



## Professional Experience Placements for Pre-service Teachers in the Master of Teaching course

### Policy

Title: Professional Experience placements for Pre-service Teachers in the Master of Teaching course policy  
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#### Overview

Professional experience placements are a crucial component of the Master of Teaching course and this policy details the roles and responsibilities of those involved in the placement.

#### Purpose

The purpose of this policy is to outline the roles and responsibilities of Morling College, placement schools and pre-service teachers.

#### Importance of Professional Experience Placements

According to research findings, professional experience is the most important and powerful component of teacher education. An essential component of pre-service teacher training is the connection of theoretical learning with practice. Professional experience is at the core of all pre-service education programs and at Morling College Professional Experience is the central component around which other course units are built. The success of the professional experience program is dependent on the partnership between: Morling College; the placement schools and supervising teachers; and, the pre-service teacher. All parties work together to achieve the best learning environment for the pre-service teachers.

Professional Experience is about workplace professional learning where pre-service teachers can experience the everyday reality of schools, classrooms and teaching; bring together ideas and theories from the course units with their own experience of observing and teaching in classrooms particularly in relation to their teaching specialisations; begin to develop a professional knowledge and understanding of teaching; gather evidence to demonstrate that they have met the Australian Professional Standards for Teachers at the Graduate Standard (NESA, 2017); and start to experience and understand the culture of the school as a workplace with its related values, norms and practices.

#### Roles and responsibilities

The roles and responsibilities of the relevant parties who are most closely connected with the professional experience program for pre-service teachers are detailed below. These responsibilities have been adapted from the BOSTES (NESA) document *A Framework for High-Quality Professional Experience in NSW Schools* (BOSTES, 2014).

### **Morling College – Director of Professional Experience, Tertiary Supervisor, Professional Experience Office**

The Tertiary Supervisor is a member of the Morling College Faculty of Education and is the key point of contact for both pre-service teachers and supervising teachers in relation to the Professional Experience placements. Their responsibilities include:

- Coordinating the Professional Experience placements for each student and being responsible for the organisation and management of the program including ensuring that effective and coordinated support, guidance and developmental opportunities are provided to pre-service teachers.
- Liaising with the relevant personnel within Morling College including the Morling College General Manager to ensure that insurance is current and that pre-service teachers are covered under insurance whilst they participate in College course-approved work placements and experience. This includes obtaining a copy of the Insurance Certificate of Currency for inclusion in the Professional Experience Manual.
- Being an advocate for quality teaching practice that is based on current theory and research, and a supporter of current and possible educational partnerships and collaborative activities between providers and schools.
- Ensuring pre-service teachers have completed necessary child protection and anaphylaxis training before their first placement.
- Visiting (or arranging for a suitable representative to visit) the pre-service teacher on their Professional Experience to discuss their progress with them and the supervising teacher. This would include observing lessons given by the pre-service teacher and completing a report on their developing teaching skills.
- Contributing to the pre-service teacher's professional learning during the professional experience placement by modelling quality teaching and learning practice including a knowledge of: the subject content to be taught and how students learn; effective planning, programming and student assessment; and, effective interpersonal and communication skills.
- Overseeing pre-service teachers' placements to ensure necessary diversity of situations.
- Providing pre-service teachers with necessary information regarding professional expectations of placements.
- Monitoring the correct application of procedures and ensuring due process in the event of concerns about the progress of pre-service teachers; and, advising principals/heads of school, professional experience coordinators and tertiary supervisors if the *Student in Need of Additional Support* procedures are required.
- Ensuring that all the documentation from the pre-service teacher is completed and performing the final assessment of whether the professional experience has been satisfactory or not.

### **Pre-service teacher/Teacher education student**

The pre-service teacher/teacher education student has a number of responsibilities both before and during the placement including:

- Being familiar with and complying with all requirements of the professional experience program including documentation, contact with relevant staff and teaching load.
- Completing all child protection and anaphylaxis training before undertaking a placement and submitting the appropriate documentation to Morling College.
- Being fully prepared for the professional experience placement in terms of prior contact with the school or supervising teacher and developing an initial appreciation of the school context.
- Complying with school policies and procedures relating to staff and conforming to the school's professional expectations of staff.
- Presenting an ethical, responsible and professional attitude in all contact with school staff, students, parents and carers.
- Adequately planning for, teaching and evaluating the required number of lessons depending on their placement including preparing written lesson plans with details of anticipated outcomes linked to the relevant syllabus, activities, resources, strategies for evaluating planned outcomes and providing feedback to students.
- Respecting the personal effort and constructive professional advice provided by the school, supervising teacher and tertiary supervisor.
- Providing evidence of completion of activities as per the relevant section of the Professional Experience Handbook to both the supervising teacher and the tertiary supervisor.
- Seeking help if they are experiencing difficulties during the Professional Experience placement, either from their supervising teacher or the Morling Education Tertiary Supervisor.

### **Placement schools – Principal/Head of School, Professional Experience Coordinator, Supervising Teacher**

- The principal/head of school has the responsibility to arrange appropriate support for the professional learning of each pre-service teacher during the professional experience placement and confirming that supervising teachers have sufficient teaching experience and interpersonal skills to fulfil their role.
- The principal/head of school also has the responsibility of informing school staff that pre-service teachers are not to be given sole responsibility for supervising activities involving risk to students (e.g. playground duty) and that supervising teachers and other school staff continue to have duty-of-care responsibilities.
- The PE Coordinator and Supervising Teacher have the responsibility to develop a comprehensive understanding of Morling College's Professional Experience requirements from the relevant Professional Experience Handbook (1, 2 or 3) in order to guide the planning of the learning opportunities appropriate to the developmental level of the pre-service teacher.
- The PE Coordinator and Supervising Teacher have the responsibility of orientating the pre-service teacher to the school setting including introductions to staff, provision of rules and expectations, explanation of roles and responsibilities and limits of the pre-service teacher's responsibilities and authority.
- The PE Coordinator and Supervising Teacher have the responsibility of selecting a range of suitable teaching experiences from initial observation through to the selection and allocation of suitable classes and guiding and supporting the pre-service teacher's teaching through all phases of their Professional Experience.

- The Supervising Teacher has the responsibility to provide formative and constructive feedback on lessons taught by the pre-service teacher and provide advice to guide their ongoing professional learning.
- The Supervising Teacher has the responsibility to ensure that the Tertiary Supervisor is contacted if the pre-service teacher is experiencing difficulties or is in need of additional support. Ideally this should occur as early as possible so that *Student in Need of Additional Support* processes can be implemented.
- The Supervising Teacher has the responsibility to complete all necessary documentation from Morling College including the Interim Report and the Professional Experience Report.

## References

BOSTES. (2014). *A framework for high-quality professional experience in NSW schools*.

Sydney: BOSTES. Retrieved from

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