

# 1999EDN Teaching as a Profession

Bachelor of Education

**Professional Experience Handbook**

School of Education and Professional Studies

## Professional Experience enquiries should be directed to:

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Course Convenor

[www.griffith.edu.au/study/courses/teaching-as-a-profession-1999EDN](http://www.griffith.edu.au/study/courses/teaching-as-a-profession-1999EDN)

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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)

Email: [PEX-crisis@griffith.edu.au](mailto:PEX-crisis@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) 3735 5977

Secondary Schools: (07) 3735 5665 / (07) 5552 9784

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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 Students who do not meet the threshold attendance will be withdrawn from the PEX or will not have the result carried over.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.

## **Queensland Professional Experience Reporting Framework Resources**

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://www.griffith.edu.au/arts-education-law/school-education-professional-studies/professional-experience-placements>

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>

## Overview of Professional Experiences

Griffith University is committed to developing highly capable graduates for the teaching profession. In the Bachelor 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
- 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 Preservice Teacher achievement at that stage.

Across the Bachelor program all Preservice Teachers must complete a total of 80 supervised days. These days are distributed across ten days of a supervised observation-focused placement and three supervised teaching placements in schools; undertaken alongside coursework on campus and online. Each professional experience placement represents a milestone in Preservice Teacher learning and progress through the program.

**Ten days** supervised placement in schools; undertaken alongside coursework on campus and on-line.

**All days are compulsory. Missed days including public holidays, must be made up.** Allocated professional experience days may not be varied. In the event of extenuating circumstances, please refer to *Absences* in the Professional Experience Guidelines.

## Overview of Course

**Course Name:** Teaching as a Profession

**Course code:** 1999EDN

Professional Experience Summary – 1999EDN Early Stage Placement

The purpose of this foundation course is to give students an early introduction to classrooms and schooling from the perspective of teachers: It is an observation-focused placement (no teaching or planning required). The course does, however, require students to gather materials that will contribute to the assessments in this course.

## 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 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. The Preservice Teacher, however, is required to act with vigilance and caution ensuring the health, safety and well-being of all pupils.

## Professional Experience Dates

Bachelor of Education

<b>Placement</b>	10 days
<b>Placement arrangement</b>	Groups of approximately 6-10 Preservice Teachers per school
<b>Duration</b>	10 days Monday – Friday over a two-week block:
<b>Final Report</b>	Friday of the last week or on the 10 <sup>th</sup> day of the placement

All professional experience days are **compulsory**. Allocated professional experience days may not be varied. In the event of extenuating circumstances, please refer to **Absences** in *Professional Experience Guidelines*. Absence information is also available inside the front cover of this handbook.

Preservice Teachers are not to plan holidays immediately after the professional experience block as make up days may be required to meet the requirements of the professional experience placement.

A '**Record of Absence/Make-Up Day**' form must be completed and submitted to SONIA PRIOR to undertaking the make up day/s. It is essential that when proposing make up days that they are NOT planned to occur when on-campus studies are scheduled but are to be at the convenience of the school as soon as possible after the scheduled dates.

Students must ensure their final report is submitted with all required signatures through SONIA within three days of completing their PEx. If students have approved negotiated make up days to complete (e.g., as a result of illness), they must email the Course Convenor and request an official extension to the Final PEx Report due date.

## Process

School Coordinators may choose to provide experiences in ways that suit their particular context:

- Ideally, Preservice Teachers will be placed in schools in paired or small groups, that is, 6-10 Preservice Teachers or more in groups of two-four.
- The main activities during the ten-day placement will be planned by the School Coordinator and involve activities that will help students gather information on designated areas. This is explained further in the next section.
- Students will have personal plans of action about which they will seek information. They will be prepared in coursework prior to the school visit to: research the topics; how to observe, listen and reflect to maximise learning whilst in the school. School Coordinators are not expected to cover all topics.
- A suggested approach for the ten days might include:
  - an induction to the school
  - rotation of student groups to experience teaching and learning in a cross-section of year levels and environments.
  - rotation of student groups to extra-curricular school activities
  - group meetings with key personnel – such as EAL/D teacher, special needs teachers, ITA's, behaviour management leaders, curriculum specialists, and so forth
  - opportunities to participate in professional learning workshops and/or activities.

### **Role of School Coordinator Includes:**

- Welcome the group
- Organise a Workplace Health and Safety presentation and induction to the school
- Develop a rotation of activities for the Preservice Teachers for the full ten days – ideally in groups of two or more Preservice Teachers at each activity
- Being available if Preservice Teachers have questions or concerns
- Offering guidance or assistance to preservice educators with observing or discussing the Australian Professional Standards for Teachers related to assessment/course work
- At the completion of the full ten days fill in the one-page report for each Preservice Teacher using a simple tick process.

## Professional Experience Requirements

There are six focus areas within the Australian Professional Standards for Teachers (APST) (AITSL, 2011) that the Preservice Teachers are investigating and developing an initial understanding of during this placement. School Coordinators are asked to plan opportunities for Preservice Teachers to build knowledge and understandings of the following APST (as applicable to the specific placement school setting):

1. How does the school support the participation and learning of students with disability? (APST 1.6)
2. What strategies are used in the school for involving parents / carers in the educative process? (APST 3.7)
3. What processes are in the school that provide opportunities for teachers to benchmark their professional growth and further advance their career stage in relation to the Standards? (APST 6.1)
4. How, in a dynamic profession that must respond to social and political imperatives, the school provides - and how teachers themselves access - ongoing professional learning? (APST 6.2)
5. How do schools work to ensure that the key principles in codes of ethics and conduct for the teaching profession are maintained? (APST 7.1)
6. According to the school setting (e.g. primary, secondary P-12), what are the required relevant administrative and organisational policies and processes that teachers must be aware of for teachers? (APST 7.2)

To acquire information about these six areas, a suggested list of topics for School Coordinators and Supervising Teachers to guide the Preservice Teachers' visit is:

1. School structure
2. Diversity of the student body
3. School culture
4. Types of school and teacher communication
5. Different pedagogical approaches in different curriculums
6. Contemporary policy influences upon Queensland schools

The topics listed above are elaborated in the table below to guide planned activities or observations during the Preservice Teacher school placement days, however, we are very aware every school is different and every placement will offer different experiences to Preservice Teachers.

<b>Topics</b>	
<b>1. School structure</b>	
1a	Is the school promoted as a school specialising in a particular strength such as sports excellence school, music, multi-age, ballet etcetera?
1b	How is the school organised administratively and structurally: early childhood, middle, senior, junior?
1c	What is the school physical layout of staff rooms, library, ICT rooms, ovals and specialised rooms named, etcetera?
<b>2. Diversity of the student body</b>	
2a	Student population details, number of students, background cultures, English as another language, religious and culture, ages of students
2b	How does the school support participation and learning of students with disability?
<b>3. School culture</b>	
3a	Does the school have a particular focus to improve the school culture - building resilience in students, community partnerships?
3b	In what ways does the school encourage and support the ongoing professional learning of staff?
<b>4. Types of school and teacher communication</b>	
4a	What are the forms of communication within and beyond the school gate - web site, newsletters, email, parent meetings, P and C/F meetings, staff meetings, curriculum meetings, year level meetings, meeting with HOD and other administrative staff and so on?
4b	What ethical conduct issues must be a priority in communications such as these?
4c	Professional Boundaries: A Guideline for Queensland Teachers <a href="https://cdn.qct.edu.au/pdf/Professional%20Boundaries%20-%20A%20Guideline%20for%20Queensland%20Teachers.pdf">https://cdn.qct.edu.au/pdf/Professional Boundaries - A Guideline for Queensland Teachers.pdf</a>
<b>5. Different pedagogical approaches in different curriculums</b>	
5a	What are the differences between curriculum areas e.g. size of classes, classroom types and spaces?
5b	What is the school's pedagogical framework – what informs their approach to teaching across the school regardless of teaching subjects?
5c	What role do digital technologies play?
<b>6. Contemporary policy influences upon Queensland schools</b>	
6a	What are the influences upon schools from local, state and federal governments?
6b	Overall, reflect on how the above influences impact upon school policy and practices - behaviour management, anti-bullying, use of personal technology, playground duties and rules, curriculum, school uniform, excursion, duty of care and so on.

## **Preservice Teachers' Responsibilities**

1. Be professional at all times - in communication, manner and appearance.
2. Be punctual to all sessions.
3. Remember to sign in and sign out at the office every morning and afternoon.
4. Keep your Griffith Student ID and blue card on your person at all times.
5. Offer assistance if a staff member needs help.
6. Work together with peers – where documents are provided, only one person collects a document and then shares with everyone.
7. Follow the directions of the School Coordinator.

All ten days are compulsory. Starting and finishing times will vary from school to school. It is expected that Preservice Teachers keep the same hours of a teacher, as directed by the School Coordinator, and attend the full ten days.



## Final Report Assessment Guidelines

**Report: There is no interim report required.**

Final report: The final report is completed by the end of the final week of the professional experience. An example copy of the final report is included in this handbook. Reports are completed via SONIA, the PEO will provide access. The final report focuses on Preservice Teachers meeting the following criteria:

### Attendance:

- Preservice Teachers are expected to attend the school from 8am to 5pm while on placement.
- Attendance at school events such as meetings or school organised sessions is expected - please note, this may be after school. A medical certificate is the only appropriate reason for missing a session.
- The full and complete 10 days of the placement as scheduled are required. Make-up days are to be completed as soon as possible. Arriving late or leaving early is not counted as a full day and requires a full day make up.
- More than 1 day absent requires the approval of the Professional Experience Academic Lead and is only granted in extenuating circumstances – if not approved, the Professional Experience will be discontinued.

### Professionalism

- Appropriate dress (smart casual, closed in shoes, no caps).
- Arriving at school on-time (to be determined by the school).
- Staying at school until school staff give permission to leave.
- Professional language with students and teachers.
- Professional behaviour: during teaching and learning there should be no peer interaction (e.g. chat) that results in interrupting the class or teacher.

### Respect for colleagues

- Arriving at classes you plan to observe in a timely fashion.
- No mobile phone use in observation classrooms at any time. Mobile phones should only be used during breaks.
- Completing observations about school, teachers and young people using respectful language.

### Engagement with Australian Professional Standards for Teachers

- Demonstrating an active interest in, and enthusiasm for, learning about and upholding teacher professionalism.
- Demonstrating an understanding and ability to communicate with school staff about the Professional Standards as relevant to the early stage of their learning about education.
- Showing initiative with regards to the professional learning experience as a process – e.g. when appropriate, asking the teacher politely if you may be of assistance, rove the classroom, and be involved.

A breach in any of these areas may result in a Preservice Teacher's performance not meeting the criteria and failing the Professional Experience.

If there are any concerns, please contact the relevant Professional Experience Office.

**Professional Experience**













**1999EDN Teaching as a Profession (TAP)**

School of Education and Professional Studies

**Final Report**

<b>Student Number:</b>	<input type="text"/>
<b>Preservice Teacher Name:</b>	<input type="text"/>
<b>School Name:</b>	<input type="text"/>
<b>Days completed:</b> (This is a 10 day placement)	<input type="text"/>
<b>Overall Result:</b>	<input type="text"/>

Please evaluate the Preservice Teacher's performance according to the following criteria. Please provide some supporting comments for any tick/s are 'Unsatisfactory'.

Criteria - All criteria must be rated as Satisfactory for the Preservice Teacher to be considered Satisfactory overall.	Result
Consistently demonstrated professionalism with school expectations regarding punctuality, conduct, presentation, engagement with others, practices and protocols.	<input type="radio"/> Satisfactory  <input type="radio"/> Unsatisfactory 
Consistently showed respect for colleagues with school expectations regarding use of technology, punctuality, communication, and awareness of the learning environment.	<input type="radio"/> Satisfactory  <input type="radio"/> Unsatisfactory 
Has demonstrated knowledge and understanding of legislative requirements and teaching strategies that support the learning of students with disability (APST 1.6).	<input type="radio"/> Satisfactory  <input type="radio"/> Unsatisfactory 
Is capable of identifying and describing the range of strategies used in the school to involve parents/carers in educative processes (APST 3.7).	<input type="radio"/> Satisfactory  <input type="radio"/> Unsatisfactory 
Has shown an understanding and interest in the requirements for ongoing professional learning of educators and the school community (APST 6.1 & 6.2).	<input type="radio"/> Satisfactory  <input type="radio"/> Unsatisfactory 
Met the principles described in relevant ethical codes and legislative requirements expected of professional educators (APST 7.1 & 7.2).	<input type="radio"/> Satisfactory  <input type="radio"/> Unsatisfactory 

**Comments (Optional)**

School Coordinator/Supervising Teacher Name	Date
<input type="text"/>	<input type="text"/>

By submitting this form you confirm you have reviewed the above criteria and approve the final report to be sent to the Preservice Teacher.

Preservice Teacher Name	Date
<input type="text"/>	<input type="text"/>

*Do NOT submit until School Coordinator/Supervising Teacher has submitted above.*

University Liaison Name	Date
<input type="text"/>	<input type="text"/>

By submitting this form you confirm you have reviewed the above criteria and approve the final report to be submitted.

*Do NOT submit until School Coordinator/Supervising Teacher and Preservice Teacher have ALL submitted above.*