



Guidelines for the Supervision of Pre-service Teachers

Experienced teachers can promote the professional development of future teachers. They add value to the professional experience placement of a pre-service teacher by passing on their knowledge and experience.

Why be a supervising teacher?

Have a positive impact on another person's career

Opportunity to reflect on your own practice

Learn from future members of our profession

Develop interpersonal, leadership and management skills

Increase professional networks and relationships

Enjoy personal satisfaction through supporting the development of others



Before supervising a pre-service teacher please note:

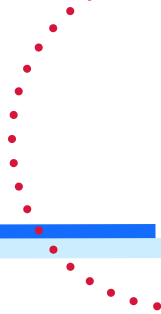
- Either prior to or on the first day of a placement, pre-service teachers (PST) must be onboarded by the appropriate member of staff at your school, as detailed in the [Onboarding Pre-service Teachers Checklist](#), before they can begin their professional experience placement.
- Onboarding a PST includes: ID checking, sighting of completion of mandatory training, collecting the [PST Acknowledgment](#), confirming that the EpiPen or Anapen demonstration has taken place, completing the [PST onboarding process in eCPC](#) and providing local school I.T. access via AMU.

Also:

- Schools are welcome to customise these guidelines by adding school specific requirements into the empty boxes included in this document.

Prior to the professional experience placement

Actions	Comments/Links
Attain proficient teacher accreditation.	
Complete supervising teacher professional learning.	<u>Requirements to become a supervising teacher</u>
Liaise with the Initial Teacher Education Provider (ITEP) to organise the professional experience (PEX) placement. Complete relevant documents and paperwork.	This may be completed by the School Principal, PEX Coordinator or other delegated teacher.
Read the ITEP handbook ensuring you are aware of supervision requirements, teaching load expectations and 'at risk' procedures.	The ITEP should provide a copy of the handbook to you prior to the placement.
Familiarise yourself with the NESA document ' A Framework for High Quality Professional Experience in NSW Schools '.	<u>A Framework for High Quality Professional Experience in NSW Schools</u>
Familiarise yourself with the NSW Department of Education's Pre-service teacher resources for supervising teachers .	<u>Pre-service teacher resources</u> <u>Strategies that support high quality placements</u>
Review the Australian Professional Standards for Teachers at graduate teacher level .	<u>The Australian Professional Standards for Teachers</u>
Communicate with the pre-service teacher (PST) to discuss: <ul style="list-style-type: none"> • arrival time for first day • parking • routines and procedures • dress code and expectations • school and classroom context. 	
Add any additional school specific details below:	



Welcome and Induction	
Actions	Comments/Links
PSTs must be onboarded in a school before they can commence a professional experience placement.	Refer to ' Onboarding a Pre-Service Teacher Checklist '
<ul style="list-style-type: none"> Ensure the pre-service teacher knows the location of first aid equipment and procedures. Provide the pre-service teacher with information on the health care plans/health needs of students in the class for subsequent discussion. 	
<ul style="list-style-type: none"> Introduce the PST to relevant staff. Explain the daily sign-in procedures. Collect emergency contact details for the PST. Provide the pre-service teacher with a school map which includes the evacuation route and procedures. 	
Discuss resources and technology available for pre-service teachers.	
Provide the pre-service teacher with information about key school policies, procedures and class context .	Policies and procedures may include: <ul style="list-style-type: none"> student welfare and discipline programs/assessment/ data collection.
Discuss the roles and responsibilities of key stakeholders , for example, senior executive, administrative staff, stage/KLA colleagues, wellbeing team, etc.	Provide pre-service teacher with a staff list
Refer to 'The Framework for High Quality Professional Experience in NSW Schools' and ITEPs handbook.	<u>A Framework for High Quality Professional Experience in NSW Schools</u>
Add any additional school specific details here:	

During the professional experience placement	
Actions	Comments/Links
Engage in daily discussions and debriefs about teaching and learning practices with the pre-service teacher (PST).	Refer to Initial Teacher Education Provider's (ITEP) Professional Experience Handbook for guidelines and expectations.
Observe and record formal observation notes on the PST's lessons.	Refer to ITEP's Professional Experience Handbook for lesson observation requirements.
Share videos of graduate standards with the PST: <ul style="list-style-type: none"> • AITSL illustrations of practice • NSW Council of Deans of Education Graduate Teacher Videos 	AITSL illustrations of practice Graduate teacher videos
Follow ITEP's students requiring additional support or at risk procedures for PST (if necessary). Ensure communication protocols are followed. Liaise with ITEP tertiary advisor (also known as university liaison) throughout this process.	Refer to ITEP's Professional Experience Handbook for at risk procedures.
Complete mid-placement progress report (if required).	Refer to ITEP's Professional Experience Handbook to check if a mid-placement report is required.
Facilitate meetings between the PST and ITEP's tertiary advisor at a mutually agreeable time (if applicable).	
Add any additional school specific details here:	

At the end of the professional experience placement

Actions	Comments/Links
<p>Refer to ITEP's handbook regarding the submission of the PST's professional experience report.</p>	
<p>Reflect on your role and record your mentoring as Elective Professional Development in your NESA (eTAMS) account.</p>	<p>Mentoring a PST and critical reflection can be considered as Elective Professional Development and recorded as such in your NESA records.</p>
<p>Complete ITEPs payment request form (this maybe be a paper, digital or online form and will differ for each ITEP) to receive your supervising teacher payment. You will have been provided with these details directly by the ITEP, or check with your school's professional experience coordinator or Principal.</p>	
<p>Add any additional school specific details here:</p>	