

Berinba Public School

A School dedicated to quality teaching and learning



Supporting Pre-service Teachers

Policy and Implementation



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Purpose

Berinba Public School recognises the important role it can play in providing high quality placements which support initial teacher education programs. We are committed to maintaining, building upon and initiating new partnerships with local and interstate tertiary institutions.

Pre-service teachers who complete their professional experience placement at Berinba Public School will be supported by quality mentor teachers and will receive a high level of commitment, care and support from their mentor teacher and the School Professional Experience Coordinator (SPEC).

Guidelines

The pre-service teacher process will:

- Ensure high quality professional experience placements for pre-service teachers.
- Recognise and value the different roles of the pre-service teacher, Mentor teacher, School Professional Experience Coordinator and Tertiary Advisor.
- Ensure all parties place focus on the development of future teachers and are committed to sustaining and building the quality of teacher professional experience.

Supporting Pre-service Teachers Implementation

Pre- and development-service teachers will be placed with a mentor teacher who has agreed to support the growth and development of the pre-service teacher. The mentor teacher agrees to involve the pre-service teacher in all appropriate aspects of school life with the mindset to value add to the repertoire of experiences in their stage team, the whole school team and as opportunities may arise to participate in the local network of schools. This may involve Professional Learning opportunities.

Pre placement contact

Initial contact will be made with pre-service teachers and the universities by the School Professional Experience Coordinator.

Mentor teachers will make contact with the pre-service teacher after receiving an initial welcome email from the School Professional Experience Coordinator which includes the email contact information of the pre-service teacher.

The School Professional Experience Coordinator shall deliver to the mentor teacher the Berinba Public School induction package, so that the mentor can add their own programs and valuable resources to the pre-service teacher upon their initial meet and greet prior to their placement. Mentor Teachers will also receive from the School Professional Experience Coordinator any relevant paperwork including handbooks and reporting forms that the University has corresponded to the school with.

Responsibilities of staff

Responsibilities of the Pre-Service Teacher

- Be familiar with their professional experience handbook and placement expectations.
- Be fully prepared each day for their placement (lesson plans completed/ handed in on time, resources and equipment prepared for lessons, punctual each day, attending relevant meetings).
- Be active in their learning and willing to engage in reflective discussions about their teaching practice with their mentor teacher and the School Professional Experience Coordinator as appropriate.
- Be active in seeking opportunities for further professional learning opportunities (visiting other classes/ school programs, attending other meetings, asking questions).

Responsibilities of the Mentor Teacher

- Contact the pre-service teacher after receiving an initial welcome email from the School Professional Experience Coordinator
- Be familiar with the professional experience handbook and placement expectations for their pre-service teacher prior to placement.
- Provide an in-class induction outlining key aspects of the classroom (where to store belongings, smartboard/computer use, resource location, area for the pre-service teacher such as a desk space).
- Meet daily with the pre-service teacher to discuss lessons, teaching goals, future directions as underpinned by the Australian Professional Standards for teachers.
<https://educationstandards.nsw.edu.au/wps/wcm/connect/9ba4a706-221f-413c-843b-d5f390c2109f/australian-professional-standards-teachers.pdf?MOD=AJPERES&CVID=> (a copy of this has been provided to your pre-service teacher in their induction package).
- Provide support, guidance, and encouragement to the pre-service teacher in need of extra help with aspects of their teaching. Do we need to mention feedback specifically?
- Complete their placement (intermediate and final) reports **within two days before** the

due date to allow the School Professional Experience Coordinator to proofread, sign and confer with the pre-service teacher. We are role models for keeping to time commitments and representatives of our school to tertiary institutions. This also allows the pre-service teacher to submit to the tertiary institution on time.

- Communicate with the School Professional Experience Coordinator throughout the placement.
- Seek support from the School Professional Experience Coordinator if problems or concerns arise and persist during the placements.
- Follow appropriate university protocols for pre-service teachers identified as 'at risk'.

Responsibilities of the School Professional Experience Coordinator (SPEC)

- Communicate with partner universities to determine placement numbers.
- Liaise with school staff and match teacher mentors with pre-service teachers.
- Make initial contact with the pre-service teacher which includes and introduces the mentor teacher, relevant paperwork and welcomes the pre-service teacher to Berinba Public School.
- Send relevant paperwork such as handbooks and report formats to the mentor teacher as information is received from the tertiary institution. Make time to discuss with the mentor teacher as appropriate/ if required.
- Conduct first day induction with the pre-service teacher (distribute any relevant information or outstanding paperwork, conduct school tour, and answer any questions).
- If required, observe lessons and complete lesson observations as outlined by the relevant university.
- Provide any professional learning to pre-service teachers on relevant topics to help them prepare for their teaching career.
- Ensure guest access to the Department's network for the duration of the pre-service teachers placement (paperwork required from pre-service teacher).

Responsibilities of the Tertiary Advisor

- Liaise with the School Professional Experience Coordinator to monitor the progress of the pre-service teacher.
- Where appropriate, plan and schedule mutually agreeable times to visit and observe the pre-service teacher teach and to meet with them to discuss the placement.
- Liaise with the School Professional Experience Coordinator and mentor teacher if problems arise and persist during a placement.
- Provide the necessary documentation if students are considered 'At Risk' and lead the school in the appropriate course of action.

Mentoring a pre-service teacher? – Tips and things to remember...

To help ensure our pre-service teachers feel welcome and confident in the classroom, you may like to use the list below to see if you have done the following things:

- Provided a brief tour of the room (where things go, where books are kept, art resources and other essentials).
- Allocated a space for the pre-service teacher to sit or a desk space, if possible, especially if they are on a longer block.
- Provided them with a safe space to leave personal belongings during the day.
- Guided them on how to access the network/ computer and how to access class programs.
- If required, provided your copy code so they can photocopy for lessons.
- Provided them with a class list to allow them in becoming familiar with student names. This is a great opportunity for a brief class synopsis (e.g., health care plans, ILP's, PLP's or other important information).
- Provided them with a class timetable (when RFF is scheduled and other school commitments such as assemblies, sport times and meetings).
- Introduced them to the class as a 'teacher' rather than a prac student.

These little things will make a huge difference and will support these teachers feel and be more prepared and ready to teach.

Types of Feedback

Warm feedback is constructive, explicit and helps build on strengths.

For example:

- The process really helped students focus their thinking about a difficult issue
- I liked the way you gave students a range of options in terms of the way they could respond to the project, curriculum content, stimulus etc.

Cool feedback is constructive and raises issues or potential questions. It encourages reflection on aspects of teaching and learning with a view to improving. It notices what's not in the work and flags it for consideration.

For example:

- What opportunities did students have to be involved in an assessment of learning
- How could you increase students' opportunities to make more decisions for themselves during the unit?
- How would students use or apply this knowledge in the real world? What Future Focused learning strategies did you use? How would you know if they were capable of doing so?
- What would you have liked to see more of or less of during the lesson/ learning experience? How could that happen?

Hard feedback is again explicit. It raises issues to promote broader, deeper thinking about work.

For example:

- How does this approach sit with your own teaching philosophy/ moral imperative?
- You seemed to be assuming X or Y– how do you feel this impacted the students learning/ participation in the task?