

# Asking supervisors to volunteer

One way to improve the quality of a professional experience placement is to ask all staff to express their interest in supervising (ST) a preservice teacher (PST).

## Who implements this strategy

Professional experience coordinator (PEXC) or Senior School Executive.

## How is it implemented?

- The PEXC will email the universities annual planner or dates of known placements out to all staff and ask for an expression of interest by a due date. Interested teachers will nominate their preferred practicum placement that works best for their work load.
- Proficient teachers or above are eligible to be a Supervising Teacher (ST) and they must have completed a least Module 2 from AITSL before the placement starts.
- PEXC will then review EOI's and allocate suitable ST into the university's planning document or online form. Only allocating the ST to the preferred practicum dates.
- The completed annual planner or online form (including ST email address) is then returned to the university with all the available offers from your school.
- If a teacher has expressed interest and they are not ready, the PEXC can have a professional conversation and use the PDP process to prepare the future ST. Ask an experienced ST if this colleague can observe their mentor-

ing sessions and discuss ways they conduct observations. When ready, pair the first time ST with an experienced ST.

## Variations:

- Agenda item at a whole staff meeting.
- Adjust the idea to best suit your situation.

## What are the benefits of implementing this strategy?

- Teachers who are interested and want to supervise PSTs will be the only ones involved.
- This strategy provides all proficient teachers who are thinking about leadership roles with the opportunity.
- Supervising teachers are not caught unaware or feel coerced into this role .

## Outcomes

- The pre-service teacher (PST) feels the ST is genuinely interested in supporting their professional development.
- ST benefits from reflecting on their own classroom practices.
- A supported working environment encourages PST to return to that school for employment as a beginning teacher.

## Success indicators

- An indicator that the strategy is working as intended: The ST is motivated and happy to mentor. They provide a supportive environment through genuine leadership practices. Both the PST and ST's professional knowledge and practice continues to improve and they both are enjoying the experience.
- An indicator that the strategy is not working as intended: a staff member is told they are supervising a PST. There is nothing prepared for the 1st day of placement as they do not have the time and feel pressured to take on this PST. As they are time poor, they are less likely to provide timely written and verbal feedback. The PST feels like they did not get the necessary support they wanted and they can not wait until this placement is over.

## Resource example: Email seeking volunteers

Attached is the University of xxx planning document for practicum placements for 2024.

If you are interested in mentoring / supervising a pre-service teacher (PST) can you please return your expression of interest to me with the preferred placement dates by Week 4.

Note: All supervising teachers must be proficient and have (or be willing to) complete mandatory training before the professional experience placement starts.

Please do not hesitate to contact me if you would like to discuss this leadership opportunity further.