

# INFORMATION SHEET

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## Initial Contact with Supervising Teachers / Site Coordinators

This contact with supervising teachers or visit to the school / learning site should occur **prior to the commencement of the block placement** for Professional Practice placements (Bachelor of Education courses) OR **during the first week** for Professional Praxis placements (Master of Teaching courses). University Supervisors might arrange a visit to the school / learning site or contact the supervising teacher by phone, email or online (e.g. zoom).


### Purpose

The purpose of this initial contact is to ensure that supervising teachers have a clear understanding of the expectations of the specific placements and have been supported in their role as assessors of pre-service teachers against the Australian Professional Standards for Teachers or assessment criteria for the specific Professional Practice/Praxis placement. Expectations for professional experience include having a clear and shared understanding of:

- what students must have the opportunity to do during the placement to be able to demonstrate the outcomes and assessment criteria on summative reports;
- the extent of relevant prior experience, knowledge and skills that pre-service teachers should be assumed to have developed prior to the commencement of the placement including the focus of current Professional Practice courses, where relevant;
- any school or classroom contextual factors that may impact on pre-service teachers' classroom performance or demonstration of the assessment criteria for the placement; and
- the purpose and use of the Classroom Observation feedback template, expectations for feedback and the requirements for any aspects of planning, teaching, assessing and reflecting that comprise tasks and expectations for record-keeping by the pre-service teacher in the working portfolio.

### Suggested approach and communication strategies for initial contact / visit

- University Supervisors should firstly ensure that supervising teachers have received a copy of the Information and Guidelines booklet for the particular placement.
  - If the supervising teacher has not received a copy of the booklet and reporting forms, an electronic copy should be emailed directly to him / her.
- Supervisors can explain that reporting formats align with the common report used in Queensland ("The Final Professional Experience Recommendations") with the standards grouped around five specific areas of classroom practice.

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- Depending on the classroom teacher's experience in the role of supervising teacher, the Supervisor could briefly explain each of these groups of Standards and describe how the Classroom Observation template can be used to give feedback to the pre-service teacher especially in relation of the groupings for "Teaching effectively" and "Managing effectively" on the report.
  - Reference can be made to the table in each Information and Guidelines booklet called "Observation focus for feedback and monitoring of progress". And its alignment with the Standards being assessed during the placement and the Guide to Making Judgements in each booklet
  - Supervisors should also clarify the prior knowledge and skills of pre-service teachers at this stage of their development or progress through the course. For example, explanation could include whether this is a first/ second / third placement; the amount of support the pre-service teacher may require in terms of planning a lesson at this stage of their development; experience that the pre-service teacher has with using curriculum documents; or the level of content knowledge the pre-service teacher may have acquired to date in their coursework.
    - Referring to the Course Map included on the first page of the Information and Guidelines booklet will be useful here.
    - The value of observation of the supervising teacher's practice can be confirmed here and the University Supervisor could encourage supervising teachers to engage in collegial discussions with pre-service teachers about the strategies they have observed; what they might have noticed about students' engagement and participation especially in terms of factors that might affect their learning; and the formative assessment strategies the supervising teacher may have used to check whether the intended learning goals / lesson objectives have been met by all students
  - Expectations about the maintenance of the working portfolio during the placement may also be clarified during this initial contact or visit.
  - Supervisors should ensure supervising teachers can contact them if they have queries or concerns and discuss the possible timing for a visit during the block placement.
    - Timing for a moderation / supervision visit in the block placement would usually occur close to the time of the Interim Report but may be earlier if the supervising teacher expresses concern about the pre-service teacher's development.