

Australian Institute for Teaching and School Leadership

Supervising Preservice Teachers

What is the Supervising Preservice Teachers program?

Supervising Preservice Teachers is an interactive and self-directed online professional learning program aimed at enhancing teachers' knowledge, skills and confidence to effectively supervise preservice teachers.

The program was developed through a partnership between AITSL, the New South Wales Institute of Teachers (now Board of Studies, Teaching and Educational Standards) and the Queensland College of Teachers.

Who is the program for?

- Teachers who supervise preservice teachers on professional experiences including those with:
 - no prior supervising experience
 - some or significant experience but seeking additional support.
- Teachers who are interested in supervising preservice teachers, or who are taking on other mentoring roles.
- School leaders and professional experience coordinators.

Program overview

- Four modules, accessible in any order
- Content accessed through inquiry based questions
- Film and audio resources to support learning
- Embedded forums to share learning

The screenshot displays the AITSL website interface for the 'Supervising Preservice Teachers' program. The header includes the AITSL logo and navigation links: Home, About, Threads, My Certificates, Help, Resources. The main content area is divided into four modules, each with an icon and a brief description:

- Effective partnerships**: Foster positive relationships to enhance the professional experience placement. Topics include Types of placements, Roles and expectations, and Dealing with tension.
- Practice analysis**: Deal with the practical aspects of supervision. Topics include Build relationships, Planning and observation, and Feedback.
- Making judgements**: Make high quality, fair and objective judgements based on evidence. Topics include Objectivity, Using evidence, and Involving others.
- Unpacking the Graduate Standards**: Work with the Australian Professional Standards for Teachers. Topics include Graduate Career Stage, Illustrations of Practice, and Modelling the Standards.

On the right side, there is a 'Help Desk' section with a 'Latest news' feed and a list of modules with their durations:

- Effective partnerships (82 min)
- Practice analysis (192 min)
- Making judgements (155 min)
- Unpacking the Graduate Standards (150 min)
- Templates

Below the modules is a '@aitsl Twitter Feed' showing a tweet from @missladycaz: "Expectant mothers are most welcome to join! http://t.co/dElwhd1VUG".

The footer contains logos for partner institutions: Institute of Teachers, Queensland Teachers' Union, MONASH University, Flinders University, Government of South Australia, QUT, TQI, UNIVERSITY OF GANESBERIA, and UNIVERSITY OF WOLLONGONG. It also includes the AITSL logo, copyright information (© 2012), and social media icons for Twitter, Facebook, and YouTube.

Inquiry mode

1. **Effective partnerships**

What is my role in the professional experience placement? How do I work with the university to enhance the experience for the preservice teacher?

2. **Practice analysis**

What am I looking for when observing a lesson? How do I communicate my observations to the preservice teacher to support their development?

3. **Making judgements**

What evidence should I be considering when making judgements? How do I make high quality, objective and fair judgements? How do I balance being a mentor and assessor?

4. **Unpacking the Graduate Standards**

How do I use the Standards to shape the learning and development of the preservice teacher? How can I model the Standards through my own practice?

Module design

The modules deliver information in a variety of ways:

- Evidence-based research
- Opportunities to share challenges and opportunities
- Dynamic learning activities
- Multimedia resources
- Reflective questions
- Further readings

Practice analysis

Screen 17/24

4. What kind of feedback should I provide to the preservice teacher?
4.6 Scenario: Erick

The situation: This is your preservice teacher, Erick. You have requested that Erick give you his lesson plans two days in advance of the lessons. However, Erick has been consistently late with providing the plans. He has produced a range of excuses for not having the plans in on time. When you try to discuss this, Erick becomes upset and says that it is unreasonable to expect the plans in so early as that was not required on previous professional experiences.

Develop a set of questions that could be used as a guide for this difficult conversation. It may be useful to then role play the response with a colleague.

Questions you may have found useful +

Learning activities

Interactive learning activities are a key feature of the program and include:

- reflective tasks with an opportunity to share responses and experiences with other users
- scenario-based tasks that represent common challenges faced by supervising teachers, and provide practical strategies to use
- downloadable templates to help with observation of practice, lesson plan review and professional learning action plans.

How is learning acknowledged?

Module Certificates

These certificates will be available for participants to download and print at the end of each module they complete.

Certificate of Completion

This certificate will be available for downloading and printing by those participants who fully complete all modules in the program.

Australian Professional Standards for Teachers

Each module and page has been mapped to the Standards. These can be viewed at any time, and will be printed on all certificates.

How long will it take?

Any time, any where

Modules can be accessed whenever you like, fitting around busy schedules.

It's not all or nothing!

The modules, and inquiry themes, are designed so that the user can do as much or as little as they like, depending on their specific interest or the immediate support required.

But how much time all up?

If the user completes all aspects of all modules, it is estimated their online time will be between 8 and 10 hours.

How much does it cost?

Registration is **free** and open to any education professional.

Supervising Preservice
Teachers



Project Contributors

University of Wollongong

Queensland University of Technology

University of Canberra

Teacher Quality Institute (ACT)

Department of Education and Child Development
(SA)

Flinders University

New South Wales Institute of Teachers (now Board of
Studies, Teaching and Educational Standards)

Queensland College of Teachers

Monash University

Australian Institute for Teaching and School
Leadership

University of Wollongong



QUT

Queensland University
of Technology

TQI
Teacher
Quality
Institute

AUSTRALIAN CAPITAL TERRITORY



UNIVERSITY OF
CANBERRA

AUSTRALIA'S CAPITAL UNIVERSITY



Government
of South Australia

Department for Education
and Child Development



Flinders
UNIVERSITY



MONASH
University



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Limited