

103

Ball ✓

$$3 + 3 = 6$$

$$10 + 10 = 20$$

$$100 + 100 = 200$$

$$300 + 300 = 600$$

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PRIMARY INTERNSHIP PROGRAM

Expectations and
Timelines for Teaching

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WELCOME



Welcome to the Primary Internship Program at ECU.

The extended Professional Experience program was initiated in 2017 with a small pilot group of enthusiastic Interns and three merit select schools. On completion of the pilot phase of the program in 2019, we had expanded to include 25 Interns and six schools including two schools in the South West region and the School of the Air.

As we moved into the next phase of the program in 2020, we further expanded to include two Department of Education regional hubs. The Department of Education (WA) has established a network of Pre-Service Teacher (PST) support hubs to provide a high quality and enhanced practicum experience. It was also the year we faced COVID-19 disruptions and we are immensely proud of the way our schools and Interns adapted to ensure successful completion of our Internship program.

To gain a place in the Internship program students are required to have a high grade point average and undertake an interview to be considered for the program. Students successfully complete their Assistant Teacher Program (ATP) at the same school before becoming an Intern in Term 3. Interns accepted into the program have demonstrated the commitment required to be successful in the program. There is a very high employability rate for students who complete the Internship and the extended Professional Experience model ensures our graduates are 'school fit'.

We hope that you will find participation in the Internship Program rewarding and that our strong and valued partnerships will go from strength to strength.

**Associate Professor Matt Byrne, Dr David Rhodes and Ms Gail Berman,
Primary Internship Program Coordinators.**

ECU is committed to reconciliation and recognises the traditional custodians of the land upon which its campuses stand and their connection to this land. We acknowledge and offer our respect to Aboriginal and Torres Strait Islander Elders and Aboriginal and Torres Strait Islander people past, present and emerging.

GUIDING PRINCIPLES



The program is conducted in a manner to simulate a graduate's first year whilst still being guided and supported by the school and university. The Internship aims to create 'classroom ready' graduates (TEMAG, 2015, p. 67). At all times it is imperative to acknowledge that Internship PSTs are still training to become Primary Teachers. The Internship assists to develop a deeper level of understanding of the complexity of school culture and what it means to be a committed graduate teacher.

The Internship is undertaken in three distinct phases:

Phase 1

Interns attend their school for the first two weeks of the school year to gain an understanding of the functioning of the school at the start of the year. The role of Interns in this phase is primarily to observe how classroom routines are established and to begin building relationships with the children they will be teaching during the year.

Phase 2

This phase is the final teaching experience (ATP) and is governed by long standing clearly articulated processes as outlined by ECU Professional Experience guidelines.

Phase 3

Interns return to school for 10 weeks in Term 3 to continue working with their Mentor Teachers and students. This phase is focused on capturing and showcasing the deeper experience of Interns' developing expertise and proficiency of the Australian Professional Standards for Teachers (APST) at the graduate level. While Interns will be based in their 'home' classrooms, they are encouraged to explore opportunities to become involved in whole school programs and events and to explore leadership opportunities. This phase includes seven on-campus days where Interns participate in university work. The Internship is equivalent to four units a student would normally undertake in the second semester of the final year of their course.

It contains some course work elements that are necessary for their registration and graduation. Phase 3 also includes the opportunity to undertake paid relief days at the discretion of the host school. We are not looking at 'assessing' teaching competency as the ATP has been passed. It offers a unique opportunity to build on the strengths and work on areas for improvement identified in the ATP in a collegiate manner.

Guiding Principles of Phase 3

- The focus is now on enrichment and transitioning into the Primary profession.
- The aim is to experience 'full-time' work and build the stamina of a Primary teacher so Interns are more 'school fit' when they graduate.
- Phases 1 & 2 focus on the compliance & assessment involved with the ATP capstone unit. Phase 3, post ATP is focused on enrichment and transition into the Primary profession. This is all about notions of a deeper experience.
- A three-way communication process is central and is based on an understanding of key roles and a respect for the process and participants.
- The attitude of the Intern is paramount. The Internship, whilst it presents as an amazing opportunity, involves hard work and commitment on behalf of the Intern and an understanding that they are still training to become a professional Primary teacher.
- Phase 3 is not the time to become complacent and take short cuts. The ten weeks are equivalent to 4 units of study, 60 credit points.
- Expectations between the three key stakeholders need to be carefully managed. There needs to be a consistent approach across schools where expectations are the same as far as amount and quality of work across each school context.
- Assessment of the Intern's progress is a shared process between Mentor, School Internship Coordinator and University Internship Coordinator.

Teaching and Learning/Development of Teaching Practice Including Area of Specialisation

- The Internship remains embedded in the ATP classroom. It is essential that Mentors and Interns are now considered to be co-collaborators/team teaching and actively engaged in the planning process.
- Interns continue the long-term planning/reporting from Term 2 of their Professional Experience with a specific focus on remediation and differentiation of instruction. Interns need to be participating in the grading and report comments in collaboration with mentor related to this long-term planning where appropriate. Interns participate in all associated collaborative planning with mentor and other staff with a focus on Literacy and Numeracy and the remediation and differentiation of instruction. Interns will need to show evidence of planning against the APSTs.
- A focus on deepening the experience and expertise of APSTs at the graduate level.
- Interns to participate in collective Professional Learning (PL) that is targeted to the school context. This could include CMS, cultural competency, curriculum etc.
- Interns will be offered the opportunity to include up to two paid relief teaching days per week into their work in term 3. Days are offered at the discretion of the host school and will provide Interns with a unique opportunity to gain teaching experience with the support of university and school staff as they transition to the profession.
- From a supportive and participatory perspective, Interns will participate in the School Performance Management Process. It is important to note that the Interns are not assessed but are oriented to the process in terms of how it works.

This is a unique opportunity for Interns to touch base with the school leadership on how they are going and have exposure to the professional performance management process.

Reflective Practice/ePortfolio

- During the Internship, reflective practice is pivotal to the growth and learning of the Interns. Through critical reflection, deeper learning can occur by constructing and deconstructing experiences, beliefs and attitudes (Calamlam & Mokshein, 2019). Engaging in reflective conversations is one effective tool to help Interns to learn from their experiences and deepen their understandings.
- Interns will be expected to make regular reflective practice entries into their ePortfolio. Through a reflective framework, Interns will be making connection to the APSTs. Interns will collect evidence showcasing the best examples of their continuing development of the APSTs at the graduate level. This will include key artefacts and reflections to do with the teaching and learning enterprise. Selected work will be captured and recorded in the Intern's Reflective Professional Portfolio (e-portfolio).
- An ePortfolio is an evolving electronic/online resource that records, stores and archives the artefacts of learning and reflection for an individual (Hallam et al., 2008). The ePortfolio will be developed through Pebble Pad. The ePortfolio can be used to showcase work and experience for employment applications, professional registration and career advancement. Interns maintain a file as a repository of artefacts which can be added to including video/audio files, photos, documents, PDF, free text. This also forms part of the assessment process for the Internship and includes a showcase of the two key projects in Phase 3, Action Learning Project and Leadership Opportunity.



Communication

Origin of the Issue	Nature of Concern	Point of Contact
Pre-Service Teacher (Student)	Practice based issue	Mentor
Pre-Service Teacher (Student)	Issue with Mentor	School Internship Coordinator & University Internship Coordinator
Pre-Service Teacher (Student)	Issue with School Internship Coordinator	University Internship Coordinator
School	Issue with Pre-Service Teacher (student)	University Internship Coordinator
School	Issue with University Internship Coordinator	Associate Dean (Primary)

Timeline

Phase 1 (Term 1)
<p>Weeks 1 & 2 of Term 1 - Orientation full time in schools including staff Professional Development (PD) days.</p> <ul style="list-style-type: none"> • Orientation at the start of the school year. • Observation of classroom practice. • Engagement with student learning. • Small group activities possible. • Support the learning program.
<ul style="list-style-type: none"> • Interns complete five planning days as per requirements for ATP. • Interns return to on-campus study in preparation for ATP.
Phase 2 (Term 2)
<ul style="list-style-type: none"> • ATP planning, teaching and assessment according to guidelines for the practicum (weeks 1–8). • Following the completion of 8 weeks for ATP, students are required to undertake the Teaching Performance Assessment (QTPA) (weeks 9–10).
Phase 3 (Term 3)
<ul style="list-style-type: none"> • 60-80% teaching load for 10 weeks in allocated classroom and to include specialisation area. This equates to at least 1 hour a day non-contact/non-teaching time for PST's in their classroom not including University on-campus time. • The teaching load can include up to two days of relief teaching in any class in the school and three days based in the ATP classroom. This is at the discretion of the school. • Up to 10 days allocated to unit study requirements throughout the 10 weeks. One day a week for weeks 1-3 and then one day a fortnight for weeks 5-10. • One additional day allocated for on-campus seminar in specialisation learning area. • Work with Mentor Teacher in allocated classroom and beyond. • Teaching and learning development of teaching practice and leadership in area of specialisation. • Action research project (template). • Leadership opportunity (template). • All linked to APSTs and supported by e-portfolio.

ROLES AND RESPONSIBILITIES



Mentor Teacher

Each Intern will be assigned one Mentor Teacher within the school context for the duration of the three phases of the Internship.

Effective mentoring is more than just passing knowledge on to Interns. Behaviours to affect change in Interns can include 'skill-steering moves, independence-inducing moves, confidence-building moves and authority establishing moves' (Calamlam & Mokshein, 2019, p. 30).

Mentor Teacher can assist by formulating questions, exchanging ideas, collaborating and proposing new ideas and thinking through in a continuous feedback process. The role of the Mentor Teacher will evolve over the three phases. Whereas Interns may need greater guidance and scaffolding in the first two phases, phase three represents a shift in the role to one of professional colleague.

As we move into Phase 3, the relationship formed between the Intern and Mentor is one of collegiality and support. Mentor Teachers play an important role in the professional development of the Intern and need to be committed to assisting Interns in their transition from the university to the profession. Ideally it is best if the Intern and Mentor Teacher partake in shared DOTT/ planning time for reflective discussions and sharing of the coursework requirements. Mentor Teachers guide and consolidate practice, co-teach, share and discuss classroom experiences and the wider workings of a school environment.

School Internship Coordinator

Interns are under the administrative authority of the School Internship Coordinator and the direction of staff delegated by the School Internship Coordinator.

It is expected that Interns would spend some time with the School Internship Coordinator discussing specific aspects of the Internship such as the role of the Intern, the Mentor Teacher, the Intern as part of the community and the leadership and management roles within the school. The School Internship Coordinator will liaise directly with the University Internship Coordinator.

The School Internship Coordinator will monitor the relief days to ensure that they don't create a conflict with the commitment and requirements of phase 3 of the Internship. On-campus days and project work should remain a priority. Relief days should commence in week two of the term and should remain strictly at not more than two days a week. Where possible days should be organised in advance.

School Internship Coordinators should monitor the workload and well-being of their Interns. Where deemed necessary, the undertaking of relief days should be reviewed to support the successful completion of the requirements of the Internship.

University Internship Coordinator

The role of the University Internship Coordinator is to liaise between the School, Intern and University. They oversee the learning modules and course content required in the Internship Program. The ongoing monitoring and evaluation of the Intern's progress is shared with the school and the University Internship Coordinator. This culminates in the presentation of an e-portfolio which is assessed by the University Internship Coordinator. The school team will primarily refer all communication regarding the program to the University Coordinator. The University Internship Coordinator will undertake a number of site visits during the program.



Interns

The Internship is a full-time commitment. Interns work under the guidance and supervision of the School Internship Coordinator and Mentor Teacher in accordance with the roles and responsibilities established for any other teacher at the school. The attitude of the Intern is paramount. Success in the Internship requires a commitment to hard work and a 'can do' attitude on the part of the Intern.

Specific Intern Expectations

- Full-time attendance at school as required within each of the phases.
- Meeting requirements as provided for each of the three phases.
- Attendance and engagement in on-campus days during phase 3.
- Completion of the e-portfolio should be by the due date and according to the guidelines, assessment requirements and professional expectations provided.
- Collaboration with other teachers and their professional roles and all aspects of the whole school community.
- Learning experiences and unit planning for the teaching, co-teaching or team teaching (60-80% teaching load).
- Completion of a project to illustrate leadership which will be negotiated with the school team.
- Completion of an Action Learning Project which will be negotiated with the Mentor Teacher.
- Additional roles may include the duties (under supervision) of a practicing teacher such as playground duties, staff meetings, PD sessions, parent/teacher meetings and whole school events.

Action Learning Project

- Interns devise an Action Learning Project of benefit to the school and is to be negotiated with the mentor, school leadership and university (UIC).
- The process undertaken should be based on clear learning aims and action research questions, with clearly stated expected outcomes and results.
- Interns will formulate a proposed activity, outline the procedures to follow and provide an in-depth discussion of the results.

- The project should include a discussion of further research opportunities and relevance for the students involved.

Leadership Opportunity

- Leadership for the graduate stage of teaching is about leading your own professional and ethical practice (not leaving it to others to tell you what to do). It concerns initiating and implementing high quality practice for the best outcomes for children.
- Interns should take the initiative (called leadership) to become part of the wider professional community to develop a new activity that would benefit the staff and/or children. This could be linked to project above and should be developed with context and opportunity in mind.
- The scope and nature of this project should be negotiated with the School Internship Coordinator and could include class, cluster, year level or school focus. Interns are encouraged to work collaboratively where opportunities present to do so.
- The presentation of the project should include background, development and implementation, reflection and evaluation as well as future goals and aspirations.

Reference List

Calamlam, J. & Mokshein, S. (2019). Cooperating teachers' mentoring moves during Internship of early childhood Pre-Service Teachers. *Journal of Research, Policy & Practice of Teachers & Teacher Education*, 9 (1), 20-32.

Teacher Education Ministerial Advisory Group (TEMAG). 2015. *Action Now: Classroom Ready Teachers*. Canberra: Department of Education and Training.



Appendix A: Mapping to Professional Standards

Standard: Professional Knowledge

Focus 1. Know students and how they learn

- 1.1 Physical, social and intellectual development and characteristics of students
- 1.2 Understand how students learn
- 1.3 Students with diverse linguistic, cultural and religious and socio-economic backgrounds
- 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 1.6 Strategies to support full participation of students with disability

Focus 2. Know the content and how to teach it

- 2.1 Content and teaching strategies of the teaching area
- 2.2 Content selection and organisation
- 2.3 Curriculum, assessment and reporting
- 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
- 2.5 Literacy and numeracy strategies
- 2.6 Information and Communication Technology (ICT)

Standard: Professional Practice

Focus 3. Plan for and implement effective teaching and learning

- 3.1 Establish challenging learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.3 Use teaching strategies
- 3.4 Select and use resources
- 3.5 Use effective classroom communication
- 3.6 Evaluate and improve teaching programs
- 3.7 Engage parents/carers in the educative process

Focus 4. Create and maintain supportive and safe learning environments

- 4.1 Support student participation
- 4.2 Manage classroom activities
- 4.3 Manage challenging behaviour
- 4.4 Maintain students' safety
- 4.5 Use ICT safely, responsibly and ethically

Focus 5. Assess, provide feedback and report on student learning

- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning
- 5.3 Make consistent and comparable judgements
- 5.4 Interpret student data
- 5.5 Report on student achievement

Standard: Professional Engagement

Focus 6. Engage in professional learning

- 6.1 Identify and plan professional learning needs
- 6.2 Engage in professional learning and improve practice
- 6.3 Engage with colleagues and improve practice
- 6.4 Apply professional learning and improve student learning

Focus 7. Engage professionally with colleagues, parents/carers and the community

- 7.1 Meet professional ethics and responsibilities
- 7.2 Comply with legislative, administrative and organisational requirements
- 7.3 Engage with the parents/carers
- 7.4 Engage with professional teaching networks and broader communities

Contact us

Ms Gail Berman

Internship Coordinator | g.berman@ecu.edu.au

www.ecu.edu.au/schools/education/primary-internship