

Monitoring professional experience performance: Policies and procedures

USING THE QCT STANDARDS

“The professional standards underpin all stages of professional learning throughout a teacher's career and apply at a number of stages of registration. The pre-service teacher education stage of professional learning leads to eligibility for provisional registration.

The level of expectation varies according to the particular stage – provisional registration; full registration; and ongoing renewal of registration. For example, the expectations of a graduate are not at the same level as for a teacher moving to full registration following one to two years of teaching.

The standards are a total package of integrated components, not a checklist of competencies to be marked off. The expectation is that all components will be addressed in making holistic decisions about the preparedness of graduates against each standard area.

This means there will not necessarily be a one-to-one correspondence of assessment items and pieces of evidence against each component of the standards – a single assessment item may be able to provide evidence of achievement across a number of dimensions of a standard and across more than one standard area.”

Program approval guidelines for pre-service teacher education; Queensland College of Teachers; the State of Queensland (Queensland College of Teachers) 2007 as revised January 2009.

PREAMBLE

The professional experience provides an opportunity for each pre-service teacher to develop the knowledge and skills required of a successful beginning teacher. Most pre-service teachers experience some difficulties as they progress through each professional experience. The support and advice of school-based staff are generally sufficient to help the pre-service teacher towards mastery. Early intervention is the key to success.

Please note: So that appropriate and collaborative action can be taken quickly, the School of Education must be notified immediately in any case where the pre-service teacher has failed to:

- Comply with the school's policy for the protection of young people
- Comply with the school's policy on occupational health and safety
- Comply with any lawful direction given by school supervising staff
- Act in a professional manner
- Meet attendance requirements.

NORMAL PROGRESS

Monitoring of performance and providing feedback is vital in the development of the pre-service teacher's knowledge and skills required to be obtain a pass for the professional experience. It is a requirement of professional experience that at a suitable time after each lesson or part of a lesson that is taken by the pre-service teacher, the supervising teacher:

- Asks the pre-service teacher to reflect on and outline the lesson's successes and failures and underlying reasons.
- Provides feedback, highlighting and discussing areas of strength and areas that are not yet satisfactory. This feedback can be as notes written on the lesson plan or on the template form available on the School of Education website or verbal, in which case the pre-service teacher should take notes for later reference.
- Makes suggestions for improvement – again the pre-service teacher should make brief notes.

The pre-service teacher incorporates the suggestions into subsequent planning and delivery of lessons and checks the planning with the supervising teacher prior to the delivery of those lessons.

The supervising teacher monitors and advises the pre-service teacher of progress. The desired outcome is an ongoing improvement in the pre-service teacher's demonstrated performance. If the required improvement does not happen the "At Risk" processes outlined below must be followed.

"AT RISK" OF FAILURE

Should there be any concerns about the capabilities or lack of development of skills of the pre-service teacher during a professional experience, there must be open discussion with, and close cooperation between, all parties involved. University of Queensland staff should be notified as soon as possible. Very often, structured analysis and timely support and direction will lead to success. Intervention should be collaborative and include the school coordinator of pre-service teachers and the UQ facilitator.

For primary and middle years of schooling pre-service teachers, intervention may occur at the time up to and including the end of the second last week of supervised professional experience. For secondary pre-service teachers, intervention may occur at the time of the preparation of the interim report, up to and including the end of the second last week of supervised professional experience or up to and including the end of the second week of the internship.

Intervention has the following steps:

1. The supervising teacher identifies the areas of concern that have been raised previously with the pre-service teacher and are not being adequately addressed.
2. The supervising teacher contacts the school coordinator of pre-service teachers who then contacts the UQ facilitator.
3. The school coordinator downloads the At Risk form available on the School of Education website.
4. The school coordinator of pre-service teachers and the supervising teacher/s should meet with the pre-service teacher to discuss the interim report and the At Risk notification. The UQ facilitator is available to assist with the facilitation of these discussions.
5. At this meeting the areas of concern must be made clear to the pre-service teacher. At this meeting a discussion of strategies to address the identified problems is required. If at all possible the UQ facilitator will observe practice with the class or classes indicated by the supervising teacher
6. The school coordinator of pre-service teachers and the supervising teacher/s complete the At Risk notification. The original signed form should be given to the pre-service teacher. A signed copy of the At Risk form should be faxed to the UQ School of Education (fax: 33657199).
7. The supervising teacher monitors change and progress over the following week.
8. If, after one week, the pre-service teacher has not demonstrated significant improvement, the supervising teacher or school coordinator of pre-service teachers should contact the UQ facilitator immediately.
9. In the event that the pre-service teacher has failed to demonstrate improvement that would enable completion of the professional experience at the level required for final evaluation in the areas of concern in the set time, the pre-service teacher will be deemed to have failed the professional experience. The supervising teacher will be asked to complete the evaluation form based on the pre-service teacher's performance to date. The pre-service teacher will be withdrawn from the professional experience.

The evaluation form is completed during the final week of the supervised professional experience.

Adequate ongoing monitoring and feedback, early intervention and proper remedial strategies ensure that, whatever the final result, the pre-service teacher has been given timely advice on problems and opportunities to address these problems.

To ensure structured analysis, timely support and clear direction, At Risk intervention should be implemented before the final week of the professional experience. It should be only in rare cases where some gross case of unprofessional behaviour arises in the last week that an unsatisfactory result is then considered and the School of Education must be informed immediately.