



INTERVENTION AND SUPPORT FOR PRESERVICE TEACHERS

As routine practice, Mentor Teachers (MT) are asked to engage the Preservice Teacher (PST) in a formative evaluation of progress approximately half-way through the Professional Experience placement. However, at any time during Professional Experience the Mentor Teacher, usually in consultation with the School Professional Experience Coordinator (SPEC), may determine that a Preservice Teacher is not making satisfactory progress towards successfully completing the placement. In such cases, the goal is to assist the Preservice Teacher to satisfactorily complete the Professional Experience placement.

It is not appropriate for Preservice Teachers to receive an unsatisfactory assessment for the placement without having been provided support through the Intervention and Support Process. It is in the best interests of all involved in the program that Preservice Teachers who are not meeting the requirements of the program be identified early.

The UC Professional Experience program requires Mentor Teachers to assess Preservice Teachers in all three domains of the Australian Professional Standards for Teachers. It is appropriate to initiate Intervention and Support if the Preservice Teacher is making unsatisfactory progress in any one of the three domains.

In such cases, the following process occurs:

The Mentor Teacher may wish to contact UC to discuss initial concerns. Contact can be made through the Placement Team in the first instance to peoffice@canberra.edu.au.

The Director of School Partnerships is Chris Morrissey (chris.morrissey@canberra.edu.au) and the School Placement Lead is Kathy Mann (Kathy.mann@canberra.edu.au)

- The Mentor and/or the SPEC and Preservice Teacher formally discuss any issues using the 'Professional Conversations' approach and record the outcomes of the conversation on a Professional Experience report marking it a 'record of professional conversation'. With reference to the *Guide to Preservice Teachers' Professional Practice and the Australian Professional Standards for Teachers*, the SPEC or Mentor Teachers record specific goals or expectations for satisfactory progress and provide a copy of this report to the Preservice Teacher. SPECs or Mentor Teachers may also use this process to identify unsatisfactory conduct with reference to school-specific policies.
- If the Mentor Teacher and the SPEC determine that the PST has not met essential components of the professional experience, the Professional Experience Report will be completed by the MT and '*in need of Intervention and Support*' would be ticked. The areas of concern will be highlighted and appropriate correctional measures documented. Reference should be made to the Australian Graduate Teacher Standards. This report is then forwarded (via email) to peoffice@canberra.edu.au.
- A School Liaison Team member will be assigned to the case. The School Liaison Team will discuss the progress of the professional experience placement with both the Preservice and Mentor Teacher and may then arrange a Professional Conversation with the PST, the mentor or with both. As an outcome of these conversations, a plan for successful completion of the professional experience placement will be developed that may include goals, timelines and indicators of success.

- The School Liaison Team member will be available to the Preservice Teacher for advice and support.
- The School Liaison Team member will also be available to provide advice and support to the Mentor Teacher and SPEC. This may be in person, by telephone or email as appropriate.
- The School Liaison Team member will not normally observe lessons for the purposes of evaluation, as the observation of isolated lessons is rarely useful in evaluating teaching practice. They may observe lessons for the purposes of support.
- The School Liaison Team member, in consultation with the Mentor Teacher and School Professional Experience Coordinator may extend a Professional Experience Placement by **up to 5 days** if, in their opinion, this will give the Preservice Teacher a reasonable chance to successfully complete the placement.
- If, following the Intervention and Support process, the Mentor Teacher and/or the SPEC determines the Preservice Teacher's progress remains unsatisfactory, the School Liaison Team member will recommend an action to the Director of School Partnerships that the student be withdrawn from the school and the Final Report marked as unsatisfactory.
- The electronic Professional Experience Final Report is to be completed in all cases, including an unsatisfactory result and this report (with signatures) is forwarded to the Placement Team via email peoffice@canberra.edu.au.

Students who do not satisfactorily complete a practicum but pass all course work in the related unit may re-enroll in the unit the following year. They may receive advanced standing for the course work component of the unit at the discretion of the Unit Convenor, remembering that course work components change from year to year or that an assessment task may be linked to the placement.