EDUC3006

Minor Practicum

8 July – 26 July 2013
(15 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/hpe-teacher/
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Important Dates

Secondary school practicum 8 July – 26 July 2013 (15 days)
Teaching reports submitted to HMS 2 August 2013
Teaching folio submitted to HMS 2 August 2013, 12pm

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 (AITSL) (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 using the focus standards.

Further details are listed on page 4.
Third Year Teaching Practicum
2013

We welcome schools and their teachers as partners in the School of Human Movements Studies’ third 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

This practicum consists of 3 weeks of practice in a secondary school. It forms part of the course EDUC3006. This is a vital practicum in that it is the first opportunity for students to work with full classes and to teach in new contexts. The Human Movement Studies Education Program Overview (p.2) outlines our students’ academic background.

Students will be expected to complete a number of set tasks at each practicum site including teaching and the observation of both HPE and Junior Science lessons. Details of these requirements can be found in the Practicum Guidelines (p.5) and the Teaching Folio (p.16).

Prior to this practicum, students have observed a primary program for 5 days; spent 10 half days teaching primary HPE and worked for 10 half days with children with physical and/or intellectual impairments.

Underpinning this practicum is:

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
Human Movement Studies Education Program

**YEAR 1 — BSc AND BScApp(HMS)**

<table>
<thead>
<tr>
<th>Introduction to relevant science disciplines</th>
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<tbody>
<tr>
<td>Anatomical Sciences</td>
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<tr>
<td>Physics</td>
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</tbody>
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<table>
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<tr>
<th>Introduction to Human Movement Studies</th>
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<tbody>
<tr>
<td>Bio-Physical Foundations</td>
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</table>

**YEAR 2 — BSc AND BScApp(HMS)**

<table>
<thead>
<tr>
<th>Introduction to sub-disciplines of HMS</th>
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<tbody>
<tr>
<td>Biomechanics</td>
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<tr>
<td>Exercise Physiology</td>
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<tr>
<td>Motor Control</td>
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</tbody>
</table>

**YEAR 3 — BScApp(HMS-Ed)**

<table>
<thead>
<tr>
<th>Semester 5</th>
<th>Semester 6</th>
</tr>
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<tbody>
<tr>
<td>HPRM3000 Health Promotion: Perspectives &amp; Practice</td>
<td>EDUC3292 Junior Science for Human Movement Studies</td>
</tr>
<tr>
<td>EDUC3004 Instructional Skills &amp; Strategies</td>
<td>EDUC3007 Pedagogical Applications of Human Movement Studies</td>
</tr>
<tr>
<td>EDUC3005 Innovative Skills for Teaching Movement</td>
<td>EDUC3006 Inquiry Based Pedagogies</td>
</tr>
<tr>
<td>EDUC3008 Social Construction of Curriculum</td>
<td>SOCY2280 Sociology of Sport or</td>
</tr>
<tr>
<td></td>
<td>HMST3846 Research Skills (Hons)</td>
</tr>
</tbody>
</table>

**YEAR 4 — BScApp(HMS-Ed)**

<table>
<thead>
<tr>
<th>Semester 7</th>
<th>Semester 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC4003 Major Practicum (Education)</td>
<td>EDUC4004 Curriculum Leadership and 3 electives or</td>
</tr>
<tr>
<td>EDUC4001 Educating for Better Health</td>
<td>EDUC4004 Curriculum Leadership and HMST3925 Research Project B (Hons) and 2 electives</td>
</tr>
</tbody>
</table>
### UQ Graduate Attributes and AITSL National Professional Standards for Teachers

This practicum and assessable teaching folio 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 and The University of Queensland's Graduate Attributes.

Please note: Since each practicum varies in its context and content, pre-service teachers will be exposed to different professional standards in different quantities. This table recognises an 'at least' exposure for this practicum but cannot account for all individual practicum experiences.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>AITSL Professional Standard</th>
<th>UQ Graduate Attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan and teach a range of learning experiences linked with the Years 1-10 HPE and Senior PE syllabi</td>
<td><strong>Standard 1</strong> Know students and how they learn (1.1, 1.2, 1.3, 1.5)</td>
<td><strong>In-depth knowledge of the field of study</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Standard 2</strong> Know content and how to teach it (2.1, 2.2)</td>
<td>• A comprehensive &amp; well-founded knowledge of the field of study</td>
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<tr>
<td></td>
<td><strong>Standard 3</strong> Plan for and implement effective teaching practices (3.1, 3.2, 3.3, 3.4, 3.5)</td>
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<td></td>
<td><strong>Standard 4</strong> Create and maintain supportive and safe learning environments (4.1, 4.2, 4.3, 4.4)</td>
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</tr>
<tr>
<td>Develop skills in analysing, synthesising and evaluating movement and performance</td>
<td><strong>Standard 1</strong> Know students and how they learn (1.1, 1.2, 1.3, 1.5, 1.6)</td>
<td><strong>Critical judgment</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Standard 2</strong> Know content and how to teach it (2.1, 2.2)</td>
<td>• Apply critical reasoning to issues through independent thought &amp; informed judgment</td>
</tr>
<tr>
<td></td>
<td><strong>Standard 3</strong> Plan for and implement effective teaching practices (3.1, 3.2, 3.3, 3.4, 3.6)</td>
<td>• Evaluate opinions, make decisions &amp; to reflect critically on the justifications for decisions</td>
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<td></td>
<td><strong>Standard 5</strong> Assess, provide feedback and report on student learning (5.2)</td>
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</tr>
<tr>
<td>Understand and develop a range of teaching styles</td>
<td><strong>Standard 1</strong> Know students and how they learn (1.1, 1.2, 1.3, 1.5, 1.6)</td>
<td><strong>Independence and creativity</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Standard 2</strong> Know content and how to teach it (2.1, 2.2, 2.5)</td>
<td>• Work &amp; learn independently</td>
</tr>
<tr>
<td></td>
<td><strong>Standard 3</strong> Plan for and implement effective teaching practices (3.3)</td>
<td>• Generate ideas &amp; adapt innovatively to changing environments</td>
</tr>
<tr>
<td>Develop personal communication skills to teach movement</td>
<td><strong>Standard 1</strong> Know students and how they learn (1.1, 1.2, 1.3, 1.5, 1.6)</td>
<td><strong>Effective communication</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Standard 3</strong> Plan for and implement effective teaching practices (3.5)</td>
<td>• Collect, analyse &amp; organise information &amp; ideas &amp; convey those ideas clearly &amp; fluently, in both written &amp; spoken forms</td>
</tr>
<tr>
<td></td>
<td><strong>Standard 4</strong> Create and maintain supportive and safe learning environments (4.1, 4.2, 4.3, 4.4)</td>
<td>• Interact effectively with others in order to work towards a common outcome</td>
</tr>
<tr>
<td>Understand and model the professional standards of teachers</td>
<td><strong>Standard 7</strong> Engage professionally with colleagues, parents/carers and the community (7.1, 7.2)</td>
<td><strong>Ethical and social understanding</strong></td>
</tr>
<tr>
<td>Recognise the contextual diversity of schools and their stakeholders</td>
<td><strong>Standard 1</strong> Know students and how they learn (1.3, 1.5)</td>
<td>• A knowledge &amp; respect of ethics &amp; ethical standards in relation to a major area of study</td>
</tr>
<tr>
<td></td>
<td><strong>Standard 4</strong> Create and maintain supportive and safe learning environments (4.1,4.3)</td>
<td>• A knowledge of other cultures &amp; times &amp; an appreciation of cultural diversity</td>
</tr>
</tbody>
</table>
Human Movement Studies Staff Contact Information

Practicum Coordinator

Due to the length of this practicum, site visits will not be automatically scheduled. However, the Practicum Coordinator will be available for consultation by phone or visit, if requested by the students or their supervisors.

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

Sue Monsen  Practicum Coordinator
Phone  3365 6240
Email  smonsen@hms.uq.edu.au

Sue is the coordinator of the 3rd year practicum. She is the first point of contact in the event of an urgent problem.

Dr Eimear Enright  Lecturer in Pedagogy
Phone  3365 6240
Email  TBA

Eimear is the academic coordinator for EDUC3006 Inquiry Based Pedagogies, the course in which this practicum is placed.

Supervising Teacher Payments

Please direct all enquiries regarding payment to:

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

Phone  3365 6240

Fax  3365 6877

Further information about supervising teacher payments can be found on page 12.

The Working with Children Suitability Card (Blue Card)

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

The practicum length is 15 days. Prior to this practicum, students have observed a primary program for 5 days; spent 10 half days teaching primary HPE and worked for 10 half days with children with physical and/or intellectual impairments.

The following information has been provided as a guide for the practicum.

Secondary School Practicum

15 days 8 July – 26 July

Important dates and guidelines for the students as they progress through the 15 day secondary school practicum.

Please note: this is a guide only. The content and timing of each practicum will vary.

<table>
<thead>
<tr>
<th>Date</th>
<th>Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to 21 June</td>
<td>Contact schools, if possible, to meet/speak with the supervising teacher</td>
</tr>
<tr>
<td>Day 1: 8 July</td>
<td>Practicum begins. Student teachers begin to collect information about the school context.</td>
</tr>
<tr>
<td>Days 2–5: 9 July–12 July</td>
<td>Observations of classes (if possible observing several different teachers), taking responsibility for sections of lessons eg: warm-ups, team teaching, teaching small groups, teaching a component of lesson. Could begin teaching some full classes if confident.</td>
</tr>
<tr>
<td>Day 5: 12 July</td>
<td>Negotiate which classes will be taught in weeks two and three. Discuss progress with supervisor. Teacher and student discuss strategies to improve teaching performance. The matrix should be used as a guide.</td>
</tr>
<tr>
<td>Days 6–15: 15 July–26 July</td>
<td>Take some full classes, continue to assist or observe in others</td>
</tr>
<tr>
<td>Day 15: 26 July</td>
<td>Last teaching day. Supervisor and student should discuss student’s report and the student should be able to comment in written form in the space provided on the form</td>
</tr>
<tr>
<td>2 August</td>
<td>Supervisor’s report due to Practicum Coordinator, School of Human Movement Studies, The University of Queensland, St Lucia, 4072.</td>
</tr>
</tbody>
</table>
Assessment Procedures

Performance in this practicum will be assessed utilising the *Criteria for Evaluating the Practicum* (the ‘Matrix’, p. 8) and is graded as Pass/Fail. It is anticipated that most student teachers will not achieve beyond .1 on most criteria given the short time that they are in the school environment and their limited previous experience. This *Criteria for Evaluating the Practicum* matrix is designed to assist monitoring of teaching performance over the last two years of the program. The higher levels will normally only be achieved during the extended 12 week practicum.

In order to receive a Pass grade for the practicum, students must be able to satisfy their supervising teacher that there is evidence of consistent achievement of level 1 in Criteria 2 and 3. Level 0 standard is a minimal requirement for all other criteria.

In addition to this, students must adopt the highest professional standards regarding personal presentation, interactions with school staff and students, attendance, punctuality and preparation. An inability to meet these requirements will result in an automatic failure for this practicum despite achievement in other Matrix criteria.

Judgments about the quality of teaching performance will be made by the school supervisor on the basis of their observations of teaching and by University staff on the written record of the practicum kept by the student (see the Teaching Folio, p.16). Determination of a student’s grade for this practicum is the responsibility of the Practicum Coordinator.

Assessment Summary

- This practicum is Pass/Fail

In order to Pass, a student must
- Model the professional standards required of of HMS pre-service teachers (p15).
- Demonstrate consistent achievement of level 1 in criteria 2 and 3, and at least level 0 for other criteria on the *Criteria for Evaluating the Practicum* matrix.
- Provide written evidence of AITSL Standards in pre-service teacher’s teaching folio
- Judgments are made through observation of the teaching performance and record teaching folio.

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.

The HPE Evaluation of Practicum (p.23) should be returned to

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

Evaluation reports should be returned by 2 August 2013.

Before submission, the completed reports should be discussed with the student who can make a response in writing to the supervising teacher’s report. These reports will frequently be used by students in their future applications for employment.
Criteria for Evaluating the Practicum (the ‘Matrix’)

The Criteria for Evaluating the Practicum (the ‘Matrix’, over page) has 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 participated in a research project, based at The University of Queensland concerned with the comparability across schools of supervisors’ judgments 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 (for example, 2.1). However, this may not always occur (for example, 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

## 1. Using and developing professional knowledge and values

### 1.0 Models accepted professional standards of behaviour
- presents self in professional manner
- deadlines are met
- work is well presented

### 1.1 Understands and demonstrates the professional values, commitment & responsibilities of a teacher
- demonstrates care and concern for all learners
- demonstrates reasonable social and emotional maturity
- demonstrates a willingness to listen and learn
- accu

### 1.2 Works effectively with teachers, tutors, peers, ancillary staff and others
- liaises with supervisors and peers to improve teaching and learning
- is sensitive to the school/staffroom environment
- works co-operatively with ancillary staff

### 1.3 Actively develops and shares professional knowledge
- 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

### 1.4 Participates in co-curricula activities
- attends staff meetings, student-free days, induction seminars, etc.
- competently assists with school sport, camps, clubs, etc.
- confidently fulfills the varied roles of a teacher

## 2. Planning for optimal learning

### 2.0 Plans for a safe and supportive learning environment
- plans for appropriate and safe use of equipment and facilities
- plans for 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
- teaching & learning strategies reflect syllabi/work programs

### 2.1 Plans with knowledge of materials and documents
- 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

### 2.2 Plans for the progression of learning of the group
- plans for maximum student time on task
- plans developmentally appropriate & creative tasks
- plans for the implementation of effective teaching cues
- plans assessment as part of teaching/learning process & in line with syllabus/work program

### 2.3 Plans for a range of learning outcomes
- 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

### 2.4 Plans for the optimal learning of individual students
- plans a variety of learning experiences to cater for individual differences
- matches learning experiences to individual ability, interests, and assessment requirements
- plans creatively to optimize student involvement
- assists students to make links across subject matter

## 3. Facilitating the learning process

### 3.0 Demonstrates an awareness of how to facilitate the learning process
- 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

### 3.1 Demonstrates the ability to implement a plan
- 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 achieved
- formation/organisation is crisp and efficient

### 3.2 Adapts teaching according to class responses
- assesses/evaluates to check students progress
- responds to student progress, rehearsing 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

### 3.3 Adapts teaching according to group responses
- 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 maximise different levels of learning
- uses monitoring and assessment to enhance the progress and self-esteem of students

### 3.4 Enhances individual’s learning
- demonstrates adaptability and flexibility where appropriate to address individual needs
- implements teaching strategies to challenge individual learners
- gives detailed feedback to maximise individual achievement
- individualizes understanding of performance requirements according to appropriate standards/outcomes
<table>
<thead>
<tr>
<th>4. Communicating, interacting and working with students</th>
<th>5. Reflecting, evaluating and planning for continuous improvement</th>
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<tbody>
<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>
</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>
</tr>
<tr>
<td>• models interest and involvement</td>
<td>• be able to reflect at a very practical level</td>
</tr>
<tr>
<td>• demonstrates an awareness of effective use of voice</td>
<td>•</td>
</tr>
<tr>
<td>• demonstrates an awareness of the effective use of explanation</td>
<td>•</td>
</tr>
<tr>
<td><strong>4.1 Communicates effectively with students in a class group</strong></td>
<td><strong>5.1 Critically reflects on own practice</strong></td>
</tr>
<tr>
<td>• appropriate pitch, pace, and projection of voice</td>
<td>• articulates successes</td>
</tr>
<tr>
<td>• clear explanations</td>
<td>• articulates areas for improvement</td>
</tr>
<tr>
<td>• grammatically correct language</td>
<td>• asks a range of questions (technical, social, ethical, political)</td>
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<tr>
<td>• conveys enthusiasm and maintains student interest</td>
<td>• monitors students’ inclusion</td>
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<tr>
<td>• accurate written expression</td>
<td>•</td>
</tr>
<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>
</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>
</tr>
<tr>
<td>• assists students overcome individual learning/school difficulties</td>
<td>• articulates the decisions for adjustments</td>
</tr>
<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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<td>• liaises with support staff</td>
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<tr>
<td><strong>4.3 Interacts with students to maximize learning</strong></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>• explains and negotiates student goals and expectations</td>
<td>• systematically collects information on student learning</td>
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<tr>
<td>• strategic use of questioning</td>
<td>• demonstrates knowledge of assessment procedures</td>
</tr>
<tr>
<td>• provides an environment in which all students are motivated to learn</td>
<td>• systematically collects information on teaching behaviours</td>
</tr>
<tr>
<td>• encourages positive student behaviour e.g. fosters self-discipline, emphasizes consequences for inappropriate behaviour</td>
<td>• adjusts pace, direction, emphases for unit in response to student learning</td>
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<tr>
<td>• uses students social and cultural background to enrich the learning process</td>
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<tr>
<td><strong>5.4 Manages assessment processes to inform learning</strong></td>
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<tr>
<td>• provides appropriate and detailed feedback</td>
<td>•</td>
</tr>
<tr>
<td>• demonstrates competent use of criteria/standards/outcomes in making judgements</td>
<td>• accurately records student achievement</td>
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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 teacher’s 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. Due to the length of this practicum, site visits will not be automatically scheduled. However, the Practicum Coordinator will be available for consultation by phone or visit, if requested by the students or their supervisors.

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 Folio’ section of this handbook and with their applications for employment.
Identifying “at risk” pre-service teachers

Pre service teachers engaging in this practicum will be deemed ‘at-risk’ of failing when they have been unable to consistently demonstrate the following criteria of the Human Movement Studies Practicum Evaluation Matrix:

- Level 1 of Criteria 2; Planning for optimal learning, and Criteria 3; Facilitating the learning process
- Level 0 of Criteria 1; Using and developing professional knowledge and values, Criteria 4; Communicating, interacting and working with students, and Criteria 5; Reflecting, evaluating and planning for continuous improvement.

Appendix 3 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 3 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.

Please note: Should the student not meet the high standards of teacher professionalism, an automatic failure will be applied to the practicum despite achievement in other criteria. Please see p.15 for details of our expectations of professionalism.

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.
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, St Lucia 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 maximum/ 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 Personal Details Form, a Supervision Record and an Employment Declaration Form. Claims cannot be processed unless all requested information is provided.

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 is 25 hours per week.

The following is a blank claim form.
# Practice Teaching Claim Form

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

## 1 School Details

<table>
<thead>
<tr>
<th>School Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School Postal Address:</td>
<td></td>
</tr>
<tr>
<td>School Telephone:</td>
<td>School Facsimile:</td>
</tr>
</tbody>
</table>

## 2 Personal Details

<table>
<thead>
<tr>
<th>Surname:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given Names:</td>
</tr>
<tr>
<td>Date of Birth:</td>
</tr>
<tr>
<td>Name of Bank:</td>
</tr>
<tr>
<td>Branch:</td>
</tr>
<tr>
<td>BSB Number:</td>
</tr>
</tbody>
</table>

## 3 Claim Details

<table>
<thead>
<tr>
<th>Name of Supervised Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Supervised Student:</td>
</tr>
<tr>
<td>Name of Supervised Student:</td>
</tr>
</tbody>
</table>

<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></td>
<td></td>
</tr>
<tr>
<td>Total number of Supervision Hours:</td>
<td>UQ Use Only $4.21/hour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of other hours:</td>
<td>UQ Use Only $12.28/hour</td>
<td></td>
<td></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: ___________________________
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 EDUC3006.**

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 (15 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 presentation and dress. That is, polo shirts neatly tucked in; hat; plain coloured dress shorts (longer than mid-thigh); hair neatly presented and suitable hat. Students should consult with the school’s Pre-Service Teacher Coordinator with regard to body art and piercings.

**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.

**A final word on professionalism**

You are not expected to teach perfectly but you do need to demonstrate a willingness to learn and improve your teaching. Regardless of your opinion, listen respectfully to feedback and attempt to implement it.

Further, you should:

- Remember that you are being constantly scrutinised. How you look and act is noticed by more than just your supervising teacher. This will continue until the final day of prac.
- Understand that your relationships with all members of the school community are important. Be respectful; be professional; do not become involved in staffroom politics.
- Show initiative. Staff do not expect you to get involved in extra-curricular activities but it will be remembered at report and interview time.
- Be adaptable and independent. Schools are busy places and you cannot control everything. If something does not go to plan, find a solution without commotion.
Teaching Folio  

Due 2 August 2013, 12pm

The Minor Practicum Teaching Folio is a collection of examples from experiences during this practicum matched to the Australian Institute for Teachers and School Leadership (AITSL) (2012) *National Professional Standards for Teachers*. The Minor Practicum Teaching Folio will draw on the AITSL *National Professional Standards for Teachers* and require the use of evidence from practicum to demonstrate how key aspects of each Standard are met.

This folio will serve as a formative version of the Major Practicum Teaching Portfolio. A full description of the Minor Practicum Teaching Folio task is available on Blackboard.

### Assessment Summary

- This practicum is Pass/Fail

In order to Pass, a student must

- Model the professional standards required of of HMS pre-service teachers (p15).
- Demonstrate consistent achievement of level 1 in criteria 2 and 3, and at least level 0 for other criteria on the *Criteria for Evaluating the Practicum* matrix.
- Provide written evidence of AITSL Standards in pre-service teacher’s teaching folio
- Judgments are made through observation of the teaching performance and record teaching folio.
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>

Assessable Elements (1-10) or Objectives (11-12)

<table>
<thead>
<tr>
<th>Time</th>
<th>Key Learning Experiences</th>
<th>Teaching Points and Cues</th>
<th>Organisation &amp; Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
The Prac Checklist for Pre-Service Teachers

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.

The following checklist is from the 4th Year Prac Handbook, so it is more extensive than you require for a 3 week prac. However, you should familiarise yourself with the types of questions and actions you should consider when you enter a school for prac. You should choose some relevant questions/actions for your Minor Prac.

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 3rd year prac for 3 weeks between 8 and 26 July). 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 / park?
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.

Throughout your prac

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

Whole school

Introduce yourself to school staff including

- General staff: office staff, teacher aides, science lab assistant, school nurse, janitor, groundskeeper, cleaners
- Teaching staff: HPE and Science Heads of Department or Subject Area Coordinators, guidance counselor, teachers
- Administrative staff: Principal, Deputy Principals

What is the school’s Behaviour Management Policy?

What are the 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 preparation, coaching, and 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, and 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?
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?

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)?

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
## Lesson Observation

### Self Reflection

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

### 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

---
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
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 a 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 ________________________________________________________________

Organisation __________________________________________________________
**Criterion 1:** Using and developing professional knowledge and values

1.0  
1.1  
1.2  
1.3  
1.4

**Criterion 2:** Planning for optimal learning

2.0  
2.1

**Criterion 3:** Facilitating the learning process

3.0  
3.1
Criterion 4: Communicating, interacting and working with students

4.0

4.1

Criterion 5: Reflecting, evaluating and planning for continuous improvement

5.0

5.1

Additional comments:
Comments by student:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signed by: ________________________________________________

Date: ______________________________________________________

Please mail to:
Practicum Coordinator
School of Human Movement Studies
The University of Queensland
St Lucia  4072
or
fax: 07 3365 6877
CRITERIA FOR EVALUATING THE PRACTICUM

1. Using and developing professional knowledge and values
2. Planning for optimal learning
3. Facilitating the learning process
4. Communicating, interacting and working with students
5. Reflecting, evaluating and planning for continuous improvement

1.0 Models accepted professional standards of behaviour
2.0 Plans for a safe and supportive learning environment
3.0 Demonstrates an awareness of how to facilitate the learning process
4.0 Demonstrates an awareness of the key aspects of communication and interaction with students
5.0 Demonstrates an awareness of strengths and limitations of teaching performance

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

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

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

1.4 Participates in curricula 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
5.4 Provides appropriate and detailed feedback

1.0 Models accepted professional standards of behaviour
- presents self in professional manner
- deadlines are met
- work is well presented

2.0 Plans for a safe and supportive learning environment
- plans for appropriate and safe use of equipment and facilities
- plans for 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
- teaching & learning strategies reflect syllabus / work programs

3.0 Demonstrates an awareness of how to facilitate the learning process
- 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

4.0 Demonstrates an awareness of the key aspects of communication and interaction with students
- 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

5.0 Demonstrates an awareness of strengths and limitations of teaching performance
- 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
- 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, syllabus 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

3.1 Demonstrates the ability to implement a plan
- 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 achieved
- formation/organisation is crisp efficient

4.1 Communicates effectively with students in a class group
- appropriate pitch, pace, and projection of voice
- clear explanations
- grammatically correct language
- conveys enthusiasm and maintains student interest
- accurate written expression

5.1 Critically reflects on own practice
- 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
- shares ideas for teaching with colleagues
- contributes to resource development
- operates professionally with ancillary staff
- 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

3.2 Adapts teaching according to class responses
- demonstrates the ability to implement a variety of teaching styles with small groups
- individualised feedback builds on teaching cues is achieved
- formation/organisation is crisp efficient
- provides positive reinforcement
- assessments are reported accurately & include formative feedback
- student attention is maintained
- whole class work is accomplished
- provides positive reinforcement

4.2 Supports students’ development through interaction with students & others
- communicates effectively with students in a class group
- articulates successes
- articulates areas for improvement
- asks a range of questions (technical, social, ethical, political)
- monitors students’ inclusion
- plans and implements a variety of teaching strategies
- 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

5.2 Adjusts planning and teaching on the basis of reflection
- provides 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
- 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

3.3 Adapts teaching according to group responses
- demonstrates the ability to implement a variety of teaching styles with small groups
- individualised feedback builds on teaching cues is achieved
- formation/organisation is crisp efficient
- provides positive reinforcement
- 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

4.3 Interacts with students to maximize learning
- identifies students’ learning strengths & interests
- gives individualised feedback builds on teaching cues is achieved
- formation/organisation is crisp efficient
- provides positive reinforcement
- 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

5.3 Systematically monitors and evaluates teaching and learning across a series of lessons
- articulates successes
- articulates areas for improvement
- asks a range of questions (technical, social, ethical, political)
- monitors students’ inclusion
- plans and implements a variety of teaching strategies
- 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

1.4 Participates in curricula activities

2.4 Plans for the optimal learning of individual students
- attends staff meetings, student-free days, induction seminars, etc.
- competently assists with school sport, camps, clubs, etc.
- confidently fulfils the varied roles of a teacher
- plans a variety of learning experiences to cater for individual differences
- matches learning experiences to individual abilities, interests, and assessment requirements
- plans creatively to optimize student involvement assists students to make links across subject matter

3.4 Enhances individual’s learning
- demonstrates adaptability and flexibility where appropriate to address individual needs
- implements teaching strategies to challenge individual learners
- gives detailed feedback to maximize individual achievement
- individually understands performance requirements according to appropriate standards/outcomes

4.4 Manages assessment processes to inform learning
- provides appropriate and detailed feedback
- demonstrates competent use of criteria/ standards/outcomes in making judgements
- accurately records student achievement
Appendix 3  

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 folio.

---

**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  
Minor Practicum

Pre Service Teacher

School

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

Achievement  
Progressing Well  
At - Risk

Supervising Teacher  
Signature  
Date

HMS University Supervisor  
Signature  
Date