

# INFORMATION SHEET

BE WHAT YOU WANT TO BE

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## Contact with site – monitoring and moderating pre-service teachers' progress

This visit occurs **during the professional experience placement** preferably around or shortly after the time of the Interim report. This is usually at the mid-point of the placement and coincides with a time when pre-service teachers will have completed a range of teaching and planning tasks and have received some feedback on their progress towards demonstrating the Standards at expected level for the placement.

### Purpose

This visit has two main purposes:

- to collaborate with and support supervising teachers in making judgments about the pre-service teacher's progress and achievement during the placement; and,
- to provide feedback and support for pre-service teachers' professional learning and development and their demonstration of the criteria for the specific placement.


### Suggested strategies for contact or the visit to the school / learning site

University Supervisors should conduct a general discussion with the supervising teacher about the pre-service teacher's progress towards meeting the requirements of the placement. Discussions should centre on **observations of teaching performance** and the **ratings on the interim report** and raise any concerns, strengths or areas of improvement for the pre-service teacher. Any concerns around preparation, maintenance of the working portfolio or professional conduct should be raised at this stage.

The University Supervisor should view selected materials from the pre-service teacher's working portfolio to confirm the supervising teacher's assessment of his/her progress.

Some suggestions for questions/ discussion points might include:

- What feedback have you received about your teaching on this placement?
- Show me some evidence you have collected about student learning in the lessons you have planned and taught.
- What does the evidence tell you about this student's / group's learning?
- What information did you collect about the learning of the whole group or class?
- Have you recorded your reflections on that knowledge? (Ask to read a reflection along these lines.)

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- Tell me about a lesson that worked very well/ didn't work the way you planned. (Look at the planning and ask if there is anything in the planning that the pre-service teacher would change or use again as a result of reflection on that teaching experience.)
  - Ask to see the daily reflection written after that lesson was implemented and identify whether mention was made of the main aspects of professional learning the pre-service teacher has talked about. Clarify the purpose of reflection if this is not evident.
  - Ask if the pre-service teacher has any queries or concerns about expectations or their progress.

The follow up discussion with the supervising teacher should focus on the records and artefacts viewed in the pre-service teacher's working portfolio and how they confirm or add other considerations to his/her classroom observations and formative assessment on the Interim Report.

If the pre-service teacher is not performing at the standard expected of the placement, University Supervisors should arrange a return visit and outline clear expectations about the improvements you expect to see at this stage.

Alternatively, "At Risk" process may be initiated if required (after collaboration with the supervising teacher). The "At-Risk" process must include the development of a support plan with a focus on strategies for the pre-service teacher's improvement and demonstration of the criteria.

If an "At-Risk" process is required, arrange a follow-up visit **within a defined timeframe** and request that the pre-service teacher email you samples of their work showing how they meet the expectations. Refer to the detailed outline of the "At-Risk" process in the handbook and use the documentation form and "Support Plan" template to record reasons underpinning the at-risk status and strategies for addressing these aspects of practice.