

Preparing for a successful start

One way to improve the quality of a professional experience placement is to have other useful information organised and communicated to the pre-service teacher (PST) prior to the placement starting.

Who implements this strategy

Professional Experience Coordinator (PEXC) and/or Supervisor (ST)

How is it implemented?

In addition to the [mandatory requirement](#) a ST can inform the PST of:

- their expected arrival time and any parking/travel advice
- the school dress code
- relevant school policies
- extra curricula activities they can attend in the school or local community
- staff meetings they are expected to attend
- the schools / ST's expectations about lesson preparation/observation and feedback sessions
- the syllabus content they will be teaching and a copy of their Week 1 / 2 timetable. (Noting the teaching load may have a staggered increase as the placement progresses)
- Canteen facilities or lunch arrangements

Variations:

- A school specific professional experience email template could be created and then adjusted/tailored for each placement. The information is then sent via email to each PST.
- Outline all requirements in an email or online or face to face meeting or in a phone conversation.
- A promotional and informative video is produced and provided to all PST prior to arriving at the school.

What are the benefits of implementing this strategy?

- The PST feels they have some control over their professional development and can arrive feeling better prepared and valued.
- The PSTs first impressions of the ST and school is highly regarded.

Outcomes

- The supervising teacher appreciates that a successful professional experience doesn't just happen and they recognise the impact they have on the professional development of the PST.
- The supervising teacher 'creates' an environment that facilitates success.
- The PST feels valued and supported. They want to come back and work at this school.

Success indicators

- An indicator that the strategy is working as intended: the PST has researched and improved their knowledge of the syllabus content. They feel prepared and understand what to expect in the first week of placement.
- An indicator that the strategy is not working as intended: The PST feels anxious and unaware of what they will be teaching. They over or under prepare. The PST reports that the school / ST was not prepared for this placement.