EDUC4005

Major Practicum

25 March – 21 June* 2013
55 days

Information for Students and Supervising Teachers

School of Human Movement Studies
Phone  3365 6240
Fax    3365 6877
Web Site  www.hms.uq.edu.au

*These dates are based on the EQ calendar. Adjustments will be negotiated to account for various non-state school calendars.
UQ Graduate Attributes

In-Depth Knowledge of the Field of Study.
- A comprehensive & well-founded knowledge of the field of study

Effective Communication. The ability to:
- Collect, analyse & organise information & ideas & convey those ideas clearly & fluently, in both written & spoken forms
- Interact effectively with others in order to work towards a common outcome
- Select and use the appropriate level, style & means of communication
- Engage effectively & appropriately with information & communication technologies

Independence & Creativity. The ability to:
- Work & learn independently
- Generate ideas & adapt innovatively to changing environments
- Identify problems, create solutions, innovate & improve current practices

Critical Judgement. The ability to:
- Apply critical reasoning to issues through independent thought & informed judgement
- Evaluate opinions, make decisions & to reflect critically on the justifications for decisions

Ethical & Social Understanding.
- An understanding of social & civic responsibility
- A knowledge & respect of ethics & ethical standards in relation to a major area of study
- A knowledge of other cultures & times & an appreciation of cultural diversity

AITSL Professional Standards for Teachers

This practicum provides an opportunity for pre-service teachers to develop a range of capacities in the Australian Institute for Teachers and School Leadership (2012) National Professional Standards for Teachers.

Since each practicum varies in its context and content, pre-service teachers will be exposed to different professional standards in different quantities. However, all pre-service teachers will reflect on their practicum experience and the professional standards for teachers.
EDUC4005
Major Teaching Practicum
55 days, 25 March – 21 June 2013*

We welcome schools and their teachers as partners in the School of Human Movements Studies’ fourth year practicum. Staff and students at The University of Queensland greatly appreciate the involvement of the community in our program and the effort that goes into supervision throughout our students’ teaching experience.

Practicum Overview

EDUC4005 (4th year major teaching practicum) is a course that immerses the student in the life of a school, and particularly the responsibilities of the Health and Physical Education (HPE) Department. The student actively participates as a staff member for a total of 55 days, teaching a full load by week 6 in HPE and Junior Science.

The Human Movement Studies Education Program Overview (p. 2) outlines our students’ academic background.

Underpinning this practicum are:
1. Our beliefs that:
   a) people can learn to become excellent teachers
   b) learning to become a teacher best occurs through partnerships between the University, the School, and the student teacher
   c) criteria for evaluating student teachers’ development should be explicit, shared, and used to guide student teachers’ progress
   d) the practicum provides a context in which the student teachers should apply the knowledge and skills developed in their campus-based experiences and beyond (see p. 2 for the Human Movement Studies Education Program Overview)

2. Five criteria for evaluating students’ progress:
   a) Using and developing professional knowledge and values
   b) Planning for optimal learning
   c) Facilitating the learning process
   d) Communicating, interacting and working with students
   e) Reflecting, evaluating and planning for continuous improvement

Important Dates (2013)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>25 March – 28 March*</td>
<td>Practicum – 1 week observation</td>
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<tr>
<td>15 April - 21 June*</td>
<td>Practicum – 10 weeks teaching (entire Term 2)</td>
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<tr>
<td>15 May</td>
<td>Mid prac HPE &amp; Junior Science feedback report submitted to HMS</td>
</tr>
<tr>
<td>11 June</td>
<td>Professional portfolio submitted to HMS, 6pm</td>
</tr>
<tr>
<td>21 June</td>
<td>End prac HPE &amp; Junior Science feedback report submitted to HMS</td>
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</tbody>
</table>

*These dates are based on the EQ calendar. Adjustments will be negotiated to account for various non-state school calendars.
# Human Movement Studies Education Program

## Year 1 — BSc and BScApp(HMS)

### Introduction to relevant science disciplines

<table>
<thead>
<tr>
<th>Anatomical Sciences</th>
<th>Physiology</th>
<th>Biochemistry</th>
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<tbody>
<tr>
<td>Physics</td>
<td>Chemistry</td>
<td>Psychology</td>
</tr>
</tbody>
</table>

### Introduction to Human Movement Studies

| Bio-Physical Foundations | Socio-Cultural Foundations | Physical Activity & Health |

## Year 2 — BSc and BScApp(HMS)

### Introduction to sub-disciplines of HMS

<table>
<thead>
<tr>
<th>Biomechanics</th>
<th>Sport &amp; Exercise Psychology</th>
<th>Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise Physiology</td>
<td>Functional Anatomy</td>
<td></td>
</tr>
<tr>
<td>Motor Control</td>
<td>Sport &amp; Physical Activity in Society</td>
<td></td>
</tr>
</tbody>
</table>

## Year 3 — BScApp(HMS-Ed)

### Semester 5

- HPRM3000 Health Promotion: Perspectives & Practice
- EDUC3004 Instructional Skills & Strategies
- EDUC3005 Innovative Skills for Teaching Movement
- EDUC3008 Social Construction of Curriculum

### Semester 6

- EDUC3292 Junior Science for Human Movement Studies
- EDUC3007 Pedagogical Applications of Human Movement Studies
- EDUC3006 Inquiry Based Pedagogies
- SOCY2280 Sociology of Sport or
- HMST3846 Research Skills (Hons)

## Year 4 — BScApp(HMS-Ed)

### Semester 7

- EDUC4005 Major Practicum (Education)
- EDUC4001 Educating for Better Health

### Semester 8

- EDUC4004 Curriculum Leadership and 3 electives or
- EDUC4004 Curriculum Leadership and HMST3925 Research Project B (Hons) and 2 electives
Human Movement Studies Staff contact information

Please do not hesitate to contact us should you require assistance or further information.

Phone 3365 6240
Fax 3365 6877

Practicum Coordinators

Sue Monsen  Associate Lecturer in Pedagogy
smonsen@hms.uq.edu.au

Sue is the academic coordinator for the 4th year practicum and is responsible for managing pre-service teacher placements. She is the first point of contact in the event of an urgent problem, however she does not deal with supervising teacher payments.

University Supervisors

Kristie Carroll  Associate Lecturer in Pedagogy
k.carroll@uq.edu.au

Others TBA

Role of the University Supervisor

Typically the University supervisor will:

- Visit the school at least once, with additional visits if requested by either the school supervisor, university supervisor or pre-service teacher
- Be available for telephone conversations, email correspondence with either the pre-service teacher or school supervisor
- Assist schools on request in matters of teaching and learning

Supervising Teacher Payments

Please direct all enquiries regarding payment to:

Supervising Teacher Payments
School of Human Movement Studies  or phone 3365 6240
The University of Queensland
St Lucia  4072

Further information about supervising teacher payments can be found on page 10.
Assessment Procedures

Performance in EDUC4005 will be assessed utilising the *Criteria for Evaluating the Practicum* (see p.6) and is graded as Pass/Fail. In order to receive a Pass grade for the practicum, pre-service teachers must be able to satisfy their supervising teacher and University supervisor that there is evidence of **consistent achievement of at least three criteria at level 1 and two criteria at level 2.** Additionally, pre-service teachers must demonstrate a high standard to professionalism (see p.14).

Judgements about the quality of teaching performance will be made by the supervising teacher and University supervisor on the basis of their observations of teaching and the written record of the practicum kept by the student (see The Teaching Portfolio, p.14).

Determination of a student’s grade for EDUC4005 is the responsibility of Sue Monsen in consultation with the University supervisors, who in turn are required to consult with the supervising teacher and student in each case.

At-Risk performances will be monitored using set procedures (see p. 10 and Appendix 4).

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**Assessment Summary**

- EDUC4005 is a Pass/Fail course

  In order to Pass, a student must demonstrate
  - A high standard of professionalism
  - Consistent achievement of at least 3 criteria at level 1 and 2 criteria at level 2 on the *Criteria for Evaluating the Practicum* matrix.

  Judgements are made through observation of the student’s teaching performance and their record teaching portfolio.

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**Provision of feedback**

The provision of feedback to the student should occur for each lesson and can be given verbally and/or by means of written comment. The *Criteria for Evaluating the Practicum* will form the basis of feedback to the student and for comment, discussion and guidance.

**Evaluation reports for HPE and Junior Science should be sent TWICE during the practicum (15 May for mid practicum and 21 June for end practicum).** The same report is used for both subjects with a different cover sheet. A copy of the report and cover sheets are located at the end of this handbook (Appendix 1).

All reports should be sent directly to

**Practicum Coordinator**
School of Human Movement Studies  
The University of Queensland  
St Lucia 4072

fax 3365 6877

Before submission, the completed reports should be discussed with the student who can make a response in writing to the supervising teachers' report. The final reports will reflect the student’s readiness to assume the role of a first year teacher and acceptability as a potential colleague.

These reports will frequently be used by students in their applications for employment.
Criteria for Evaluating the Practicum (the ‘Matrix’)

The Criteria for Evaluating the Practicum (p. 7-8) have been developed in response to initiatives in the use of competencies to make decisions about student learning in a range of fields of professional practice. The matrix used in this practicum has been developed in conjunction with teachers in Queensland schools who were concerned with the comparability across schools of supervisors’ judgements about student teacher performance. As such, the matrix provides:

- a common framework and shared language for mapping a student teachers’ progress across their two years of pre service professional development
- a developmental guide for student learning across a range of contexts both on and off campus
- goals for the development of sophisticated practice. Level 4 of the criteria may only be reached by outstanding pre service teachers
- a wealth of examples of what may constitute quality teaching and learning.

Using the Criteria for Evaluating the Practicum matrix

Supervisors are asked to report upon the pre service teacher’s progress in terms of the levels under each criterion. To do so the supervisor should note:

- the levels are generally developmental and students should achieve at the lower level (e.g. 2.0) before they are considered to have achieved at the higher level (e.g. 2.1). However, this may not always occur (e.g. Criterion 1) and therefore supervisors are encouraged to clarify this on the practicum evaluation report and note where there is partial evidence.
- achievement at a level occurs when a student demonstrates the criterion consistently across a range of contexts.
- the dot points are offered only as examples of behaviours which might constitute the criterion. Supervisors are encouraged to refer to these examples, and note others, as evidence of the students’ achievement of the level.
### CRITERIA FOR EVALUATING THE PRACTICUM

<table>
<thead>
<tr>
<th>1. Using and developing professional knowledge and values</th>
<th>2. Planning for optimal learning</th>
<th>3. Facilitating the learning process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.0 Models accepted professional standards of behaviour</strong></td>
<td><strong>2.0 Plans for a safe and supportive learning environment</strong></td>
<td><strong>3.0 Demonstrates an awareness of how to facilitate the learning process</strong></td>
</tr>
<tr>
<td>• presents self in a professional manner</td>
<td>• plans for appropriate and safe use of equipment and facilities</td>
<td>• demonstrates safe class management practices</td>
</tr>
<tr>
<td>• deadlines are met</td>
<td>• plans for the implementation of effective organisational structures</td>
<td>• organisational structures are implemented</td>
</tr>
<tr>
<td>• work is well presented</td>
<td>• a management/ discipline plan is in place</td>
<td>• demonstrates awareness of external factors which might influence class</td>
</tr>
<tr>
<td><strong>1.1 Understands and demonstrates the professional values, commitment &amp; responsibilities of a teacher</strong></td>
<td><strong>2.1 Plans with knowledge of materials and documents</strong></td>
<td><strong>3.1 Demonstrates the ability to implement a plan</strong></td>
</tr>
<tr>
<td>• demonstrates care and concern for all learners</td>
<td>• accurate &amp; inclusive subject matter</td>
<td>• maintains a physically safe working area</td>
</tr>
<tr>
<td>• demonstrates reasonable social and emotional maturity</td>
<td>• teaching &amp; learning strategies reflect contemporary guidelines, syllabi or work programs</td>
<td>• sequence of planning is adhered to or modified appropriately where necessary</td>
</tr>
<tr>
<td>• demonstrates a willingness to listen and learn</td>
<td>• teaching cues clearly develop key knowledge</td>
<td>• encourages student self/peer assessment</td>
</tr>
<tr>
<td><strong>1.2 Works effectively with teachers, tutors, peers, ancillary staff and others</strong></td>
<td><strong>2.2 Plans for the progression of learning of the group</strong></td>
<td><strong>3.2 Adapts teaching according to class responses</strong></td>
</tr>
<tr>
<td>• liaises with supervisors and peers to improve teaching and learning</td>
<td>• plans for maximum student time on task</td>
<td>• assesses/evaluates to check students progress</td>
</tr>
<tr>
<td>• contributes to a positive teaching environment</td>
<td>• plans developmentally appropriate &amp; creative teaching strategies</td>
<td>• responds to student progress, reteaching where necessary</td>
</tr>
<tr>
<td>• is sensitive to the school/staffroom environment</td>
<td>• prepares strategies for managing off-task behaviors</td>
<td>• gives a variety of feedback</td>
</tr>
<tr>
<td>• works co-operatively with ancillary staff</td>
<td>• plans assessment as part of teaching/learning process &amp; in line with syllabus/work program</td>
<td>• time on task is sustained</td>
</tr>
<tr>
<td><strong>1.3 Actively develops and shares professional knowledge</strong></td>
<td><strong>2.3 Plans for a range of learning outcomes</strong></td>
<td><strong>3.3 Adapts teaching according to group responses</strong></td>
</tr>
<tr>
<td>• shares ideas for teaching with colleagues</td>
<td>• plans for different learning styles</td>
<td>• changes focus of activities to address different levels of learning</td>
</tr>
<tr>
<td>• contributes to resource development</td>
<td>• plans for a variety of appropriate teaching approaches/strategies</td>
<td>• adapts teaching style to address different patterns of learning</td>
</tr>
<tr>
<td>• undertakes professional development activities e.g. coaching, seminars, etc.</td>
<td>• plans assessment which contains levels within the task to account for different ability groups</td>
<td>• manipulates pace within the lesson to maximize different levels of learning</td>
</tr>
<tr>
<td>• assists in program planning</td>
<td>• anticipates possible barriers to learning and plans accordingly</td>
<td>• uses monitoring and assessment to enhance the progress and self-esteem of students</td>
</tr>
<tr>
<td>• interacts with the wider community</td>
<td>• draws on a depth of subject matter</td>
<td>•</td>
</tr>
<tr>
<td><strong>1.4 Participates in co-curricula activities</strong></td>
<td><strong>2.4 Plans for the optimal learning of individual students</strong></td>
<td><strong>3.4 Enhances individual’s learning</strong></td>
</tr>
<tr>
<td>• attends staff meetings, student-free days, induction seminars, etc.</td>
<td>• plans a variety of learning experiences to cater for individual differences</td>
<td>• demonstrates adaptability and flexibility where appropriate to address individual needs</td>
</tr>
<tr>
<td>• consistently assists with school sport, camps, clubs, etc.</td>
<td>• matches learning experiences to individual ability, interests, and assessment requirements</td>
<td>• implements teaching strategies to challenge individual learners</td>
</tr>
<tr>
<td>• confidently fulfils the varied roles of a teacher</td>
<td>• plans creatively to optimize student involvement</td>
<td>• gives detailed feedback to maximize individual achievement</td>
</tr>
<tr>
<td></td>
<td>• assists students to make links across subject matter</td>
<td>• individualizes understanding of performance requirements according to appropriate standards/outcomes</td>
</tr>
<tr>
<td>4. Communicating, interacting and working with students</td>
<td>5. Reflecting, evaluating and planning for continuous improvement</td>
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<tr>
<td>--------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>4.0 Demonstrates an awareness of the key aspects of communication and interaction with students</strong></td>
<td><strong>5.0 Demonstrates an awareness of strengths and limitations of teaching performance</strong></td>
<td></td>
</tr>
<tr>
<td>• demonstrates an awareness of the importance of personalising when possible</td>
<td>• demonstrate the ability to look critically at a single teaching performance and break down individual teaching components, identify strengths and limitations</td>
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<tr>
<td>• models interest and involvement</td>
<td>• be able to reflect at a very practical level</td>
<td></td>
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<tr>
<td>• demonstrates an awareness of effective use of voice</td>
<td>• <strong>4.1 Communicates effectively with students in a class group</strong></td>
<td></td>
</tr>
<tr>
<td>• demonstrates an awareness of the effective use of explanation</td>
<td>• articulates successes</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td>• articulates areas for improvement</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td>• asks a range of questions (technical, social, ethical, political)</td>
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<tr>
<td>•</td>
<td>• monitors students’ inclusion</td>
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<tr>
<td></td>
<td><strong>5.1 Critically reflects on own practice</strong></td>
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<tr>
<td></td>
<td>• articulate successes</td>
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</tr>
<tr>
<td></td>
<td>• articulate areas for improvement</td>
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</tr>
<tr>
<td></td>
<td>• asks a range of questions (technical, social, ethical, political)</td>
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<tr>
<td></td>
<td>• monitors students’ inclusion</td>
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<tr>
<td><strong>4.2 Supports students’ development through interaction with students &amp; others</strong></td>
<td><strong>5.2 Adjusts planning and teaching on the basis of reflection</strong></td>
<td></td>
</tr>
<tr>
<td>• listens and responds to student’s questions, comments, interests and silences</td>
<td>• demonstrates appropriate adjustment in the teaching-learning process</td>
<td></td>
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<tr>
<td>• assists students overcome individual learning/school difficulties</td>
<td>• articulates the decisions for adjustments</td>
<td></td>
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<tr>
<td>• identifies and fosters student’s learning strengths &amp; interests</td>
<td>• revisits relevant policies and documents to inform further planning and teaching</td>
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<tr>
<td>• liaises with support staff</td>
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<td></td>
<td><strong>5.3 Systematically monitors and evaluates teaching and learning across a series of lessons</strong></td>
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<tr>
<td></td>
<td>• systematically collects information on student learning</td>
<td></td>
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<tr>
<td></td>
<td>• demonstrates knowledge of assessment procedures</td>
<td></td>
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<tr>
<td></td>
<td>• systematically collects information on teaching behaviours</td>
<td></td>
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<tr>
<td></td>
<td>• adjusts pace, direction, emphases for unit in response to student learning</td>
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<td></td>
<td><strong>4.3 Interacts with students to maximize learning</strong></td>
<td></td>
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<tr>
<td>• explains and negotiates student goals and expectations</td>
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<tr>
<td>• strategic use of questioning</td>
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<td>• provides an environment in which all students are motivated to learn</td>
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<tr>
<td>• encourages positive student behaviour e.g. fosters self-discipline, emphasizes consequences for inappropriate behaviour</td>
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<tr>
<td>• uses students social and cultural background to enrich the learning process</td>
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<td></td>
<td><strong>5.4 Manages assessment processes to inform learning</strong></td>
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<tr>
<td></td>
<td>• provides appropriate and detailed feedback</td>
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<td></td>
<td>• demonstrates competent use of criteria/standards/outcomes in making judgements</td>
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<td></td>
<td>• accurately records student achievement</td>
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</table>
Role of Supervising Teachers

Teachers play a key role in the professional preparation of pre service teachers. Throughout this practicum, teachers will enhance the development of pre service teachers by:

Effective supervision

Research suggests than an effective supervisor typically assists the pre service teachers’ progress by:

- making them feel welcome in the school and the staff room
- ensuring they understand the school’s expectations and routines
- creating time to discuss the student’s expectations, concerns, planning, and progress
- respecting that they bring their own knowledge bases, skills and preferred teaching styles
- providing ongoing feedback, regularly in written form, and in line with the pre-specified criteria for evaluation
- encouraging student’s self-reflection
- balancing corrective feedback with praise in order to support the student’s confidence
- recognising that the students may be balancing a number of responsibilities throughout the practicum.

Assistance to the student

In practicing schools, each student will be assigned to a supervising teacher with whom he or she will liaise. Please note that during the visit to the school by the University supervisor (approx. week 3 or 4), time shall be needed to discuss the practicum expectations and assessment procedures.

The official Agreement on Teaching Practice includes the following statement:

“The role of the supervising teacher is perceived to involve —

a) being observed generally in the process of teaching and coaching;

b) providing opportunity for varied teaching and coaching experiences;

c) demonstrating particular teaching strategies and principles;

d) giving guidance to lesson preparation and presentation;

e) advising on classroom management and organisation;

f) supervising and evaluating a student teacher's performance in practice teaching situations and discussing his/her progress with him/her;

g) consulting with the institution and the student teacher regarding the student teacher's development;

h) being involved in discussions and consultation with representatives of institutions for the improved understanding of each other’s objectives and procedures."

It is stressed that the supervising teacher is vicariously responsible for the actions of the pre service teacher. Accordingly, the supervising teacher should:

a) ensure the pre service teacher is supervised by an experienced teacher at all times;

b) monitor the safety of an activity and the organisational procedures for the activities implementation;

c) ensure the pupils’ work within their physical capacity and are adequately prepared for specific physical challenges;

d) assist the pre service teacher with the contextual and reflective tasks outlined in ‘The Teaching File’ section of this handbook and with their applications for employment.
Identifying “at-risk” student teachers

Pre service teachers engaging in EDUC4005 practicum will be deemed ‘at-risk’ of failing when they have been unable to consistently demonstrate that there is evidence of achievement of at least three criteria at level 1 and two criteria at level 2.

Appendix 4 outlines the HMS At-Risk Procedures. All at-risk pre service teacher notifications must be defined in relation to the pre service teacher’s performance against the criteria of the HMS Practicum Evaluation Matrix. An at-risk notification alerts all parties that the pre service teacher is precariously situated at the pass-fail border. This does not imply immediate failure, but will result in the implementation of procedures outlined in this document.

The School of Human Movement Studies staff endeavours to work collaboratively with both supervising teachers and pre service teachers by providing ongoing support and timely advice upon receiving notification that the pre service teacher is considered to be at-risk.

The procedures provided in Appendix 4 are to ensure that in any case where a pre service teacher is considered to be ‘at-risk’, protocols are understood by all involved, are followed in every case and are directed to ensure the best possible outcome in each case.

Duty of Care

Teachers and pre service teachers during the practicum have a legal ‘duty of care’. This means they have both a professional and moral obligation to look after those placed in their care.

While pre service teachers are given some responsibility for the pupils in each class, it must be recognised that they are teachers in preparation, under the control and supervision of the teacher with whom they are placed. To this end, the supervising teacher is ultimately responsible for the safety of his or her pupils. The pre service teacher is however required to act with vigilance and caution ensuring the health, safety and well being of all pupils. A pre service teacher should never be left completely on their own. Even where a supervising teacher is absent from the room to allow an experienced pre service teacher to be ‘in charge’ arrangements should be made with a neighbouring teacher to monitor pupils’ behaviour.

Blue Cards

Students involved in this practicum have previously undertaken ‘the working with children check’ and will be able to produce their Blue Card at the beginning of this practicum.

Remuneration

As a signatory, the University shall honour the remuneration to coordinators and supervising teachers listed in the 1987 Industrial Agreement. Claim forms should be completed according to the following guidelines and directed to the

Supervising Teacher Payments
School of Human Movement Studies
The University of Queensland 4072

(a) a full day of supervised practical experience shall consist of 5 hours;
(b) periods allowed for discussions with the principal, student seminars etc., together with the periods under the supervision of a classroom teacher, should not exceed 25 hours for any student over a full week. (Coordination rate $1.44/day; Lecturer $12.28/hr);
(c) the rate of payment to teachers for supervising the practical experience of a student shall be at the teaching rate current in the agreement ($4.21 per hour/ $105.25/ week);
(d) for any day that a student does not attend the practicum school and the school has not been given at least one clear school day’s notice of such non-attendance, payment for 2 hours supervision will be made;
(e) for any period that a supervising teacher is absent from the practicum school and no other teacher is available to provide equivalent supervision for a student, no payment shall be made by the institution. The period for which a student is supervised in a manner specified shall not exceed one day without equivalent supervision being arranged by the school or institution being notified so that other mutually acceptable arrangements can be made.

**PLEASE NOTE:**

(a) Each Supervising Teacher making a claim form payment must complete a Practice Teaching Claim Form. Claims cannot be processed unless all requested information is provided. Cheques will no longer issued by The University of Queensland therefore bank details are required for direct payments. Tax Declaration Forms should also be returned.

(b) Claim forms must be signed by the school’s Practicum Coordinator.

(c) Most teachers need only complete the “Supervision” column by inserting the number of hours. The maximum claim per student is 25 hrs/week.
PRACTICE TEACHING CLAIM FORM

(A separate claim must be lodged by each teacher/coordinator)

1 School Details

School Name: 
School Postal Address: 
School Telephone: 
School Facsimile: 

2 Personal Details

Surname: 
Given Names: 
Date of Birth: 
Name of Bank: 
Branch: 
BSB Number: 
Account Number: 

3 Claim Details

Name of Supervised Student: 
Name of Supervised Student: 
Name of Supervised Student: 

<table>
<thead>
<tr>
<th>*Supervised Practicum Coordination (PRACT)</th>
<th>Supervision (PTED01)</th>
<th>Other (PTED02)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of Coordination Days</td>
<td>UQ Use Only $1.44/day</td>
<td>Total number of Supervision Hours</td>
<td>UQ Use Only $4.21/hour</td>
</tr>
</tbody>
</table>

* Coordination allowance may only be claimed if 2 or more supervising teachers are involved.
Please tick appropriate student category

☐ 3rd Year Human Movement Studies student(s)
   Observation Practicum (Semester 1)

☐ 3rd Year Human Movement Studies student(s)
   Minor Practicum (Semester 2)

☐ 4th Year Human Movement Studies student(s)
   Major Practicum (Semester 1)

For the period:   /   /   to   /   /   

4 Certification

Supervising Teacher
I certify that the above details are correct and a completed Tax Declaration form is either attached or has been submitted in the last 12 months

Signature: ____________________________ Date: __________________

Practicum Coordinator
I certify that such verifications as are necessary have been carried out to ensure that this claim is properly payable.

Signature: ____________________________ Date: __________________

Please return this form to the School of Human Movement Studies

UQ Use Only

School of Human Movement Studies
I certify that services in respect of the above claims were satisfactory. Funds are available and payment is approved.

Signature: ____________________________ Date: __________________
(Head of School or Financial delegate)

Account number: 2008508 01 101 01 601310

Date processed: ____________________________ Aurion No: ____________________________
## Practicum Progression
A guide to the weekly and ongoing responsibilities of students as they progress through the practicum.

<table>
<thead>
<tr>
<th>Week</th>
<th>Guide to teaching load</th>
<th>Specific student teacher tasks</th>
<th>Throughout the practicum</th>
</tr>
</thead>
</table>
| On arrival |  | • meet the Principal, Practice Teaching Coordinator, HPE Head of Department and Supervising Teacher/s (both HPE and Junior Science)  
• familiarise themselves with the procedures and routine of the school, particularly the HPE Department  
• receive details of the school’s expectations of them as student teachers  
• discuss proposed timetable for their teaching and observation commitments  
• discuss the structure of programs offered by the HPE Department (e.g. core, Board, Board registered, etc.) |  |

| Week 1 |  | • minimum of 10 observations  
• team teaching if appropriate  
• no formal teaching requirements  
• GR1 students should submit Application for Employment Forms  
• begin context analysis  
• formalise student teaching timetable  
• observe variety of HPE & Science classes  
• negotiate requirements for planning  
• begin formal planning and reflection  
• complete draft context analysis | • compile teaching file  
• assist with extra curricula activities, e.g. coaching, camps  
• attend staff meetings and professional development seminars  
• carry out playground and other similar duties  
• assist colleagues with teaching, assessment, and administrative tasks  
• attend relevant school functions |

| Week 2 & 3 |  | • 2 lessons/day HPE  
• begin teaching Science  
• continue observations  
• GR1 students should clarify their school-based interview process |  |

| Weeks 4 & 5 |  | • at least half load of a full-time teacher (rate of progress to full load to be negotiated by students and supervisors)  
• include 5–6 lessons/week in Junior Science  
• re-evaluate with supervisors the planning detail required  
• include (on average) 1 spare period/day  
• discuss with supervisors the EDUC4005 reflection task and EQ written statement |  |

| Weeks 6–11 |  |  |  |
Students’ Participation in the Practicum

Student Professionalism

It is expected that the highest of professional standards will be adopted by all students. *Students who do not meet a high level of professionalism may be suspended from their practicum school and receive a failing grade for EDUC4005.*

In addition to the *Criteria for Evaluating the Practicum*, students are asked to specifically abide by the following:

**Attendance** — Full attendance for the entire practicum (50 days) is required. Absences are granted only in exceptional circumstances and this time must be made up.

**Punctuality** is expected at all times. Arriving at the school bell is unacceptable.

**Preparation** — Thorough preparation, including careful written planning utilising feedback and reflection, are essential to good teaching. Thorough preparation also includes research, the collation of resources, and conscientious rehearsal and practice of teaching skills. Written preparation must be available for perusal by the supervising teacher and university supervisor prior to class.

**Reflection** — Pre service teachers are expected to undertake systematic written reflection following each teaching episode. This is essential to good teaching. You may make notes on your lesson/unit plans, use the templates in this Handbook (appendices 2 & 3) or keep a journal. Written reflection must be available for perusal by the supervising teacher and university supervisor.

**Presentation** — Pre service teachers should adopt an appropriate and high standard of dress. That is, polo shirts neatly tucked in; plain coloured, (at least) mid-thigh length dress shorts; hat; closed shoes. They are strongly encouraged to adopt sun smart behaviours.

**Interactions with school staff and students** — Pre-service teachers must conduct themselves in an appropriate manner. This includes child protection issues and maintaining respectful relationships with teachers and other school staff.

**Initiative** — Pre service teachers are expected to demonstrate initiative and enthusiasm in taking on the tasks that teachers’ assume.

Professional Portfolio  
Due Tuesday 11 June, 6pm

Develop a **Professional Portfolio** that showcases best practice in your teaching.

Your portfolio must contain:

1. A **Cover Letter** in application for a job at your practicum school.
   - Apply to the generic job advertisement (below) for your practicum school. That is, refer to the context and personnel at your school.

2. An overview of your teaching experiences. This will be presented as a **Résumé** (Curriculum Vitae).

3. Your response to **EQ’s Professional Statement** (500 words).
4. **Evidence** of best practice.

- This should be cross-referenced against QCT’s Professional Standards for Teachers.

- A title page for each sample must provide a brief description and justification to explain why it meets the nominated Standard(s).

- As part of Standard 10, you must demonstrate how you have addressed feedback from a supervising teacher.

Evidence may include:

- unit plans
- lesson plans
- learning resources you have developed, modified or analysed
- assessment you have developed or analysed
- student work examples
- supervising teacher feedback and reports
- reflections on class experiences, attendance at parent-teacher interviews, co- and extra-curricular activities
- photographs (ensure you seek permission).

Please note:

- Ensure you address the key issues highlighted in EQ’s Professional Statement and QCT’s Professional Standards
- One piece of evidence may illustrate multiple standards. For example, one inquiry based task may demonstrate Professional Standards 1, 2 and 3
- You may draw primarily from your Major Prac but also consider other practicums and teaching situations
- Presentation should meet the standard of an employment application. It should also be concise, reflective and evidence based
- Examples will be provided in class. You may choose to use these as templates.

This portfolio may form the basis of interview discussion (across all education sectors and employers). It is anticipated that future teacher registration renewal requirements will involve the creation of a similar portfolio of evidence based practice.

Please note: This portfolio is an enhanced version of the one you developed following 3rd Year Prac. Please refer to feedback provided in your 3rd Year Portfolio.

---

**HPE TEACHER (full time, permanent)**

A qualified and dynamic teacher of Health and Physical Education is sought for this full time position from Term 3, 2011. The successful applicant will be required to teach Years 8-10 HPE, and Senior PE and HE. The ability to teach Years 8-10 Science or Maths will also be favourably considered.

Applicants must be committed to excellence in teaching and to be able to work in a team environment. The successful applicant will be required to contribute to the School's comprehensive extra- and co-curricular programs.

**Applications close 13 June 2013.**

New graduates are encouraged to apply.

Eligibility for registration with the Queensland College of Teachers is essential.

Written applications must include a cover letter, résumé and EQ selection criteria. This should be addressed to the Principal.

(Reference # 43210)
## LESSON PLAN TEMPLATE

<table>
<thead>
<tr>
<th>Year level</th>
<th>Unit/Topic</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of lesson</td>
<td>Equipment</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson Objectives**

<table>
<thead>
<tr>
<th>Time</th>
<th>Learning Experiences</th>
<th>Teaching Points, Cues &amp; Questions</th>
<th>Organisation, Transitions &amp; Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

**Reflection**

- ✔
- ✗

**Next time**
Criteria for Evaluating the Practicum

When completing this form, it is important that supervisors provide sufficient information to support their judgement on the standard of work the student teacher in their charge was able to demonstrate during the practicum. If you feel your student teacher has consistently demonstrated a level, tick that box. If you feel that you have observed that level at times but not consistently, place an 0 in the box. If that level has not been achieved, leave blank.

Student’s name: ____________________________________________

Supervisor’s name: __________________________________________

Signed by: ________________________________________________  (Supervisor)

Signed by: ________________________________________________  (School Practicum Coordinator)

Date: ______________________________________________________

School: ____________________________________________________
EDUC4005 Final Year Practicum Experience

JUNIOR SCIENCE

Practicum Evaluation

25 March – 21 June 2013
(55 days)

☐ Mid Report - please return by 15 May 2013
☐ Final Report - please return by 21 June 2013

Criteria for Evaluating the Practicum

When completing this form, it is important that supervisors provide sufficient information to support their judgement on the standard of work the student teacher in their charge was able to demonstrate during the practicum. If you feel your student teacher has consistently demonstrated a level, tick that box. If you feel that you have observed that level at times but not consistently, place an 0 in the box. If that level has not been achieved, leave blank.

Student's name: ____________________________________________________________

Supervisor's name: __________________________________________________________

Signed by: ________________________________________________________________
(Supervisor)

Signed by: ________________________________________________________________
(School Practicum Coordinator)

Date: ___________________________________________________________________

School: ___________________________________________________________________
**Criterion 1:** Using and developing professional knowledge and values

<p>| | |</p>
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<thead>
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<td>1.0</td>
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**Criterion 2:** Planning for optimal learning

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</table>

**Criterion 3:** Facilitating the learning process

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</table>
**Criterion 4:** Communicating, interacting and working with students

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<th>4.1</th>
<th>4.2</th>
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**Criterion 5:** Reflecting, evaluating and planning for continuous improvement

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<th>5.2</th>
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</table>

**Additional comments:**

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________
Comments by student:

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Student Signature.

Date


Please mail to
Practicum Coordinator
School of Human Movement Studies
The University of Queensland
St Lucia  4072
or
fax: 07 3365 6877
<table>
<thead>
<tr>
<th>1. Using and developing professional knowledge and values</th>
<th>2. Planning for optimal learning</th>
<th>3. Facilitating the learning process</th>
<th>4. Communicating, interacting and working with students</th>
<th>5. Reflecting, evaluating and planning for continuous improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.0 Models accepted professional standards of behaviour</strong></td>
<td><strong>2.0 Plans for a safe and supportive learning environment</strong></td>
<td><strong>3.0 Demonstrates an awareness of how to facilitate learning</strong></td>
<td><strong>4.0 Demonstrates an awareness of the key aspects of communication and interaction with students</strong></td>
<td><strong>5.0 Demonstrates an awareness of strengths and limitations of teaching performance</strong></td>
</tr>
</tbody>
</table>
| • presents self in professional manner  
• deadlines are met  
• work is well presented | • plans for appropriate and safe use of equipment and facilities  
• supports the implementation of effective organisational structures  
• a management/ discipline plan is in place  
• teaching cues are planned  
• plans to include a variety of teaching styles and learning strategies reflect syllabus/ work programs | • demonstrates safe class management practices  
• organisational structures are implemented  
• demonstrates awareness of external factors which might influence class  
• a management/discipline plan (moving from the less intrusive plan to the more intrusive) is evident and enforced  
• teaching cues are taught and reinforced throughout the lesson  
• student attention is maintained  
• whole class work is accomplished  
• provides positive reinforcement | • demonstrates an awareness of the importance of personalising when possible  
• models interest and involvement  
• demonstrates an awareness of effective use of voice  
• demonstrates an awareness of the effective use of explanation | • demonstrate the ability to look critically at a single teaching performance and break down individual teaching components  
• identify strengths and limitations  
• be able to reflect at a very practical level |
| **1.1 Understands and demonstrates the professional values, commitment & responsibilities of a teacher** | **2.1 Plans with knowledge of materials and documents** | **3.1 Demonstrates the ability to implement a plan** | **4.1 Communicates effectively with students in a class group** | **5.1 Critically reflects on own practice** |
| • demonstrates care and concern for all learners  
• demonstrates reasonable social and emotional maturity  
• demonstrates a willingness to listen and learn | • accurate & inclusive subject matter  
• reflects key policies e.g. equity, safety  
• teaching & learning strategies reflect contemporary guidelines, syllabi or work programs  
• teaching cues clearly develop key knowledge  
• changes in formation/organisation are clearly described  
• time on task is prioritised  
• extension work is planned if needed | • maintains a physically safe working area  
• sequence of planning is adhered to or modified appropriately where necessary  
• encourages student self-peer assessment  
• encourages positive student behaviour  
• the activities taught are adapted to fit groups within the class  
• demonstrates the ability to implement a variety of teaching styles with small groups  
• individualised feedback builds on teaching cues is accurate & inclusive  
• formation/organisation is crisp efficient | • appropriate pitch, pace, and projection of voice  
• clear explanations  
• grammatically correct language  
• conveys enthusiasm and maintains student interest  
• accurate written expression | • articulates successes  
• articulates areas for improvement  
• asks a range of questions (technical, social, ethical, political)  
• monitors students’ inclusion |
| **1.2 Works effectively with teachers, tutors, peers, ancillary staff and others** | **2.2 Plans for the progression of learning of the group** | **3.2 Adapts teaching according to class responses** | **4.2 Supports students’ development through interaction with students & others** | **5.2 Adjusts planning and teaching on the basis of reflection** |
| • liaises with supervisors and peers to improve teaching and learning  
• contributes to a positive teaching environment  
• is sensitive to the school/staffroom environment  
• works co-operatively with ancillary staff | • plans for maximum student time on task  
• plans developmentally appropriate & creative tasks  
• prepares strategies for managing off-task behaviours  
• plans assessment as part of teaching/learning process & in line with syllabus/work program  
• assesses/evaluates to check students progress  
• responds to student progress, reteaching where necessary  
• gives a variety of feedback  
• time on task is sustained  
• adjusts pace of lesson in response to group learning  
• positions self to monitor student learning  
• monitors and evaluates student learning  
• identifies and fosters student’s learning strengths & interests  
• liaises with support staff | • listens and responds to student’s questions, comments, interests and silences  
• assists students overcome individual learning/school difficulties  
• identifies and fosters student’s learning strengths & interests  
• liaises with support staff | • demonstrates appropriate adjustment in the teaching–learning process  
• articulates the decisions for adjustments  
• revises relevant policies and documents to inform further planning and teaching | |
| **1.3 Actively develops and shares professional knowledge** | **2.3 Plans for a range of learning outcomes** | **3.3 Adapts teaching according to group responses** | **4.3 Interacts with students to maximize learning** | **5.3 Systematically monitors and evaluates teaching and learning across a series of lessons** |
| • shares ideas for teaching with colleagues  
• contributes to resource development  
• undertakes professional development activities e.g. coaching, seminars, etc.  
• assists in program planning  
• interacts with the wider community | • plans for different learning styles  
• plans for a variety of appropriate teaching approaches/strategies  
• plans assessment which contains levels within the task to account for different ability groups  
• anticipates possible barriers to learning and plans accordingly  
• draws on a depth of subject matter  
• changes focus of activities to address different levels of learning  
• adapts teaching style to address different patterns of learning  
• manipulates pace within the lesson to maximize different levels of learning  
• uses monitoring and assessment to enhance the progress and self-esteem of students  
• plans for maximum student time on task  
• plans developmentally appropriate & creative tasks  
• prepares strategies for managing off-task behaviours  
• plans assessment as part of teaching/learning process & in line with syllabus/work program  
• assesses/evaluates to check students progress  
• responds to student progress, reteaching where necessary  
• gives a variety of feedback  
• time on task is sustained  
• adjusts pace of lesson in response to group learning  
• positions self to monitor student learning  
• monitors and evaluates student learning  
• identifies and fosters student’s learning strengths & interests  
• liaises with support staff | • demonstrates the ability to implement a plan  
• plans assessment as part of teaching/learning  
• plans for maximum student time on task  
• plans developmentally appropriate & creative tasks  
• prepares strategies for managing off-task behaviours  
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• responds to student progress, reteaching where necessary  
• gives a variety of feedback  
• time on task is sustained  
• adjusts pace of lesson in response to group learning  
• positions self to monitor student learning  
• monitors and evaluates student learning  
• identifies and fosters student’s learning strengths & interests  
• liaises with support staff | • explains and negotiates student goals and expectations  
• strategic use of questioning  
• provides an environment in which all students are motivated to learn  
• encourages positive student behaviour e.g. fosters self-discipline, emphasizes consequences for inappropriate behaviour  
• uses students social and cultural background to enrich the learning process | • systematically monitors and evaluates student learning  
• systematically collects information on student learning  
• systematically monitors and evaluates teaching and learning | |
| **1.4 Participates in co-curricular activities** | **2.4 Plans for the optimal learning of individual students** | **3.4 Enhances individual’s learning** | **4.4 Manages assessment processes to inform learning** | |
### Classroom Management

- Rapport – shows warmth, understanding, sensitivity to students
- Cooperation – engenders cooperation and mutual respect
- Clear expectations and routines established
- School behaviour management strategy implemented and reinforced
- Organisation – well prepared with all resources and materials
- Control – uses a variety of techniques successfully to respond to student needs and to maintain control and interest

### Interpersonal Relationships

- Ability to communicate with students
- Interpersonal relationships with supervising teacher and other school staff
- Interpersonal relationships with parents and community members
- Concern for punctuality and appearance
- Aware of professional responsibility

### Curriculum Program Development

- Knowledge of curriculum and teaching strategies
- Physical documentation of curriculum planning
- Suitable and varied curriculum resources used by teacher and students
- Evidence of evaluation to provide feedback or appropriateness of developed curriculum program
Lesson Planning and Preparation

- Plans for active involvement of students
- Catered for the common needs / strengths of the group (eg literacy)
- Catered for the group needs / strengths
- Catered for the individual needs / strengths (eg boys)
- Clear link to the planned unit area and work program
- Considered the attributes of a life long learner
- Organisation of lesson – logical development through the lesson
- Incorporated ICT into learning

Lesson Presentation

- Introduction – captures interest and attention of the students
- Clear directions
- Suitable classroom climate
- Effective learning outcomes
- Pacing – adjusts tempo of the lesson to accommodate student needs and maintain interest

General comments

Source: Biloela State High School, Lesson Observation Feedback Form
Lesson Observation

<table>
<thead>
<tr>
<th>Teacher’s Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year and Subject</td>
<td></td>
</tr>
</tbody>
</table>

Focus / Topic

**Preparation**
Selection of resources, preparation of materials, planning of procedures, defining of objectives

---

**Mastery of subject matter**
Ability to explain, ask pertinent questions, answer students’ questions

---

**Teaching skills**
Ability to motivate, illustrate, phrase suitable questions, make use of students’ responses, summarise

---

**Communication skills**
Command of the language, fluency, quality of voice, audibility, suitability of language to age and ability of students

---

Appendix 3
Technical aspects of communication
Use of blackboard / whiteboard, OHP, ICT, equipment, other

Relationships within class
General response of class to teacher’s stimulus, attention of individuals and to the less responsive, use of names to establish rapport, attempts to get to know students, relationship with supervising teacher

Classroom management
Organising the activities, maintaining momentum of the lesson, keeping students’ involved, solving problems

General comments

Source: School of Education, The University of Queensland, Lesson Analysis Sheet
# Appendix 4

## HMS Pre Service Teacher At-Risk Procedures

### Pre Service Teacher Identified As ‘At-Risk’
1. Practicum tutor to be notified by supervising teacher at first school visit or supervising teacher may contact the HMS Practicum Coordinator.

### Pre Service Teacher Notified of At-Risk Status
1. Verbal confirmation to pre service teacher of at-risk status to be completed by university supervisor as soon as possible.
2. Practicum coordinator to send electronic and mail copy of pre service teacher At-Risk Notification letter with Practicum Evaluation form attached.
3. Pre service teacher to arrange meeting with practicum coordinator and where appropriate, invite supervising teacher and university supervisor.

### Devising Strategies for Improvement
1. Pre service teacher, practicum coordinator and where appropriate university supervisor and/or supervising teacher to meet to devise strategies for improvement.
2. Final agreed upon strategies are to be recorded and copies provided to pre service teacher, university supervisor and supervising teacher.
3. Practicum coordinator to place a copy of all documentation on pre service teacher’s file.

### Finalisation of Outcomes for At Risk Pre Service Teachers
1. The supervising teacher is required to monitor change and progress following the interview.
2. If after two weeks of additional teaching, or at the eight week mark of practicum, the pre service teacher has not demonstrated significant improvement, the supervising teacher or school practicum coordinator should contact the practicum coordinator.
3. In the event that the pre service teacher has failed to demonstrate any improvement in the areas of concern in the set time period, they will be deemed to have failed the practicum.
4. Following consultation with the supervising teacher, the pre service teacher may either withdraw immediately from the practicum or continue to the completion of the ten weeks.
5. The pre service teacher will be asked to meet with the HMS Pedagogy Coordinator and practicum coordinator to discuss their performance in the practicum and their future progress within the pedagogy program.
The School of Human Movement Studies  
Practicum Evaluation  
EDUC4005

Pre Service Teacher  
School

<table>
<thead>
<tr>
<th>Teacher attributes consistently demonstrated (According to HMS Matrix)</th>
<th>Teacher attributes requiring attention or possible areas for extension (According to HMS Matrix)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using and developing professional knowledge and values</td>
<td></td>
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<tr>
<td>Planning for optimal learning</td>
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<tr>
<td>Facilitating the learning process</td>
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<tr>
<td>Communicating, interacting and working with students</td>
<td></td>
</tr>
<tr>
<td>Reflecting, evaluating and planning for continuous improvement</td>
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</tbody>
</table>

Achievement  
Progressing Well  
At - Risk

Supervising Teacher  
Signature  
Date

HMS University Supervisor  
Signature  
Date
A good pre-service teacher will do more than teach. By showing initiative and asking some key questions, you will not only impress your supervisors but also make your planning and (hopefully) teaching easier.

When you know which school you are attending, visit the web site to gather some background information to begin your context analysis.

**Initial contact with schools**

Phone the school and speak to the school’s Pre-Service Teachers’ Coordinator (usually the Deputy Principal). Explain who you are (for example, from Human Movement Studies, UQ to do my 4th year prac for 11 weeks between 25 March and 21 June). Try to organise a pre-prac visit to the school.

You might ask:

What time do you need to be there on the first day?

Where do you go / meet?

What will you need for the first day? (for example, do you need togs?)

Will you have access to a fridge? Microwave?

**Pre-prac visit**

Collect a schools’ prospectus, behaviour management policy, school map and your timetable (if it’s available). Have a look at the school’s grounds and facilities. Meet the HPE HOD and staff, plus your science supervisor(s).

**Throughout your prac**

Show some initiative by doing and investigating the following things during your prac:

**Whole school**

Introduce yourself to school staff including

<table>
<thead>
<tr>
<th>General staff</th>
<th>office staff, teacher aides, science lab assistant, school nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching staff</td>
<td>HPE and Science Heads of Department or Subject Area Coordinators, guidance counselor, teachers</td>
</tr>
<tr>
<td>Administrative staff</td>
<td>Principal, Deputy Principals</td>
</tr>
</tbody>
</table>

What is the school’s Behaviour Management Policy?

What are student procedures and expectations (such as uniform, leaving class, late arrival to class)?

What are the photocopy procedures?

How do you book a video / TV / OHP / computer room / hall?

Can you try a variety of pedagogies (including team teaching)?
Are you able to access a teacher aide for in-class assistance?

Do you need keys?

**HPE Department**

Assist in carnival, sport and other event organisation (including prep, coaching, management)

Participate in playground and bus duties, and attend meetings

Offer to collect, set up and pack up equipment

Offer to tidy the sports equipment and assist with stock take

Observe teachers other than your supervisors. See “Suggestions for Observing Teachers”

Get copies of the class rolls and learn the students' names as you observe classes

Develop teaching resources (including units, lesson plans, worksheets)

Assist in marking student work

Offer to do the photocopying, etc

Tidy and lock up the classroom (including shut the windows, turn off fans and lights, put up chairs, clean board, pick up discarded worksheets or rubbish on the floor)

**Science Department**

Who is the lab assistant?

How do you book a lab and prac equipment?

What are the expectations for prac equipment use? (for example, do you have to collect and return it? Do you have to clean it?)

What are the safety procedures (including operation of the lab’s safety equipment)?

Where are the science resources kept?

**Resource Centre**

Who is the teacher librarian? Who is the library teacher aide?

How do you borrow resources? (don’t forget about the video collection)

How do you book a teaching space and equipment (for example, a video)?

**ICT connections**

Do you need internet access and/or a school email account?

Can you gain access to EQ’s Learning Place via iRegister?

Can you get copies of the C2Cs for Science and Maths?
Suggestions for observing teachers

Being observed can be a daunting experience for anyone, including practicing teachers. With this in mind, it is important to emphasise that you will not be making judgments about their teaching. You are interested in expanding your repertoire by describing what occurs and in what context.

Prior to the observation
- always ask permission to observe a teacher. Give the teacher plenty of notice (do not just show up)
- explain why and what you will be observing (for example, behaviour management techniques)

Following the observation
- give the teacher the opportunity to see what you have written
- discuss the main aspects of the lesson you observed and ask if they feel you missed anything