EDUC3004

Observation Practicum

25 February - 1 March 2013

Information for Students and Supervising Teachers

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

Part A Practicum Information
Introduction 2
Human Movement Studies Staff Contact Details 2
Human Movement Studies Education Program Overview 3
Student Professionalism 4
Assessment 4
Professional Standards for Teachers 4
Blue Cards 7
Information for Teachers
  Duty of Care 7
  Remuneration 7
  Practice Teaching Claim Form 9

Part B Student Workbook
Introduction 11
  Making the most of your prac experience 11
  Using this workbook 11
What is a school? 12
What is Physical Education? 13
What is teachers’ work? 14
What is a lesson? 15
  Planning for optimal learning 15
  Facilitating the learning process 16
  Communicating, interacting and working with students 19
PE Student Observation 21
Pair and Share 23

OBSERVATION PRACTICUM SUMMARY
A pair of 3rd year Human Movement Studies students will,
- Be based at a primary school for 5 days (25 February – 1 March 2013)
- Observe the work of the Physical Education teacher for at least 2 days
- Observe the work of a year 3 or 4 classroom teacher for the remaining days (each student may visit in a different classroom)
- Attend school sporting competitions and experience ‘other’ teacher duties (eg PGD, meetings) as determined by the school

Suggested texts


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.

PART A  PRACTICUM INFORMATION

The primary purpose of this practicum is to serve as a reference point for the concepts and issues that will be discussed throughout our students’ third year of study.

Each student will visit a school with a partner to observe the Health and Physical Education and general Year 3 or 4 classroom programs for 5 days between Monday 25 February and Friday 1 March 2013. Students should spend at least 2 of these days observing the HPE program. During this time, students are expected to become involved in a range of experiences and respond to a number of set tasks in order to develop an appreciation of the teaching profession. Upon arrival, students will provide you with a copy of the workbook that describes their tasks.

Underpinning this practicum are 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 pre-service teacher.
c) The practicum provides a context in which the pre-service teachers should apply the knowledge and skills developed in their campus-based experiences and beyond (see the Teacher Education Program Overview, p. 2).

Human Movement Studies Staff Contact Details

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

Sue Monsen
Practicum Coordinator
Phone 3365 6240
Fax 3365 6877
Email smonsen@hms.uq.edu.au

Sue is responsible for the organisation of pre-service teacher placements. She is the first point of contact in the event of an urgent problem.

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 4072

Further information about supervising teacher payments can be found on page 7.
### Year 1

**Introduction to relevant science disciplines**

- Anatomical Sciences
- Biochemistry
- Physiology
- Psychology

**Introduction to Human Movement Studies**

- Bio-Physical Foundations
- Socio-Cultural Foundations
- Physical Activity & Health
- Communication & Learning

### Year 2

**Introduction to sub-disciplines of HMS**

- Biomechanics
- Functional Anatomy
- Motor Control
- Sport & Physical Activity in Society

**Introduction to HMS Education**

- Exercise Physiology
- Sport & Exercise Psychology
- Youth, Sport & Physical Culture
- Contemporary Approaches to Teaching Movement

### Year 3

<table>
<thead>
<tr>
<th>Semester 5</th>
<th>Semester 6</th>
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<tbody>
<tr>
<td><strong>EDUC3004</strong> Instructional Skills &amp; Strategies</td>
<td><strong>EDUC3006</strong> Inquiry Based Pedagogies</td>
</tr>
<tr>
<td><strong>EDUC3008</strong> Social Construction of Curriculum</td>
<td><strong>EDUC3007</strong> Pedagogical Applications of Human Movement Studies</td>
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<tr>
<td><strong>EDUC3009</strong> Educating for Better Health</td>
<td><strong>EDUC3292</strong> Junior Science for Human Movement Studies</td>
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<tr>
<td><strong>HPRM3000</strong> Health Promotion: Perspectives &amp; Practice</td>
<td><strong>SOCY2280</strong> Sociology of Sport</td>
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<td>or <strong>HMST3846</strong> Research Skills (Hons)</td>
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### Year 4

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<tr>
<th>Semester 7</th>
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<tr>
<td><strong>EDUC4005</strong> Major Practicum (Education)</td>
<td><strong>EDUC4004</strong> Curriculum Leadership</td>
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<tr>
<td>and <strong>EDUC4004</strong> and</td>
<td>3 electives</td>
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<td>or <strong>EDUC4004</strong> and</td>
<td></td>
</tr>
<tr>
<td><strong>HMST3925</strong> Research Project B (Hons)</td>
<td>2 electives</td>
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<tr>
<td>and <strong>HMST3925</strong> and</td>
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**Student Professionalism**

It is expected that the highest of professional standards will be adopted by all students. Students are asked to specifically abide by the following:

**Attendance** — Full attendance for the entire practicum 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.

**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 shorts; hair neatly presented. They 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 privacy issues, 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.

**Assessment**

EDUC3004 *Introduction to Pedagogies: Instructional Skills and Strategies* requires students to successfully complete a number of practicum components.

**a. Observation Practicum, 5 days, 25 February - 1 March 2013**

The initial part of EDUC3004 requires students to attend a state primary school for 5 days of observation. A comprehensive account of this visit must be recorded (as outlined in the student workbook) for students to receive a passing grade in this component of the EDUC3004 practicum.

**b. UniPE Teaching Practicum, 10 days, throughout semester 1, 2013**

Students will teach, prepare and manage PE classes for Year 3 or 4 pupils weekly throughout semester 1. Students will be assessed on their teaching performance and reflection on their practicum.

**c. MotorActive, 5 days equivalent, throughout semester 1, 2013**

Students will work with children with special needs in an after-school, community program throughout semester 1. Students will be assessed on their ability to adapt their teaching to their child’s specific needs and reflection on their practicum.

**Professional Standards for Teachers**

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

As an observation practicum, this experience will allow pre-service teachers to consider schools, teachers and teaching in a broad manner. Upon their return to university, these observations will be used as the basis for reflection against focus standards.
Practicum Information

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.

Information for 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:

(a) Making them feel welcome in the school and the staff room.
(b) Ensuring they understand the school’s expectations and routines.
(c) Being observed generally in the process of teaching and coaching.
(d) Creating time for discussion about the issues teachers face in their work (such as lesson preparation and presentation; classroom management and organisation).
(e) Encouraging them to reflect on their observations.

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 co-ordinators and supervising teachers listed in the 1987 Industrial Agreement. Claim forms should be completed according to the following guidelines and directed to

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 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 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. This may typically look like: PE teacher 10 hrs/week/student; classroom teacher 15hrs/week/student).

(d) Although we aim to expedite pay claims, delays sometimes occur. To inquire about your claim, please contact the HMS Finance Section on 3365 6240.

A claim form is provided on the following pages.
Practicum Information
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>UQ Use Only $4.21/hour</td>
<td>UQ Use Only $12.28/hour</td>
</tr>
<tr>
<td>UQ Use only</td>
<td></td>
<td>Total number of other hours</td>
<td>Total</td>
</tr>
</tbody>
</table>

* Coordination allowance may only be claimed if 2 or more supervising teachers are involved.
Practicum Information

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: ___________________________
PART B STUDENT WORKBOOK

Although you have spent significant part of your life in schools, this first experience in the pedagogy stream of Human Movement Studies is designed to expose you to ‘a day in the life of’ a primary school, a classroom teacher and a PE teacher. From this, and across the course of your professional program, you will be challenged to look at schools and teaching through new eyes. These eyes will metamorphise not only from those of student to teacher, but also from novice educator to reflective and transformative practitioner as you build an appreciation and understanding of the issues and interrelating factors in schools, and the scope and complexity of teachers’ work.

*Suggested reading: Tinning et al, Chapter 1 and 15 (pp. 248-257)*

**Making the most of your prac experience**

All students will complete 5 days of observation however the content and timing within each prac will vary depending on the school’s timetable. Ideally, you will see a variety of grades, content knowledge and teaching styles. For example, you might observe PE lessons for Year 6 swimming and Year 2 ball games, then in your Year 4 or 5 class a lesson each in Maths, SOSE, Science, Music or LOTE.

**Using this workbook**

The completion of this workbook will contribute towards your final grade in EDUC3004. You are required to complete all sections in a thorough and articulate manner. This workbook will also be referred to throughout the semester in EDUC3004 Instructional Skills and Strategies and EDUC3008 Social Construction of Curriculum. Please ensure it remains in a ‘healthy’ and legible condition for these purposes.

Most of your answers may be recorded directly into this workbook. Point form is acceptable for most questions however your notes must be comprehensive. For extended responses however, you will be required to provide your own paper.

**Suggested texts**

You will be referred to various chapters in the texts. These readings will assist in ‘making sense’ of the prac and focus questions (and therefore your teaching).


1. What is a school?
*Suggested reading: Tinning et al, Chapter 2 (pp. 24-28)*

1.1 Describe a school to someone from another planet.

In your description, refer to the use of time, space and resources as well as the organisational and behaviour management within a school.

NB: Do not describe the specific details of the school in which you are placed. Please be more general your description.

1.2 Who are the members of the school community in which you are placed?

1.3 Who holds authority in this school community?
2. **What is Health and Physical Education?**

*Suggested readings: Tinning et al (2001), Chapter 11 and Tinning et al (2005), Chapter 4*

2.1 What is PE?

2.2 How does PE fit in this school?

2.3 How is PE received in the school community?

2.4 What impact does PE have on the school?

2.5 Where does Health Education (HE) fit in?

2.6 How is HE received in the school community?
3. What is teachers’ work?

3.1 The Classroom Teacher
3.1.1 What tasks does the classroom teacher perform:
In the classroom? Outside the classroom?

3.1.2 Describe a typical work day for the teacher.

3.1.3 How does the teacher plan? What other ‘behind-the-scenes’ work occurs?

3.2 The PE Teacher
3.2.1 What tasks does the PE teacher perform:
In the ‘classroom’? Outside the ‘classroom’?

3.2.2 How is the PE teacher’s work organised? (circuit, programming, planning, resources, etc)
4. What is a lesson?

Over a number of classes throughout your week, comment on the following aspects of the teaching you observe. Should you observe differences between various teachers or classes, make note. Please read the “Suggestions for Observing Teachers” prior to making these observations.

4.1 Planning for optimal learning
   Suggested reading: Tinning et al (2005), Chapters 15 & 17

4.1.1 Ask a teacher(s) if you may see some of their unit/lesson plans. What is the difference between a unit plan and a lesson plan?

Does the teacher plan for:

4.1.2 Safety? Who sets the guidelines? What type of safety aspect are teachers planning for?

4.1.3 Management / discipline? What type of management (organisational and behavioural) notes have teachers made? Where have the discipline guidelines come from?

Provide a very general description of the types of rules that govern this class (you may include notes on how they are determined and made explicit; what types of consequences are involved?)
4.1.4 Extension work? Is work planned for students who finish early? How has the teacher developed the extension work?

4.1.5 Teaching cues? Has the teacher planned the phrases / language they will use with the class? What makes an effective teaching cue?

4.2 Facilitating the learning process

Suggested read: Tinning et al (2005), Chapter 27

4.2.1 How do students enter and leave the class space?

4.2.2 How is the roll marked? Why is the roll marked?

4.2.3 How does the teacher gain and maintain students’ attention?
4.2.4 How is equipment distributed and collected?

4.2.5 How does the teacher organise students into groups?

4.2.6 Describe the transitions (movement of students) between activities / experiences?

4.2.7 Describe the teachers’ movements and positioning within the class space.

4.2.8 Do students feel safe (physically and emotionally) in this class? How do you know this?
4.2.9 Are class rules consistently reinforced / used?

4.2.10 Are the teaching cues reinforced throughout the lesson?

4.2.11 How are questions used in this class?

4.2.12 Do all students receive feedback? What type of feedback (eg: general / specific; positive / negative; individual / group; public / private)?

4.2.13 How is the lesson sequenced (eg: intro-body-conclusion)?
4.2.14 Which types of teaching styles are being used? Are these styles effective?

4.3 Communicating, interacting and working with students
Suggested reading: Tinning et al (2005), Chapter 13

4.3.1 How does the teacher use their voice?

4.3.2 How does the teacher use their body language?

4.3.3 Describe the teacher-student rapport.

4.3.4 Is the teacher enthusiastic for and interested in the subject matter?
4.3.5 Is the teacher enthusiastic for and interested in the students?

4.3.6 How does the teacher provide explanations to students? How successful are these explanations?
5. PE Student Observation

5.1 You are to track 2 different students each for an entire PE lesson (that is, track student 1 in lesson A and student 2 in lesson B). So that you can discuss at a later date, briefly describe each student’s interaction in their lesson. The following questions are provided to guide your notes however you should record any information you consider relevant.

- How does the student interact with their peers? The teacher? The set activities?
- How active is the student? What do they do?
- Document what the teacher says to the student.
- Is the student enjoying the lesson? How do you know this?
- Is the student motivated in the lesson? How do you know this?
- Is the student learning (cognitively, physically &/or socially) in the lesson? How do you know this?

Student 1

Year level:

PE Unit:

Brief description:
<table>
<thead>
<tr>
<th><strong>Student 2</strong></th>
<th>Year level:</th>
<th>PE Unit:</th>
</tr>
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<tbody>
<tr>
<td>Brief description:</td>
<td></td>
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</table>
6. Pair and Share

Upon your return to University, you will work with your school partner to compare your workbook recordings. You will then share these observations with the class.