students.

### At risk

Note that any criterion marked "Concerns with Development" on the interim report should be taken as an indication for "At Risk" status and that the Interim Report is must be rated as not satisfactory overall.

Refer to 'At Risk' and 'Code of Conduct' section of the *Professional Experience Guidelines*.

### Final report

The **final report** is completed by the end of the final week of the professional experience. The Supervising Teacher completes and discusses the final report with the Preservice Teacher at the end of the school experience. It is recommended that during the final two weeks of the practicum, the Supervising Teacher invite the School Coordinator and/or other colleagues to observe the Preservice Teacher to provide feedback to assist in the final decisions. While the University Liaison is continuously available for advice it is not expected, except in the case of serious concern, that a liaison would observe the Preservice Teacher. The Supervising Teacher, School Coordinator, Preservice Teacher and Griffith Liaison submit the report online.

If an *Unsatisfactory* result has been given on any criterion, please contact the Griffith Liaison immediately. Refer to 'Final report' section of Professional Experience Guidelines.

Any concerns over a final assessment, the Griffith Liaison will contact the Course Convenor.

### Report submission

The professional experience placement is a major component of the assessment requirements for this course.

As with all assessment tasks, it is the **Preservice Teacher's responsibility** to ensure that professional experience reports are submitted as directed by the course convenor by required dates, as follows:

- Interim reports in which Preservice Teachers are identified 'at risk', and related processes (once completed and signed) submitted at the mid-point of professional experience.
- All final reports, once completed by Supervising Teachers, must be submitted within three (3) working days of the final day of placement. Further details will be advised by the Professional Experience Office.

**Please see 7750EDN Primary or 7764EDN Secondary Handbooks for further information.**

