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DEPARTMENT OF EDUCATION

Great Teaching, Inspired Learning Professional Experience evaluation report

Centre for Education Statistics and Evaluation

Centre for Education Statistics and Evaluation

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Executive summary

Great Teaching, Inspired Learning (GTIL) is the NSW Government's plan to improve the quality of teaching in NSW schools. This evaluation report focuses on key reforms under GTIL designed to improve the quality of professional experience placements for preservice teachers. Specifically, the evaluation examines the following GTIL actions:

- **Action 4.2** - Closer matching of supply and demand for graduate teachers through the introduction of Professional Experience Agreements
- **Action 4.3** - Establishment of specialist professional experience schools
- **Action 4.4** - Professional learning for professional experience supervisors
- **Action 4.5** - Highly Accomplished and Lead Teachers leading professional experience activities

Professional Experience Agreements

The department entered into Professional Experience Agreements (the agreements) with Initial Teacher Education Providers (ITEPs) to meet its commitment to implementing NESA's Framework for High-Quality Professional Experience in NSW Schools (the Framework). A key function of the agreements is to provide better alignment of the provision of professional experience placements to foreseeable demand for teachers in different learning areas, and to give greater clarity around securing placements in schools. The mechanism for doing this is to provide ITEPs with a list of schools that are willing to accept placements.

Awareness of the agreements was low across schools, with only 46 per cent of respondents to the Centre for Education Statistics and Evaluation's 2017 Principal survey being aware of the agreements. All ITEPs interviewed were aware of them. Despite the low level of awareness amongst principals, the agreements have been the catalyst for ITEPs and schools to refine their professional experience processes and to formalise arrangements for securing placements for preservice teachers. The agreements have also resulted in a greater acknowledgement of the shared responsibility between ITEPs and schools for developing preservice teachers.

The agreements are not the sole tool being used throughout initial teacher education to address the matching of preservice teachers with areas of workforce need. However, findings indicate that they have not had a substantial impact in this area, as supply is highly dependent on ITEP student enrolments and their preferred subject area. The low rate of workforce matching could also be attributed to the lack of awareness of the agreements throughout schools.

ITEPs have faced difficulties with obtaining placements in schools for preservice teachers due to the non-exclusivity arrangements within the agreements. The challenges associated with finding placements and the lack of awareness of the agreements could be addressed by further communicating the intent and conditions of the agreements to schools, or by considering other methods of communication.

Specialist professional experience schools

The agreements also set out the key roles and responsibilities for select schools and ITEPs to participate in the Hub School program. The department has established 23 Hub Schools to work in partnership with a NSW based university, to demonstrate, develop, trial and share high quality and innovative professional experience. The schools are funded to develop a range of initiatives over a two-year period.

Hub Schools have introduced initiatives that are targeted at both preservice teachers and supervising teachers. For preservice teachers, these most commonly include revised supervising models, increased support structures such as induction and orientation sessions, professional learning, and additional resources. For supervising teachers, initiatives include the provision of professional learning and additional support. Initiatives that benefitted partner schools include the provision of professional learning, funding, resources and increased support. Other initiatives and outcomes include revisions to Initial Teacher Education (ITE) course content and modified content delivery, as well as preservice teacher screening and application processes.

Hub Schools and ITEPs raised questions regarding the sustainability of the developed program, particularly after the funding period ends. Schools have attempted to introduce sustainable initiatives that could become business as usual, and to build capacity with their partner schools so that the activities could be expanded across the system. However, many felt that some activities would fall away without funding. Some Hub Schools were also concerned that the limited timeframe did not provide them with enough time to develop their initiatives or to share them with partner schools. Other program challenges included the turnover of both ITEP personnel and school leaders, selecting appropriate supervising teachers, engaging partner schools, managing preservice teachers and regionality.

Key success factors were the flexibility of the program, the clear roles and responsibilities identified in the agreements, and the funding, which many viewed as critical to program implementation.

The evaluation findings demonstrate that the Hub School program has:

- created a change of culture and attitude towards preservice teachers within schools
- improved mentoring skills and built capacity for supervising teachers
- provided greater connections and support for partner schools
- improved the coordination between ITEPs and Hub Schools
- facilitated positive changes to ITE courses.

Preservice teachers were perceived to have improved levels of confidence, a greater readiness to enter teaching, and a greater understanding of the whole of school context and processes.

Initiatives targeting preservice teachers that could be transferred to other schools with minimal funding and minimal support from an ITEP include:

- establishing a triadic supervising model
- providing induction and orientation sessions, and induction folders
- holding workshops, debriefs and networking sessions
- developing websites
- establishing an immersion program
- focussing on specific student groups.

Initiatives targeting supervising teachers that could be easily transferred to other schools include organising workshops and group feedback sessions, completing the AITSL modules, and pairing new and experienced supervisors together.

Professional learning for supervising teachers

Supervising teachers are required to have expertise in mentoring, supervisory and feedback skills. Supervising teachers could complete the online AITSL Supervising Preservice Teachers course to underpin their knowledge and skills. From 2016, the minimum requirement to complete professional learning was Module 2: Practice Analysis from the AITSL course. Supervising teachers also have the option to complete another appropriately NSW Education Standards Authority (NESA) accredited course on mentoring preservice teachers.

The evaluation found that supervising teachers are progressively engaging in relevant professional learning and that the uptake of this professional learning is increasing over time. Supervising teachers are reporting positive impacts on their ability to supervise preservice teachers as a result of the professional learning. In particular, many reported that the AITSL module improved their capacity to reflect on their own practice and to articulate the Australian Professional Standards for Teachers (the Standards) to preservice teachers. They also reported that the module improved their understanding of the expectations of supervising teachers and was useful for providing feedback. The courses provided by universities were also considered to have a positive impact, although the number of respondents that had completed an alternative course was low.

However, a greater awareness of the professional learning options available is required to further increase uptake. Communicating the positive impacts and outcomes of the professional learning may also encourage some supervising teachers to participate in the future.

Highly Accomplished and Lead Teachers leading professional experience activities

Over time, schools that take preservice teachers on professional experience placements are required to progressively introduce involvement by teachers with Highly Accomplished or Lead teacher accreditation.

The low numbers of teachers accredited at Highly Accomplished and Lead level (108 at the end of 2017) means that there are very few higher accredited teachers involved in professional experience activities.

One of the objectives of the Hub School program is to support aspiring Highly Accomplished and Lead teachers to gain accreditation by providing them with opportunities to be involved in professional experience placements. Aspiring Highly Accomplished and Lead teachers are involved in developing mentoring course materials, supervising preservice teachers, and delivering lectures at ITEPs.

The low number of higher accredited teachers means that it will take time for the impact of their involvement in professional experience activities to be realised. However, initial findings suggest their involvement provides preservice teachers with a greater knowledge of the Standards, greater support in their placement, and results in a greater perceived enthusiasm for teaching.

Concluding comments

Overall, the findings presented in this report indicate that the mechanisms designed to improve the quality of professional experience placements for preservice teachers have produced some positive impacts. There have been challenges associated with their implementation, however, generally they have resulted in improvements to the quality of placements, particularly within most Hub Schools.

1. Background

Great Teaching, Inspired Learning (GTIL) is one of several education reforms currently being implemented in NSW. GTIL sets out 16 reform areas comprising 47 actions which span the career cycle of a teacher, from initial teacher training and induction for beginning teachers, recognising and supporting experienced teachers, to school succession planning and support for new and established school leaders.

This report presents the findings of the evaluation of GTIL actions focussed on professional experience being implemented by the NSW Department of Education (the department). These actions are designed to improve the quality of professional experience placements for preservice teachers. The actions include the closer matching of supply and demand for graduate teachers, establishing specialist professional experience schools, providing professional learning for supervising teachers, and involving teachers with higher levels of accreditation in professional experience activities.

The evaluation focuses on the extent to which key reforms have been implemented and what they have achieved.

1.1 GTIL actions targeting professional experience

Action 4.2 - Closer matching of supply and demand for graduate teachers

Action 4.2 states that "there will be much closer matching of the supply of graduate teachers with the demand for graduate teachers".

Professional Experience Agreements (the agreements) are one initiative designed to facilitate this matching process. The department has entered into individual agreements with 17 NSW based Initial Teacher Education Providers (ITEPs) to develop a more consistent and coordinated approach between schools and ITEPs for providing professional experience placements in NSW government schools. A key function of the agreements is to provide better alignment of professional experience placements to foreseeable demand for teachers in different learning areas. Specifically, Clause 6.1.4 of the agreements requires ITEPs and the department to give priority to the selection and matching of preservice teachers for professional experience placements based on the department's areas of workforce need. These include:

- mathematics
- English
- physics
- technology and applied studies
- special education
- school counselling.

The agreements outline the key expectations, roles and responsibilities of the ITEPs, the department, and NSW government schools in the coordination of professional experience placements. Each agreement contains a schedule (Schedule 1) with a list of schools that have indicated their willingness to work in partnership with the ITEP to support professional experience placements. A Schedule 2 is included where the ITEP has agreed to work with a specialist professional experience school, or Hub School, as outlined in Action 4.3 below. A sample agreement is included at Appendix A.

NESA's Framework for High-Quality Professional Experience in NSW Schools (the Framework) underpins the agreements. Developed in response to GTIL Action 4.1[1], the Framework gives schools and ITEPs templates and guidelines to support preservice teachers and supervising teachers during a professional experience placement.

1 GTIL Action 4.1 states that a new framework will be developed that sets out the expectations for high quality professional experience placements in schools.

Action 4.3 - Specialist professional experience schools

Action 4.3 states that "specialist professional experience schools will showcase high quality professional placement practice".

Specialist professional experience schools, or Hub Schools, and their partner ITEPs are identified in Schedule 2 of the agreements. Together they must develop models of professional experience that can be evaluated and shared with other schools. These models should be innovative and mutually beneficial, and build expertise in delivering professional experience placements.

In 2015, the department established 11 Hub Schools through a combined departmental executive, ITEP, and school nomination process. In 2016, the department established another 12 Hub Schools and identified one additional ITEP partner. The Hub Schools and their partner ITEPs are outlined in Table 1 below.

Table 1:
Hub Schools and ITEP partners

ITEP	2015 Hub Schools	2016 Hub Schools
Southern Cross University	Alstonville High School	Narranga Public School
University of New England	Armidale High School	Armidale City Public School
University of New South Wales	Beverly Hills Girls High School	South Sydney High School
Western Sydney University	Cambridge Park High School	St Andrews Public School
Macquarie University	Carlingford West Public School	Killara High School
Charles Sturt University	James Fallon High School	Denison College of Secondary Education
University of Sydney	Macquarie Fields High School	Auburn West Public School
Australian Catholic University	South Strathfield Public School	Carlingford High School
University of Technology Sydney	Turramurra High School	Bonnyrigg Heights Public School
University of Newcastle	Warners Bay High School	New Lambton Public School
University of Wollongong	Woonona High School	Flinders Public School
University of Notre Dame		Wiley Park Public School

The department initially funded Hub Schools for two years to support program implementation. Hub Schools are required to collaborate with partner schools to build expertise in high quality professional experience provision. Partner schools are invited to participate by Hub Schools and can be sourced from an existing or new network.

Action 4.4 - Professional learning for professional experience supervisors

Action 4.4 states that "teachers supervising professional experience placements will be required to undertake professional learning".

Any school staff member that supervises a professional experience placement is required to have a detailed knowledge of the Australian Professional Standards for Teachers at Graduate level as well as expertise in mentoring, supervisory and feedback skills. Supervising teachers were given the option of completing the online AITSL Supervising Preservice Teachers course to underpin their knowledge and skills. The course comprises four modules designed to enhance teachers' knowledge, skills and confidence to effectively supervise preservice teachers. From 2016, the minimum requirement to complete professional learning was Module 2: Practice Analysis from the AITSL Supervising Preservice Teachers course.

Supervising teachers can complete the AITSL professional learning or another appropriately NESA accredited course. There are currently eight ITEPs offering accredited professional learning in mentoring preservice teachers. These courses or workshops are delivered either in person, online, or a combination of both. A list of these courses can be found at Appendix B.

Action 4.5 - Highly Accomplished and Lead Teachers leading professional experience activities

Action 4.5 states that "accredited Highly Accomplished and Lead Teachers will lead the professional experience activities of schools".

Schools that take preservice teachers for professional experience placements must progressively introduce supervision by teachers accredited at Highly Accomplished or Lead Teacher. Where a school has a teacher accredited at, or working towards, Highly Accomplished level, that teacher is expected to take on a role in supporting the professional experience of preservice teachers.

2. Evaluation aims and methods

The evaluation aims to address the following questions:

Process

1. To what extent have Professional Experience Agreements been implemented?
2. What activities and projects are Hub Schools engaging in with their partner university and with other schools to develop, research and showcase different approaches to professional experience?
3. To what extent are professional experience supervisors engaging in relevant professional learning?
4. To what extent are Highly Accomplished and Lead Teachers involved in professional experience placements and how?
5. To what extent are Hub Schools providing support for teachers to work towards gaining Highly Accomplished or Lead Teacher accreditation?

Outcome

6. What impact have the Hub School partnerships had on raising the quality of professional experience placements (within the school, with partner schools, and across the system)?
7. To what extent has the quality of professional experience placements changed as a result of the Hub School initiatives, the professional learning requirements and the supervising teacher accreditation requirements?

2.1 Methods

The evaluation draws on a number of data sources including:

- surveys with supervising teachers, recent teacher education graduates, and school principals
- interviews with Hub School program participants
- Hub School program documentation.

Surveys

The Centre for Education Statistics and Evaluation (CESE) distributed a survey to teachers that were registered with NESA as having completed relevant professional learning on the supervision of preservice teachers. The survey enquired about the usefulness and impact of the professional learning.

CESE distributed another survey to current permanent or temporary teachers who completed their ITE course after 2014. The survey enquired about the types of support recent graduates received at the commencement of their final professional experience placement, the types of initiatives they were involved in, and any other activities they participated in.

CESE's annual Principal survey was also used as a source of data. The Principal survey is distributed to a representative sample of principals throughout schools in NSW and enquires about a number of education reforms. Table 2 shows the timing, numbers of respondents and response rates for each survey. Survey instruments and details of the samples are outlined in appendices C to E.

Table 2:

Surveys and response rates

Online Surveys	Date	Number of Respondents	Response Rate
Supervising Teacher survey*	June, 2017	n=299	31%
Recent Graduate Professional Experience survey*	July, 2017	n=1,504	21%
CESE 2016 Principal survey	Term 1, 2016	n=624	58%
CESE 2017 Principal survey	Term 1, 2017	n=880	74%

*It should be noted that the low response rates mean that the responses to the surveys may not necessarily be representative of the population and should therefore be interpreted with caution.

Interviews

CESE conducted 29 semi-structured interviews in May, June and September 2017 with 42 individuals involved in the Hub Schools program. Table 3 indicates the number of interviewees across the Hub School program and their respective roles.

Table 3:
Hub School Program interview participants

Program Group	Role	No. of interviewees
Hub Schools (n=8)	Professional Experience Coordinator	9
	Principal	4
	Deputy Principal	2
	Total	**15**
ITEPs (n=7)	Senior academic staff	8
	Professional Experience Coordinator	2
	Dean of Education	1
	Total	**11**
Partner Schools (n=5)	Professional Experience Coordinator	5
	Principal	2
	Total	**7**
Departmental staff (n=9)	Director, Public Schools	8
	Program Manager	1
	Total	**9**
	Total number of interviewees	**42**

All eight Hub Schools that were invited to be interviewed agreed to participate. These schools were selected to provide a mix of metropolitan and regional schools, primary and secondary schools, and schools that joined the program in 2015 or 2016.

The interviews aimed to understand:

- how the agreements have been implemented
- the strengths and limitations of the Hub School program
- which aspects of the Hub School program have been working well and which could be improved
- the impact the program has had on the quality of placements for preservice teachers
- how Hub Schools are working with their partner schools to build capacity
- the quality of the relationship between Hub Schools and their partner ITEPs.

Interview guides are included in appendices F to I.

Document analysis

The following documents and reports were reviewed to evaluate the implementation of the professional experience initiatives:

- GTIL strategy and policy documents
- Hub School program documents and progress reports from schools and the program manager
- Hub School conference notes and proceedings
- workforce reports
- school plans.

3. Professional Experience Agreements

The department entered into Professional Experience Agreements with ITEPs to meet its commitment to implementing NESA's Framework for High-Quality Professional Experience in NSW Schools. The Framework aims to:

- ensure placements support quality teacher education
- foster consistent and coordinated processes and protocols to guide the quality of placements
- support a consistent approach to professional experience arrangements between schools and ITEPs
- support the alignment of the demand for professional experience placements with the supply of placements.

The agreements were introduced as a mechanism for providing ITEPs with greater clarity around securing placements for preservice teachers within schools. The agreements provide ITEPs with a list of schools that are willing to accept placements, where their circumstances allowed them to do so.

The agreements were also established as one tool for working towards the closer matching of the supply of graduate teachers with the demand for graduate teachers. A key function of the agreements is to provide better alignment of professional experience placements to foreseeable demand for teachers in different learning areas such as mathematics, English, physics, and technology and applied studies.

The following section discusses the extent to which the agreements have been implemented and highlights the key implementation challenges and success factors. Data used to support the findings in this section was sourced from interviews with Hub Schools and their partner ITEPs, and the CESE 2017 Principal survey.

3.1 Key implementation challenges

Awareness of Professional Experience Agreements

Nearly half (46%) of the respondents to CESE's 2017 Principal survey reported that their school was not listed on an agreement with an ITEP, despite the department's program manager indicating that approximately 85 per cent of schools were listed. This lack of awareness was widely reflected in Hub Schools, where most representatives interviewed indicated that they were not aware of the document.

On the other hand, all ITEPs interviewed were aware of the agreements. They also confirmed that many schools, or key staff within schools, are unaware of the agreements. They stated:

> *In the work that I'm currently doing, I'm out in schools, and I've asked schools, "Who are you partnered with?". There's not necessarily an awareness around that. - Senior academic staff*

> *Sometimes the information hadn't filtered to the front office, which is the first port of call for our prac office. So even though we had on the list that we were one of the universities for that particular school, if that information hadn't filtered down to the prac coordinator or the front office, we weren't getting any leverage from that. - ITEP PEX Coordinator*

Some Hub School representatives acknowledged that their lack of awareness of the agreements was likely a result of not being involved in initial discussions. Some also commented that previous school staff may have been aware of them but did not pass on the documentation. Another Hub School indicated that while they were aware of the agreement, it was not something that they followed or discussed when working on their professional experience activities.

Facilitating placements

The department's program manager indicated that one aim of Schedule 1 of the agreements was to provide ITEPs with a more streamlined approach to arranging professional experience placements. Despite this intention, most ITEP representatives indicated that Schedule 1 of the agreements has had a negative impact on their ability to facilitate placements within schools.

Clause 2.2 of the agreements (see Appendix A) states that Schedule 1 is not exclusive and the ITEP is able to approach other schools not listed on their agreement. However, ITEPs were commonly told by schools that they could not take preservice teachers from a university that they were not listed on an agreement with. They stated:

> *To tell you the truth I think it's created some difficulties more than facilitated it… I know it wasn't the intention that the professional experience agreements were meant to be exclusive, but I think that's the way a lot of schools interpreted it. …it has been more difficult in some cases to find places because schools will say, "No we only have an agreement with these two universities." "We're not going to take any students from anywhere else." Whereas before they may have said, "We'll find out whether we've got a teacher who can take someone." Now it's just, "No we're not even going to consider taking students from your university." - ITEP PEX Coordinator*

> *[A primary school] was a school that always – if they had placements for us or they had any additional placements, they always gave them to us. And then they got back to us and they said, "We're sorry. We can't take your placements now because our agreement is with [another university], so … we're just exclusively going to take those students." So it actually has impacted on us, but not necessarily in a positive way. - Senior academic staff*

ITEPs also reported that, despite schools being listed on an agreement with that university, they would not accept their preservice teachers for placements as they are working with another ITEP. They stated:

> *There have been cases of schools that have been partnered with us on this list that say, "No, we already work with somebody else." - Senior academic staff*

> *It's wonderful to have all those partnership schools that have signed up to you, 'Yes, we'll take them,' but the reality is, when you go to them the answer is not always yes. I guarantee there are lots of schools that have committed to more than one Uni. - Senior academic staff*

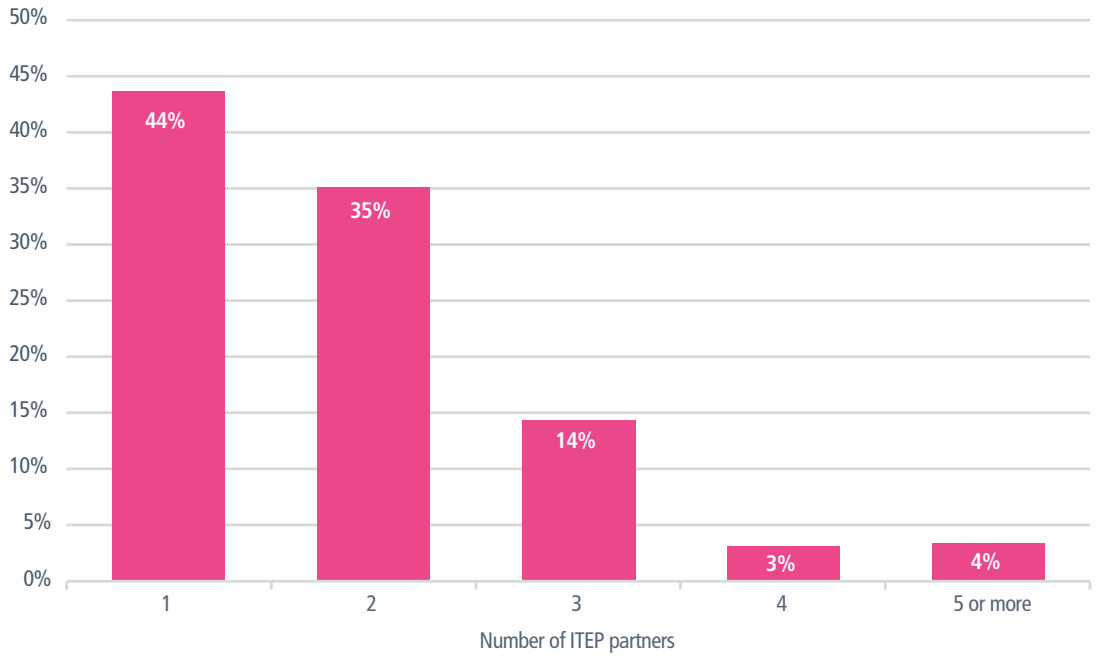
This statement is supported by data from CESE's 2017 Principal Survey which asks principals how many ITEPs they are partnered with. Of those principals that were aware of an agreement, 56 per cent indicated that they had agreed to partner with two or more ITEPs (see Figure 1).

Figure 1:

Number of ITEPs schools have partnered with

Source: CESE 2017 Principal survey

How many Initial Teacher Education Providers have you agreed to partner with? (n=380)



Although ITEP staff acknowledged that changing circumstances within a school can affect its capacity to accept placements, the reason often stated for not taking preservice teachers was their alignment to another ITEP. One Hub School confirmed that they give preference to preservice teachers from their ITEP partner, except when the ITEP does not offer a particular subject area. They stated:

> *Part of our [informal] agreement with the uni …has been that we're not going to take students from other universities if that particular method area is offered at [our partner university]. For example, we take Technology and Applied Studies teachers [from other universities] because they don't offer TAS. …We're constantly getting emails from either the university or the preservice teachers themselves trying to get placements. We're really having to say no because we see the value in actually doing this properly. - Hub School Deputy Principal*

ITEP staff also acknowledged that while schools were listed on an agreement with their institution, there would be occasions where the school had already accepted the maximum number of placements it was capable of accommodating.

Two ITEPs indicated that Schedule 1 of the agreement hadn't made a significant difference in facilitating placements. In their experience, schools that previously accepted preservice teachers were continuing to do so, including those that are not specifically listed on an agreement with their institution. One stated:

> *Has it impacted on the way we actually go about doing professional experience placements? No, not really. The process is exactly the same. We have noticed no difference, because the schools that have always supported us are still supporting us. - Senior academic staff*

They acknowledged that the agreement has assisted them with using more schools than they ordinarily would have. However, this hasn't necessarily resulted in an increase in the overall number of placements. Rather, schools are more likely to take only one or two preservice teachers instead of three or four. One ITEP also highlighted that in Semester 1, 2017, they placed preservice teachers in 29 primary and 18 secondary government schools not listed in an agreement with their institution.

Hub Schools also pointed out that they regularly receive requests for placements directly from preservice teachers themselves, rather than through the ITEP professional experience office, which can negate the purpose of Schedule 1 of the agreements. One Hub School stated:

> *We do get lots and lots of requests for placements still, which I actually thought was going to - I thought this [agreement] was trying to streamline that a little bit. - Hub School Deputy Principal*

One ITEP representative suggested that some other universities advise preservice teachers to approach schools themselves, however departmental staff indicated that it is possible that these requests may come from students studying online through an interstate university.

Workforce matching

A key function of the agreements is to facilitate a closer matching of supply and demand for graduate teachers in areas of workforce need, particularly in secondary schools. Subject areas of workforce need include mathematics, English, physics, TAS, special education and counselling.

Both Hub Schools and ITEPs indicated that their ability to address this priority is highly dependent on tertiary student enrolments and the students' preferred specialty area. One ITEP explained that they try to work with the schools' needs, but that they tend to have fewer maths, science and language students enrolling at their institution, than history or English students. Another ITEP specifically increased their maths and science enrolments to meet the need for teachers in these subject areas, but this also resulted in difficulty arranging placements as most secondary schools will only take one or two students in a faculty. As a result, the ITEP was forced to rely on securing placements in other school sectors.

One Hub School stated that the prioritisation of preservice teachers in areas of workforce need was something that they were intentionally trying to address, but that they were reliant on the university's capacity to provide students in those subject areas. Another Hub School pointed out that, while they would like to accept placements in those subject areas, they need to factor in their capacity to accommodate preservice teachers based on their staff availability. Considerations such as a faculty member on maternity leave or other school commitments can affect their ability to provide an appropriate supervising teacher. One Hub School commented that they would have liked a greater diversity in subject areas of preservice teachers so they could spread the supervising load throughout the school staff, rather than relying on one or two faculties.

The agreements are not the sole tool being used throughout initial teacher education to address the matching of preservice teachers with areas of workforce need. However, the findings indicate that they have had limited impact in this area. All ITEPs have agreed to extend the existing agreements to 2018 to allow for evaluation and further consultation, which will provide an opportunity for further assessment of the impact they may have on addressing workforce need.

3.2 Key success factors

Formalised professional experience arrangements

Some ITEPs felt that a major benefit of the agreements was that they provided a catalyst for ITEPs to review their current professional experience placements and to formalise arrangements with schools. The agreements were an opportunity to provide greater structure around timing of placements, the number of preservice teachers being appointed to schools and allocation of suitable supervising teachers within schools. One ITEP stated that they more carefully consider how many students they place within schools to ensure that supervising teachers don't experience "burnout", or reluctantly accept preservice teachers.

Several ITEPs believed that the introduction of the agreements has also resulted in a greater acknowledgement of the shared responsibility of developing preservice teachers. The agreements outline the joint responsibilities of the university and the department, in addition to their individual responsibilities. One ITEP felt that formalising these responsibilities resulted in a shift of mindset away from "schools doing universities a favour" by taking preservice teachers, to a more equal and reciprocal approach.

Hub School representatives were asked about the benefits of the agreements and how they assisted the school to accommodate preservice teachers for professional experience placements. Schools typically viewed the agreements as being beneficial for organising placements with their Hub School program ITEP partner, however, they did not provide any insight into whether the agreements have enabled them to streamline their placement processes with other ITEPs.

Workforce matching

Although some schools have experienced difficulties in aligning their preservice teachers to areas of workforce need, they have used this imbalance to adjust their approach to placements. A number of Hub Schools indicated that they take preservice teachers from subject areas of lower need, but will ensure that they are given time in other faculties to experience different teaching styles and to become aware of different curriculum content. One Hub School stated:

> *We've tried … a different way of approaching it where we do have them placed in correct faculties, but we insist - we structure different experiences for them throughout the day. We found that it works really well. We try to mimic that in a way with the other placements. Even though it's not as official as the whole program, we still try and get the PE ones into other faculties and things like that. - Hub School PEX Coordinator*

One Hub School also indicated that they advise their ITEP partner of their need for preservice teachers in particular subject areas, to ensure that they are able to accommodate a balanced cohort and to provide a high quality placement experience.

3.3 Summary

The evaluation has found that awareness of the Professional Experience Agreements was low across schools, while ITEPs were all aware of the agreements. However, the agreements have been the catalyst for ITEPs and schools to refine their professional experience processes and to formalise arrangements for securing placements for preservice teachers. The agreements have also resulted in a greater acknowledgement of the shared responsibility between ITEPs and schools for developing preservice teachers.

The agreements have not had a significant impact on the matching of preservice teachers to areas of workforce need, as this is highly dependent on ITEP student enrolments and their preferred subject area. ITEPs can only provide schools with preservice teachers based on their chosen area of specialty, while schools need to consider their supervising capacity when accommodating preservice teachers. The low rate of workforce matching could also be attributed to the lack of awareness of the agreements throughout schools. The agreements are not the sole tool being used to address the matching of preservice teachers with areas of workforce need, however, the findings indicate that they have had limited impact in this area. It is possible that a greater impact may be evident over a longer period of time.

ITEPs have faced difficulties with obtaining placements in schools for preservice teachers due to the non-exclusivity arrangements in the agreements. The challenges associated with finding placements and the lack of awareness of the agreements could be addressed by further communicating the intent and conditions of the agreements to schools, or considering other methods of communication.

4. Hub Schools program

4.1 Program background

The Hub Schools program was initially established as a two-year, time-limited program providing funding to 23 NSW schools to work with a university partner and collaboratively develop high quality and innovative practices in professional experience. Hub Schools were required to develop practices which could be shared with partner schools, and transferred and replicated across the system.

Schools were invited to join the Hub School program through a combined departmental executive, university, and school nomination process. Once committed to the program, Hub Schools were provided with a document outlining the context of the program, the framework for their initiatives, and the roles and responsibilities of each participant. Hub Schools also engaged in conversations with the program manager, and a conference for all participants was held to facilitate program planning and implementation. Funding of between $95,000 and $170,000 per annum to develop a range of initiatives was provided in two tranches (one per year of the program), and is based on the number of staff employed at each of the Hub Schools. Hub Schools must also evaluate their professional experience initiatives to determine the degree of impact they have on improving the quality of professional experience placements.

Hub Schools must submit progress reports to the department to provide evidence of the activities and projects they have implemented. Data on Hub School initiatives contained within Section 4 was sourced from these progress reports in addition to interviews with school staff, ITEP staff and the program manager.

4.2 Initiatives targeting supervising teachers

Table 4 provides a summary of the Hub School initiatives that were introduced for supervising teachers. These initiatives are outlined in greater detail below.

Table 4:
Summary of initiatives for supervising teachers

Initiatives	Examples
Professional learning	• Mentoring courses • Courses on providing feedback • AITSL modules
Support	• Workshops, feedback sessions • Pairing with experienced teachers

Professional learning

Professional learning was the most common initiative introduced by Hub Schools for supervising teachers. This included developing tailored mentoring courses in collaboration with an ITEP partner, utilising existing courses, or requiring staff to complete the AITSL Supervising Preservice Teachers online course.

Courses that were specifically developed by an ITEP partner were primarily focussed on developing mentoring skills and providing effective feedback to preservice teachers. One ITEP offers two courses; one targeted at primary school preservice teachers and another targeted at secondary school preservice teachers. Some professional learning also focussed on aligning feedback to the Australian Professional Standards for Teachers. One Hub School engaged consultants to deliver a specific education coaching program that included instruction on peer coaching. Many courses recognised attendance at the professional learning by providing accreditation towards university courses.

Supervising teacher support

Hub Schools recognised the importance of providing support to their supervising teachers and established different structures to allow for this. One Hub School stated:

> *We are very mindful that we do need to support supervising teachers. And we've had supervising teachers that have only been teaching for maybe four or five years themselves that have stepped up to supervise, and we recognise that they do need support to do that. - Hub School PEX Coordinator*

Most schools engaged in informal collegial dialogue, while others implemented formal workshops or feedback sessions. Supervising teachers used these as a forum to discuss issues such as different approaches to supervising, how to use the Standards to provide feedback or how to deal with at risk preservice teachers. Some Hub Schools also provided support for their newer supervising teachers by pairing them with an experienced supervising teacher. This approach allowed for capacity building and exposure to different supervising styles and methods of providing feedback.

4.3 Initiatives targeting preservice teachers

Table 5 provides a summary of the Hub School initiatives that were introduced for preservice teachers. These initiatives are outlined in greater detail below. The 2015 cohort of Hub Schools hosted 555 preservice teachers, and the 2016 cohort of Hub Schools hosted at least 260 preservice teachers[2], all of whom were involved in a range of the following initiatives.

Table 5:
Summary of initiatives for preservice teachers

Initiatives	Examples
Supervising and mentoring models	• Triadic model • Community of practice
Support	• Induction and orientation sessions • Workshops, debriefs, networking sessions
Professional learning	• Behaviour management, literacy strategies, PLAN data, TEN, teacher welfare • Job application process, simulating casual teacher for a day
Resources	• Induction folders, websites, Swivl • Dedicated school space
Immersion program	• Sport carnivals, homework centre, playground duty, staff development days, parent-teacher interviews
Modified ITE course delivery	• School staff delivering lectures or tutorials at ITEPs • Academic staff visiting schools to deliver content • Increase in more practical content
Focus on specific student groups	• Aboriginal Education: Trip to regional Connected Communities school, cultural course • LBOTE, special needs, cultural diversity

Supervising and mentoring models

Hub Schools introduced new or revised mentoring models to provide a greater level of support to preservice teachers, to ensure that capacity was being built within schools, and to incorporate a greater degree of involvement from the university partner. The most common model was a "triadic" model, however these varied in their makeup. Examples of triadic models adopted by Hub Schools are:

- one supervising teacher, one preservice teacher, one university advisor
- one supervising teacher, one preservice teacher, one beginning teacher
- one supervising teacher, two preservice teachers.

2 At the time of final data collection in December 2017, data on the number of preservice teachers hosted at three 2016 Hub Schools was unavailable.

The model involving an early career teacher at the Hub School was viewed as a way of developing current staff at the same time as supporting preservice teachers. The Hub School stated:

> *…we looked at the way that we could align that program with our current structures in terms of professional learning. Because what we were interested in with the preservice teachers is giving that exposure to the early career and the mentor because we understand that that's what the research says is where they do the most learning. And to do that, we had to structure it around current serving teachers. Because two of the three of those people are employed here. - Hub School Deputy Principal*

Hub Schools also introduced a model referred to as a "community of practice". This typically involved arranging for preservice teachers to observe a range of classes in other faculties or across different stages of learning, to increase their exposure to different areas of the curriculum and to experience different teaching strategies. In one Hub School, preservice teachers majoring in science or maths were placed with an industrial arts mentor for a period of time, before being allocated a supervising teacher within their faculty. The community of practice also commonly involved peer observation amongst preservice teachers, which was recorded and used during feedback and reflection discussions.

ITEPs were also involved in some communities of practice to support preservice teachers, but also to have a closer oversight of classroom practice. One ITEP felt that the inclusion of a university supervisor in the community of practice would improve the supervisors capacity, and allow them to stay current with schools, which could then be used to engage in ITE course content renewal where appropriate.

In some cases, the community of practice was extended to include neighbouring or partner schools so that preservice teachers could experience teaching within a different school context. This was particularly relevant when partner schools had a different student demographic, allowing preservice teachers to observe lessons with a broader spectrum of learning abilities. One Hub School arranged for preservice teachers to attend a neighbouring school in subject areas that were not offered within the Hub School.

Preservice teacher support

Hub Schools implemented a range of activities to increase the level of support provided to preservice teachers. The most common activity was the development of a formal and structured induction and orientation session. Hub Schools highlighted that many preservice teachers were commencing placements with little understanding of how schools operate, and no knowledge of basic processes and administrative tasks involved in the teaching profession. Preservice teachers were spending a significant proportion of their time at the beginning of their placement becoming familiar with the school surroundings and procedures when their time would be better spent in the classroom or working with their supervising teacher.

Most Hub Schools invited preservice teachers to attend a full induction and orientation session prior to commencing their placement, which typically comprised:

- a tour of the school
- meeting with executive staff and mentor teachers
- reviewing policies and administrative procedures
- understanding the Standards
- clarifying and setting expectations
- lesson planning.

Induction and orientation sessions were also supplemented with an induction folder containing policies, administrative documents and supporting information.

Hub Schools also introduced support structures through workshop sessions, debriefs and general networking opportunities amongst preservice teachers. These sessions provided an opportunity for preservice teachers to come together on a regular basis and discuss different teaching strategies, how to address any difficulties, and to share their experiences on what worked well. This was a particularly common activity in Hub Schools that accepted a group of preservice teachers at the one time. In some cases these sessions generated other networking structures set up by the preservice teachers themselves, such as Facebook groups or WhatsApp[3] discussion groups. There was also evidence of ITEPs allocating a minimum number of preservice teachers (for example three or four) to one school to ensure that a natural support network was established.

In addition to allocating a supervising teacher, some Hub Schools identified other teaching staff that could be relied on to provide support to the preservice teacher. For example, one Hub School indicated that each preservice teacher was allocated a minimum of three teachers that they could approach for advice, support and feedback on their placement. This was particularly relevant for preservice teachers in secondary school placements where the supervising teacher attended other classes or had other responsibilities.

Professional learning

Hub Schools regularly extended an invitation to preservice teachers to participate in professional learning being run by the school, or provided specific professional development opportunities during their placements. The most common subject focus was on student behaviour management, while other session topics included literacy strategies, Teaching Early Numeracy, using PLAN data, using the Standards, teacher welfare, and work health and safety.

Some Hub Schools identified a need for supporting preservice teachers to prepare job applications and to experience the reality of being a casual teacher. One Hub School developed professional learning around writing a resume, submitting a job application to a government school and practical job interview information. This was supplemented with the concept of simulating a day in the life of a casual teacher by placing the preservice teacher in another school and class stage for one day of their placement, at short notice. This day of a professional experience placement was under the supervision of a supervising teacher and provided exposure to another school and classroom context.

Resources

Many Hub Schools aimed to address the issue of program sustainability by producing a range of resources that could be easily reproduced, and shared with other schools and future preservice teachers. These ranged from induction folders to a dedicated website with modules, subject content, videos and capacity for forum discussion. One Hub School developed a guide to "surviving professional experience" which detailed advice on how to make the most of the placement, such as being organised, being fully across subject content, and being inspiring for students. Other Hub Schools used tools such as Swivl[4] to record lessons and to support reflective discussions with their supervising teacher or peers.

Some Hub Schools were able to provide a dedicated work space for preservice teachers to meet with each other, to complete professional learning, and to have conversations with their supervising teacher.

Immersion program

Several Hub Schools introduced an immersion program for their preservice teachers which provided a comprehensive view of the whole-of-school environment. Preservice teachers were invited to participate in a broad range of school activities such as the athletics carnival, assisting in the homework centre, performing playground duty, attending parent-teacher interview evenings, and being involved in staff development days and professional learning. Arranging for the preservice teacher to shadow a particular class or teacher for the day was another aspect of some immersion programs.

3 WhatsApp is a free messaging service for smartphones. It uses the internet to send messages, images, videos and documents. Users can contact others either individually or in groups.
4 Swivl is a robotic platform which can be used for recording classroom lessons. A motion tracking device follows the teacher as they move around the room and records both video and audio.

Modified ITE course delivery

A key initiative developed between Hub Schools and ITEP partners was a change in the way ITE course content was delivered. Based on feedback from preservice teachers, Hub Schools recognised a need to bridge the gap between the theoretical content being delivered by ITEPs and the practical content required to manage a classroom. Many Hub Schools worked with their ITEP partner to establish reciprocal teaching arrangements, whereby school staff delivered lectures or tutorials at the ITEP or at the school. Similarly, some ITEP staff were invited to Hub Schools to deliver course content within the school or to have specialised workshop sessions with preservice teachers in areas such as behaviour management or pedagogy. One Hub School recorded a series of classroom sessions which they gave to their ITEP partner for demonstration purposes during lectures and tutorials.

Making broad scale changes to ITE course content is subject to lengthy and time-consuming processes within the ITEP, so any changes to course content and mode of delivery occurred within a restricted context. However, many Hub Schools and ITEP partners were receptive to these arrangements where they could be accommodated.

Focus on specific student groups

One Hub School identified a specific need to provide preservice teachers with greater experience in teaching Aboriginal students. Preservice teachers at the Hub School were required to attend (with ITEP agreement and support) a multi-day trip to a regional Connected Communities school, in addition to a course on Aboriginal culture. The trip involved culture and language lessons, a cultural tour of the town, engaging with indigenous students in a classroom setting and hearing from school staff about the need for quality teachers in regional areas. This initiative was shared with another Hub School and preservice teachers attending schools within the surrounding network have the opportunity to attend future trips.

Another Hub School provided a greater focus on supporting preservice teachers to work with the diverse student needs within their school such as LBOTE students and students with special needs. Preservice teachers were encouraged to visit other aspects of the school beyond their faculty, including the support unit, to obtain a greater understanding of the whole school context.

4.4 Initiatives with partner schools

Table 6 provides a summary of the Hub School initiatives that were introduced for partner schools. These initiatives are outlined in greater detail below.

Table 6:
Summary of initiatives for partner schools

Initiatives	Examples
Professional learning	• Attending separate PL • Attending combined PL with Hub School and other partner schools
Funding	• Release time, casual days
Sharing resources	• Program documentation, induction folder templates • Access to files via web platform
Support	• Regular communication with Hub Schools and ITEPs • More regular visits from university supervisors

Professional learning

Hub Schools that commenced working with partner schools commonly invited the partner school staff to participate in professional learning around mentoring and providing feedback. This typically involved attending the tailored courses developed by the Hub School ITEP partner. These courses were either attended with the Hub School staff or at separate sessions, but usually involved multiple staff from the partner schools.

Hub Schools also provided professional learning for their partner schools by running sessions to assist with program implementation. This included delivering an initial session on what the program was and what would be involved, and was followed up with ongoing support and learning.

Hub Schools that provided cultural awareness training for their preservice teachers also extended the invitation to preservice teachers in their partner schools.

Funding

In some cases, Hub Schools covered the cost of having their partner schools attend the professional learning on mentoring and supervision. This could include the cost of the course, if the ITEP partner was required to charge for the training, or could cover the cost of release time for teachers to attend the training. Some Hub Schools covered the cost of both.

Other Hub Schools provided a set portion of their funding to their partner schools to assist them in the implementation of the Hub School activities. This funding was usually used to provide release time for meeting with Hub School staff, organising professional experience activities within their school, or to attend professional learning.

Sharing resources

All Hub Schools that have commenced working with partner schools have demonstrated a willingness to share resources with their partner schools to assist with their professional experience placements. Resources typically include documents and templates designed for providing feedback, teaching materials such as a scope and sequence, induction folders, and induction and orientation session plans.

Some Hub Schools have also shared survey templates for data collection, presentations and program planning guidelines. Several partner schools have been invited to join an Edmodo[5] group with their Hub School so that they have regular access to files, and can share their own files with other partner schools within the network. Partner schools can also use the platform to contact Hub School staff, share ideas and participate in any communication forums that have been set up.

Support

All partner schools that were interviewed indicated that their Hub Schools were very supportive and were particularly responsive to their questions and concerns. One partner school stated:

> *The Edmodo page is really outstanding because we can just have instant contact with them. They're really good with email because they're straight on it, getting straight back to us with any questions that they've got, but also they've offered us feedback as well and suggestions. And they touched base with me late last term just before we had our first intake of prac students as a hub partner school. - Partner School PEX Coordinator*

Another partner school indicated that the support provided by the Hub School has assisted them to work well with other schools within the network. They stated:

> *It's good to know that we can jump onto the Edmodo page, we can ask questions, ask for help. But also as a network we're always uploading bits and pieces onto that. So it's not just one sided, we're really working as a team as that network. - Partner School PEX Coordinator*

Another partner school highlighted that the support provided by their Hub School has allowed them to build capacity within their own. They indicated that they previously had no structure in place to support preservice teachers, but have since introduced processes and resources, supplied by the Hub School, that enable any staff member within the school to take on a coordinator role.

Many partner schools also indicated that their Hub School provided an important link between themselves and the ITEP partner. This linkage assisted them to develop a stronger relationship with the ITEP and provided them with connections to ITEP staff that they could call for support. Some partner schools also received more regular visits from university supervisors and communicated more regularly with the ITEP staff.

One Director, Public Schools indicated that some supervising teachers from the Hub School had also gone to other schools within the network to provide assistance. They stated:

> *And the mentors we took up with us loved the experience and some of them have gone out to support schools in [the region] for two or three weeks. So, it's like borrowing and sharing staff, our resourcing, and being creative in providing opportunities for preservice teachers but also our mentors and our teachers in our schools. - Director, Public Schools*

As more Hub Schools engage with partner schools, opportunities to further develop relationships both within their network and beyond are expected to increase.

5 Edmodo is a free web-based platform specifically targeted at the education sector and enables teachers to share content and manage communication with students, teachers and parents.

4.5 Initiatives to facilitate program implementation

Table 7 provides a summary of the Hub School initiatives that were introduced to facilitate program implementation. These initiatives are outlined in greater detail below.

Table 7:
Summary of initiatives for program implementation

Initiatives	Examples
Dedicated staff	• PEX coordinator – funded, time off, PEX team within school • Dedicated ITEP staff • Regular meetings
Evaluating activities	• Surveys, interviews, focus groups, general feedback, formal evaluation • ITEPs providing significant support in this area

Dedicated staff within schools and ITEPs

Implementation of the Hub School program was widely considered to be a worthwhile but time-consuming project. Some Hub Schools found that a professional experience coordinator that continued with a part-time teaching load was unsustainable and consequently used their funding to appoint a full time professional experience coordinator to implement their activities. Other Hub Schools used their funding to provide release time for professional experience coordinators when required.

There was also evidence of Hub Schools creating dedicated teams within the school to oversee professional experience activities. These teams comprised executive, senior faculty members and supervising teachers to ensure that there was a consistent and firmly embedded approach to professional experience across the school.

Some ITEPs also indicated that they had appointed dedicated staff to work on implementation of activities, to support professional learning or to have a greater presence in schools while preservice teachers were on placements. In some cases, an ITEP representative would attend a Hub School on a weekly basis to facilitate Hub School activities and to maintain regular communication with school staff.

Most Hub Schools indicated that they had introduced regular communication sessions with their ITEP partner and partner schools, either by face to face meetings or videoconferencing. These occurred in addition to general day to day emails and phone calls, and provided a structured opportunity to share ideas and discuss progress.

Evaluating activities

Hub Schools are required to evaluate their activities to determine the impact that they have on improving the quality of professional experience placements. While progress on measuring impact differed, most Hub Schools had developed pre and post surveys, mid-point surveys or exit surveys to administer to preservice teachers or supervising teachers. Preservice teachers were typically asked about their expectations before their placement, and whether these were met at the end of their placement. Supervising teachers were asked about professional learning outcomes and usefulness.

Some Hub Schools also conducted interviews or focus groups with their preservice teachers and supervising teachers to determine the efficacy of the program activities. Some of these sessions were recorded with the intention of sharing and promoting the program at a later date. Many also relied on general feedback and collegial discussion as a means of determining whether activities were having the desired impact, while others also used assessment tasks and observation approaches.

ITEP partners have provided significant support to Hub Schools in the area of research and data collection, particularly with survey design and other evaluative methods. There is evidence of Hub Schools using the data to continually evolve their activities, processes and professional learning courses.

4.6 Other initiatives and outcomes

Input to ITE courses

CESE's Recent Graduate Professional Experience survey highlighted that during their ITE course, many preservice teachers want to learn content that goes beyond theory and covers more practical strategies for teaching. The Hub School and ITEP partner relationships have allowed both parties to identify where gaps in relevant ITE course content currently exists. As discussed earlier, many partnerships have arranged for school teaching staff to deliver practical, classroom focussed tutorials at the ITEP, in recognition of the valuable input that school teachers can provide. One ITEP partner stated:

> *The other thing we do is [the Hub School PEX Coordinator] teaches into our programs. So [the Coordinator] really understands the subjects that we're teaching and the problems that we face at university with our preservice teachers. So [the Coordinator] can then talk to the preservice teachers about, well, this is the reality. And we're really keen at [the university] to have teachers teach into our program. - Senior academic staff*

Beyond course content, some ITEPs have also accommodated changes to ITEP timetables or placement structures to work more effectively with school timetables. One ITEP indicated that they accommodated these changes to better suit the needs of the school:

> *Well that was the feedback, so we implemented it straight away. If it's going to work for the schools, and the [preservice] teacher is going to get a better experience, then that's what we'll do. It's not always easy to change things at universities. Flexibility is not our strength. But we realised straight away - like after the first year, that wasn't the best practice. So that's why we changed. - Senior academic staff*

Another Hub School is working with their ITEP partner to implement timetable changes that will come into effect in 2018. Others have also worked with their ITEP partner to change the structure of the placement from, for example, one day per week to block attendance, enabling preservice teachers to have a more continuous experience.

ITEPs have also accommodated other changes such as improving administrative practices to streamline the placement process for schools, or refining university reports so that they are aligned with the Standards.

Preservice teacher screening and application process

Some Hub Schools visited preservice teachers at their partner ITEP to present the Hub School program and explain the activities that they could expect to be involved in, which are typically over and above those available at non-Hub Schools. Preservice teachers were then invited to submit an Expression of Interest with a student profile, outlining their areas of interest and willingness to commit to additional activities. This process provided Hub Schools with greater certainty around the number of preservice teachers they would be hosting, and allowed them to match the preservice teachers to suitable supervising teachers, based on their desired learning outcomes.

4.7 Activities in non-Hub Schools

Respondents to CESE's Recent Graduate Professional Experience survey[6] were asked to reflect on their final professional experience placement in a NSW government school. They were asked questions about the types of support they received at the commencement of their placement, the types of initiatives they were involved in, and any other activities they participated in. The full survey instrument is included at Appendix D.

Respondents that attended non-Hub Schools indicated that they were involved in some similar initiatives and activities to those being provided by Hub Schools, but to a lesser degree. For example, of the respondents that completed a placement in a non-Hub School:

- less than half received induction materials (45%) and an orientation session (44%), while only 51 per cent met with other school staff
- 35 per cent were involved in an immersion program
- less than one third (31%) were involved in a Community of Practice
- 14 per cent were partnered with another preservice teacher
- 9 per cent did not receive any professional learning
- with the exception of roll call (59%) and excursions (63%), less than one quarter were involved in other activities such as homework centre, or teaching outside their subject area.

As outlined in the agreements, Hub Schools were required to "demonstrate, develop, trial and share high quality and innovative practices in professional experience". Although some of the activities occurring in Hub Schools are also occurring in non-Hub Schools, there is evidence of innovative practices being implemented. These include the restructured supervising models, school staff delivering ITE course content, and requiring preservice teachers to attend field trips to regional Connected Communities schools.

4.8 Key program challenges

Sustainability and funding

The Hub School program was initially developed as a two-year, time-limited program, with funding of between $95,000 and $170,000 per annum provided to schools, based on the number of staff. The funding was used to develop, trial and evaluate the impact of professional experience initiatives. Hub Schools were expected to develop initiatives which could be transferred to other schools across the system.

Almost every ITEP and Hub School interviewed expressed concern about the sustainability of the developed program once funding is no longer available. Although there was broad appreciation for the funding, Hub Schools in particular felt a sense of pressure to develop initiatives that could stand alone without the need for ongoing funding in the future. Resources such as websites or induction folders, which were developed with the intention of being sustainable, still require updating if they are to be effective and useful for future preservice teachers. Concerns around time, staff turnover and other commitments were cited as issues that can affect the sustainability and subsequent long term benefit of the program. One ITEP suggested that if the work is not valued by providing the necessary resourcing and including it in expected workloads, relationships will fall back to what they were prior to the program initiation.

ITEPs across the program mentioned that even though they were one half of the Hub School partnership, they did not receive any of the funding allocation, despite it not being a cost neutral exercise for them. Some believed that it created an inequitable relationship and therefore wasn't a true partnership, with one ITEP stating that when the funding is shared both parties feel more empowered to do something exciting. Another ITEP suggested that they could have claimed some of their costs back from the school, but that it would then place them in an awkward position going forward.

The lack of ITEP funding was considered to be a particular issue for some of the regional ITEPs where travel costs were a considerable factor, or where the ITEP was potentially not as well placed fiscally, compared to the metropolitan ITEPs.

6 It should be noted that the low response rate means that the responses to the survey may not necessarily be representative of the population and should therefore be interpreted with caution.

Some ITEPs did concede that regardless of the lack of funding, they were committed to the program as they believed in the shared responsibility of developing preservice teachers. One ITEP stated that there is a need for universities to reinvent themselves as partners in the professional experience space in order to achieve good outcomes, and that absorbing the cost of the program was an important statement about that commitment.

Professional Experience Agreements

A key function of the agreements was to set the terms for the establishment of the Hub Schools, however, some ITEPs and Hub Schools felt there was a lack of transparency around the partnering process. In some cases, Hub Schools were unsure about why they had been partnered with a particular ITEP and whether both parties were well placed to work together. Some ITEPs felt that there was a misunderstanding around what the partnerships meant:

> *In terms of creating a partnership between the university and a school, I think that potential lack of understanding is problematic because you've really got to know what you're doing if you want to partner with a university, to find the right people to work with who are aligned with what you want to achieve. So my view is that in terms of original purpose, … there was probably not enough time spent unpacking whether both parties were really interested in doing the same thing. - Senior academic staff*

Another ITEP felt that the initial setting up process was quite difficult as there was a lack of clarity and a lot of uncertainty around the partnering process and what each party wanted to achieve. This uncertainty also stemmed from what some parties believed was a lack of strict guidance in the agreements around how they should implement the program. Initially, a number of ITEPs and Hub Schools were unsure whether their proposed initiatives fell within the scope of the program and were hesitant to follow through on them.

Similarly, some ITEPs and Hub Schools found the lack of clear expectations or delineation of roles difficult to work with. Some parties felt that they were slow to make progress as there was a significant period of time spent establishing their joint direction, and shared or individual responsibilities. This also impacted on the breadth of initiatives they could implement, due to the two-year timeframe specified within the agreements.

Some parties also considered the timeframe to be a challenge, with initial concerns about how much they could achieve within two years, and whether it would be sufficiently embedded in school practices to be deemed successful. The limited timeframe also impacted on the ability of Hub Schools to fully engage with partner schools and to build capacity in schools across their network.

ITEP personnel

Some Hub Schools experienced challenges while working with their ITEP partner due to changes in leadership or general staff turnover. This particularly impacted on their ability to establish continuity and to make progress on their initiatives, as they spent significant amounts of time bringing new staff up to date. In cases where Hub Schools were working with multiple units within an ITEP's school of education, the issue of staff turnover was exacerbated.

ITEPs also experienced difficulties within their own institution as program staff were occasionally met with resistance from other academic staff who were not supportive of the initiatives. This typically stemmed from the lack of funding for the ITEPs, however there were also reports of cultural issues within the organisation. For example, some academic staff were unwilling to try new supervising models or recording lessons for reflection purposes, as they were wedded to more traditional approaches. Some ITEPs indicated that some academic staff did not view the program as their core business and were reluctant to promote the program, or did not appreciate the value of the program for preservice teachers. Internal politics within universities were less common, but were still a factor that affected the progress of initiatives and communication between the ITEP and the Hub School.

Some Hub Schools also found it challenging to work with ITEP staff that viewed the program from an academic perspective rather than a school perspective. They believed that there was a misunderstanding about how schools operate, and that some academic staff are unaware of the realities of schools. One Director, Public Schools indicated that there is limited support that the ITEP within their network can provide to the Hub School, as their approach to ITE is outdated and the academic staff have not been in schools for a long period of time. The Director also indicated that the Hub School had provided feedback on the ITE courses, but was uncertain whether ITEP personnel would facilitate any change.

School leadership

Most Hub Schools indicated that there was strong support for the program amongst the school executive, however, some mentioned that the program needs to be considered a priority to achieve the necessary buy-in from all school staff. Competing demands across the school can affect the degree that staff engage with the Hub School program. Some Hub Schools also experienced changes in school leadership, which impacted on the continuity of their initiatives or their relationship with their ITEP partner.

Supervising teachers

Some Hub Schools indicated that they found it difficult to select appropriate supervising teachers and that not all supervisors volunteered for the role, which affected their attitude towards preservice teachers. CESE's Supervising Teachers survey shows that 63 per cent of supervisors volunteered for the role, while 35 per cent were nominated by senior staff[7]. A lack of willingness amongst some school staff occasionally meant that placements could not be accommodated across all subject areas, while personality issues between supervisors and preservice teachers impacted on the success of placements. One Hub School stated:

> *One [teacher] did make some negative comments about the program in front of the students in the staffroom, and that really kicked off a little bit of negativity - it was sort of feeding on itself. Some teachers were absolutely fine. So we did get a spectrum of supervising issues.*
> *- Hub School PEX Coordinator*

Some Hub Schools also found it difficult to appoint appropriate supervising teachers as a result of the professional learning requirement, while others faced resistance due to existing workloads already being unsustainable. The motivations for accepting a preservice teacher also varied and Hub Schools faced challenges when teachers viewed the placement as an opportunity to reduce their own classroom workload.

Engaging with partner schools

A number of Hub Schools experienced difficulties working with partner schools, largely due to their willingness to be involved in the program. Many found it difficult to convince partner schools that the program would be worthwhile, as it was viewed as an additional burden on their time. Partner schools also lacked an understanding of the benefits of the program and were concerned that it may not be successful. Hub Schools stated:

> *From my perspective, in us wanting to get other schools on board, that was a challenge. That was a big challenge. I mean, this was not people scrambling to sign up… And the only way that worked was because of the funding, I can tell you straight off, because I was able to offer each of those schools funding that covered the release days for the teachers, some other days for them to support the preservice teachers. - Hub School Principal*

> *We're trying to convince other schools to do this model. But that's a hard thing to do. Because we've tried to talk to other schools too about - we've invited other schools to the mentor planning day to get teachers and students ready for the first placement that we have at the school. We've had trouble convincing people to - I think they think this process is going to be a burden and that it's too much trouble. - Hub School Deputy Principal*

Some partner schools indicated that they were uncertain about what the program involved initially and felt that there needed to be more initial communication with their Hub School.

7 The remaining two per cent were either approached directly by a preservice teacher, by a university, or taught at a demonstration school. It should be noted that the low response rate to the survey means that the responses to the survey may not necessarily be representative of the population and should therefore be interpreted with caution.

Managing preservice teachers

The additional activities and initiatives that preservice teachers were required to commit to in Hub Schools were occasionally difficult for the school to structure. Accommodating these activities within the university timetable and being mindful of their university workload and assignments was an additional factor that needed to be addressed. The attitude of preservice teachers and their willingness to be involved in the program was occasionally a challenge for Hub Schools. Some preservice teachers expressed concern that they were expected to make more of a commitment to their placement than other students within their cohort. Others wanted to receive some kind of documentation as recognition of their involvement in the program, which could then be used for future job applications. The willingness of preservice teachers to be involved in the program was particularly a problem when they were expected to travel further than they would have liked to, or when lectures were delivered at the school rather than at the ITEP campus.

Location

A number of regional Hub Schools and ITEPs commented on some program challenges that arose as a result of their location. These challenges primarily related to program implementation, and the difficulty of coordinating with program participants that are not within close proximity to each other. Long distances between Hub Schools and ITEPs meant that face to face meetings could not be held frequently, and if they did occur, it typically involved up to 6 hours of driving.

The location of Hub Schools also had an impact on the number of partner schools that they were able to engage with. Many metropolitan based Hub Schools were able to involve partner schools either within their surrounding area or slightly further away, while regional Hub Schools were limited to those only within their immediate area.

4.9 Key program success factors

Program flexibility

As discussed earlier, a number of ITEPs and Hub Schools found the lack of strict guidance on the Hub School program to be a challenge. However, an equal number viewed this as a key enabling factor in their success so far. One Director, Public Schools felt that the flexibility allowed the Hub School to explore different approaches to program implementation. They stated:

> *In terms of improvement, I honestly can't think of any because I think there was enough breadth, or it wasn't so proscriptive that it strangled us in what we could do and we've been able to explore alternative ways of building relationships and influencing the quality, hopefully, ultimately, the quality of the praccies coming into schools. So I think it gave us enough scope to be able to explore, which I think is really good. - Director, Public Schools*

The flexibility of the program has also allowed Hub Schools and ITEPs to tailor their initiatives to their specific context, resulting in a broad range of activities across the program.

> *And what it looks like in our school is probably different to what it looks like in other Hub Schools. So, with such a big project and with such a wide variety of universities and schools, I think they needed to have that ability for people to choose their own path. - Hub School PEX Coordinator*

> *I think that the University and the school went into this with such similar ideas about where it was going that it just seemed to flow, and was really just a "Choose Your Own Adventure" sort of a path which has worked really well for us. I think if it had been really prescribed, it wouldn't have been as flexible. So, I think that has been a real bonus of the program. - Hub School PEX Coordinator*

One ITEP pointed out that, despite Hub Schools being given the freedom to develop their own initiatives, many still took a similar approach and developed broadly similar initiatives. This suggests that Hub Schools had a shared understanding of the improvements that were required in order to increase the quality of professional experience placements.

Clear roles and responsibilities

While some Hub Schools and ITEPs felt that the agreements did not provide an adequate delineation of roles, others felt that this was made clear enough for them to move forward with program implementation. Hub Schools stated:

> *I think it was a really clear outline for us. We were given this almost straight away and I think that it was - it just clearly outlined for us where the agreements have come from in the GTIL document and the different roles and responsibilities. So, I think it was quite useful. - Hub School PEX Coordinator*

One ITEP found that the stipulated roles within the agreements provided a framework for developing a relationship with their Hub School and other schools within the network. They stated:

> *What I suppose I'm seeing from our perspective is a greater interface with classroom practitioners, academics and researchers, and we have an established and shared document that allows it to happen. And then having designated roles. There's me here bringing this all together. But then in the Hub Schools you'll have an equivalent that I can ring up and say, "Hey" whereas sometimes you don't have that relationship. And then they use their sphere of influence or their network to connect you to, "Can you come along to this school?" and I trundle off. Great, it's made a connection. You're using the established networks to come into the already established networks and become a member of that. And I think the agreement's allowed that to flourish, actually. From our perspective it has. - Senior academic staff*

Hub Schools that had an existing relationship with their ITEP partner appeared to find it easier to establish their program direction initially, while others felt that the agreements provided the necessary guidance to define the contributions that each partner would make.

Funding

All Hub Schools recognised the significant benefit that the program funding provided, and all were of the view that it could not have been implemented without this resource. Because program implementation was widely regarded as a time consuming commitment, the funding was considered critical to buying release time for school staff. The release time enabled them to attend professional learning or to coordinate activities without being on a class.

4.10 Future considerations

Some interview participants commented on the opportunities that have arisen as a result of the program, which should be considered to further maximise the benefits. These were primarily related to the strong relationships that have formed between most schools and ITEPs, and the importance of continuing to work collaboratively.

A number of Hub Schools and ITEPs felt that there should be more academic staff working in schools, or spending time in modern classrooms, observing lessons. Similarly, they felt that school teachers should be teaching more in ITE courses to ensure that content is up to date and relevant. One ITEP indicated that they would like to see more flexibility around secondments of teachers from schools into the universities, and vice versa. This was considered as an effective way of making sure that all practitioners are aware of the realities of both school and university classrooms. One Hub School stated:

> *I think it would be fantastic if we could bring some of what happens in the university over to here, so that it's really embedded, and I think - I know that there are some people in the universities who might see this as a threat - that they're losing some of their teaching capacity to the schools, and may also see the whole thing as saying, "Well, you're not doing a good enough job." So it has to be a real partnership. Not, "Yeah, you're not doing a good job, we're going to take it over." We need to work together to do something better than what we've got now. - Hub School PEX Coordinator*

Hub Schools viewed the shared teaching approach as an opportunity to break down the barriers between schools and ITEPs, and to eliminate the 'us and them' mentality. Some Hub Schools have already commenced this type of collaborative work, however there is scope for it to be expanded further.

Interview participants also recognised the importance of collaborating with ITEPs, schools, the department and other education bodies beyond the Hub School program. One ITEP stated:

> *It's about understanding both sectors and trying to bring them together. But if you've got one of the sectors saying it's not important, then you're not going to get it - until there's a fundamental shift in the way universities and schools, the department work together. And it can be done. It's not impossible. But it just needs to be thought through. I think these conversations are really important to do that. - Senior academic staff*

Another ITEP felt that the Hub School program was a good example of how all parties can work together, but that there is still scope to do more, by including AITSL and NESA in a collaborative approach. One Hub School pointed out that the need for collaboration goes beyond their relationship with the one ITEP partner and that thought needs to be given to creating linkages with other ITEPs to support preservice teachers.

There is evidence to demonstrate that many of the Hub School program participants have developed strong relationships that can be built on for future work. The benefits of these relationships could be further realised if they are expanded to incorporate other ITEPs, schools and key education groups.

4.11 Impact of the Hub School program within the school

Culture and attitude change

Hub Schools routinely reported that their involvement in the program has resulted in a greater awareness of the importance of preservice teachers throughout their school community. Many acknowledged that the pre-existing arrangements for preservice teachers required improvement, and that the subsequent focus on developing high quality placements has created a culture change within their school. One Hub School Principal stated:

> *I used to walk into the staffroom sometimes and there would be people in there and they were prac students and I didn't even know they were here. That's the reality, we're a big school as well. I was very embarrassed by that, that someone hadn't told me they were even here. We were starting from that place. Now it is really inclusive, there's meet and greets, there's a whole heap of structures that we've got in place and the feedback from [the preservice teachers] has been very positive.*
> *- Hub School Principal*

One ITEP also felt that this change of culture could be attributed to the work of supporting preservice and supervising teachers being more highly valued and recognised by the system.

Hub Schools also claimed that existing staff, particularly supervising teachers, have demonstrated a change in attitude towards professional experience placements. One Hub School explained that the program has allowed them to bring more experienced, but less motivated, teachers into a significant professional experience role. Preservice teachers valued the knowledge that these experienced teachers shared, but it also created a more positive attitude amongst the teachers themselves. One ITEP noticed the impact that the program had on the attitude of the professional experience coordinators, in particular. They stated:

> *The changes in the culture and the attitude towards preservice education and professional experience have just been phenomenal. It's almost like watching these professional experience coordinators, most of whom in those schools had had that role for a while, although some of them had come into it quite recently. But it was almost like they blossomed in the role. - ITEP PEX Coordinator*

The professional experience coordinator of a partner school confirmed that the program had had an impact on their attitude to providing quality placements for preservice teachers. They stated:

> *Knowing that I was having students made me feel really accountable; okay, they need to be able to know X, Y, Z. I needed to be able to fill them in on the context of the school and the cultural needs of the school, etc. I was more aware as the preservice supervising coordinator that I had definite responsibilities and then I was really careful that I implemented those more than ever before.*
> *- Partner School PEX Coordinator*

Another Hub School Principal highlighted that the improved attitude of staff and supervising teachers resulted in more positive and constructive feedback sessions. This in turn was likely to reduce the incidence of preservice teachers withdrawing from their ITE course, as a result of any negative experiences.

With most, if not all, Hub School staff being involved in the program, the impact of the culture change within schools has benefitted preservice teachers primarily but also the school teaching staff themselves.

Capacity building and improved mentoring skills

Although the intent of the Hub School program was to improve the quality of professional experience placements for preservice teachers, there is also evidence of positive impacts for existing teaching staff within the school. The program has provided supervising teachers with the opportunity to improve their mentoring skills and to build capacity throughout the school. Many Hub Schools have worked with their ITEP partner to develop suitable mentoring courses for their supervising teachers, which allows them to become aware of the quality of their own mentoring skills, and to define how a good mentor should work with their preservice teachers. One ITEP pointed out that the program builds capacity in supervising teachers as they perform their role of mentor, particularly in relation to the use of the Standards. One Director, Public Schools commented:

> *For mentor teachers who are working with our preservice teachers, engaging with the Standards at that level has been very powerful because they're actually looking at the Standards in terms of: how am I building the capacity of this preservice teacher around the Standards? So they're becoming a lot more familiar [with the Standards] themselves, which I think is really strong. - Director, Public Schools*

The imperative for Hub Schools to conduct evaluative work and demonstrate the impact of their activities has also provided an opportunity for capacity building within the school. Many ITEPs are supporting their Hub Schools to undertake data collection for their evaluative activities. Data from surveys, focus groups and interviews have been used by Hub Schools to inform the progress and impact of their initiatives. The ITEP support to conduct research has built evaluative skills and capacity, which school staff can apply to other programs beyond the Hub School program.

Improved teaching practices

Many program participants also felt that the teaching practices of supervising teachers had improved as a result of the self-reflection that occurred when supporting a preservice teacher. Participants stated:

> *I think it's had a very positive impact on [teaching practices]. It's made them … stop and think a lot about their own practice, and so they made conscious decisions then to reflect on their own practice and to put changes into place and to talk to their colleagues about it. So, yes, I think it's made a big difference. - Hub School PEX Coordinator*

> *It's just a by-product really, of the preservice teacher having an impact on the teaching of the teacher-mentor because it makes them reflect on their own practice, too, so it's a two-fold bonus. Because a teacher-mentor needs to reflect on their practice, not only model best practice but also reflect and modify practice. I think it's a healthy connection because it's making teachers really look with a magnifying glass at their own practice and always continue to deliver the best possible and best quality practice that they can. - Partner School Principal*

One Hub School Principal indicated that they had anticipated this would be an outcome of their participation in the program, and that they are pleased the positive impact has been realised. CESE's Supervising Teachers survey also confirmed that supervisors, including those not in Hub Schools, find the role assists them to reflect on their teaching practices. Some comments include:

> *Being part of the training of preservice teachers is valuable to existing teachers - enabling reflection of practice and collegial discussion with new practitioners. - Supervising Teacher*

> *I find the experience incredibly rewarding and I always come away from the experience having learned about my own teaching practice. - Supervising Teacher*

> *I believe it's a fabulous experience because I also learn new ideas from the student teachers coming out of uni. It also makes me be more reflective of my entire practice. - Supervising Teacher*

The unintended outcome of having supervising teachers reflect on their own practice indicates that the program has gone beyond the scope of improving placements for preservice teachers, and has also had a positive impact on the Hub School students.

Preservice teachers being offered jobs at Hub Schools

The Hub School program has enabled schools to develop their preservice teachers to the point that they have offered employment to some of the preservice teachers at the completion of their ITE course. Program staff indicated that preservice teachers attending Hub Schools have been offered casual or temporary positions after graduation, and in some cases before more experienced staff. They stated:

> *One of the schools was saying to me, "It's a little bit interesting that we have employed not from our temporary teacher pool for this role but from our students because we felt they were the best person to suit the role." - Program manager*

A number of Hub Schools also advised that they have encouraged preservice teachers to return in a voluntary capacity. Another Hub School was aware of their preservice teachers being offered teaching roles after graduation in other schools, which they felt could be partly attributed to the activities they were involved in at the Hub School.

The program is demonstrating that preservice teachers attending Hub Schools are being given the necessary experience to develop into a preferred candidate for future employment.

Preservice teachers recognising benefits of Hub Schools

One of the key indicators of the program benefit for preservice teachers is their positive feedback and keenness to be involved in what the Hub School has to offer. Hub Schools and ITEPs indicated that they had received positive feedback from preservice teachers, with some encouraging their fellow students to attend a Hub School for future placements. Other preservice teachers compared their placement to a non-Hub School placement and recognised the difference between the two. Feedback to schools and ITEPs included:

> *So, the teacher education students – it's been overwhelmingly positive with them, and they're telling their friends, "You've got to get into a Hub." - Senior academic staff*

> *We had two that did their placement at one school and then came to us for their placements. They said that they - we have evidence from them that says that there is a massive difference in their experience. - Hub School Deputy Principal*

Many Hub Schools, as part of their evaluative activities, have surveyed their preservice teachers to obtain feedback on their placement. This feedback provides evidence that preservice teachers value the Hub School experience and appreciate the additional support provided during their placement.

4.12 Impact of the Hub School program within partner schools

Many partner schools also experienced a change in culture and attitude, improved mentoring skills and improved teaching practices, in line with their Hub School. In addition, some partner schools experienced other positive impacts as a result of their involvement in the Hub School program. The degree to which Hub Schools have engaged with partner schools varies, however, one Director, Public Schools indicated that a key success indicator is the program's ability to be shared with other schools. They stated:

> *I know in our area it's working and it's thriving, because we've set it up where now we have a good model and we'd love to sustain it, to grow it. We want to share it across different networks, so that's next year's goal if funding allows. - Director, Public Schools*

Greater connections with other schools

Partner schools that have engaged with the Hub School program indicated that it has given them the opportunity to develop greater connections with other schools, either within existing networks or beyond those that were already established. Partner schools stated:

> *For me I guess the benefits have been the connections with the other schools as well, so I guess maybe they weren't necessarily the goals of this particular program, but it's opened up opportunities to sort of meet with other teachers and talk about what's going on in other schools. It's given that – like we do have a network of schools but it's given more of a purpose to it because we've got some common goals. - Partner School PEX Coordinator*

> *It's an opportunity for teacher collegiality, one school to the other. - Partner School PEX Coordinator*

Being involved in activities such as mentoring courses, workshops, professional learning, website forum discussions, group planning sessions, or general meetings and discussions, has created multiple opportunities to meet with colleagues in other schools and share ideas. Partner schools indicated that the focus of this communication is primarily on delivering quality professional experience placements, however, incidental discussions around other aspects of teaching also occur. Schools have been able to share resources within the context of the Hub School program, and in other areas of teaching and education.

Some Hub Schools also indicated that they were specifically looking to work with partner schools that were beyond their immediate geographic network, or that had a different student demographic to their own. For example, one Hub School deliberately sought to work with partner schools that have a greater cultural diversity amongst their students. By engaging with a broader spectrum of schools, partner schools and preservice teachers are being exposed to a wider range of teaching issues, and are making more connections with other teaching staff in different school contexts.

Support network

The Hub School program has also provided partner schools with a support network to implement their own professional experience activities. One partner school stated:

> *When we were setting up the program we felt very overwhelmed and they said look, here are all of our surveys, just change the school name. Here's a list of things you could put in your induction folder. All there to help us. So I think that's been a wonderful resource that they've just been very keen to share their professional learning as well. They've given us slides and ideas and things, so they want this to succeed and they're very keen to see all the network schools succeed as well.*
> *- Partner School PEX Coordinator*

One Director, Public Schools also felt that sharing resources and practices across partner schools was an indicator of the success of the Hub School program. They stated:

> *And so if I see a really good induction school program here I make sure we share it. And that's why the Hub Schools [program has] been so successful because we've been sharing those practices across non-Hub Schools. - Director, Public Schools*

Partner schools also highlighted that the support they have received is more than shared resources, and that it encompasses regular communication around program implementation and discussion about what works best. This collegiality and exchange of ideas, successes and failures creates a positive environment for strong network relationships to develop. One Hub School stated that the impact of this support means that schools within their network now feel valued and supported, and have told their Hub School that "this work is valued and I can see the benefits in what we do".

Capacity building

One of the key aims of the Hub School program was to build expertise in delivering high quality professional experience placements, within Hub Schools and partner schools. Several partner schools indicated that, as a result of working with their Hub School, they had been able to establish and develop structures to support preservice teachers and supervising teachers within their school. They stated:

> *So I knew that after going to that first meeting, I was given lots of ideas and I was very excited knowing that we could make it so much better than how we were doing it already. We weren't supporting mentor teachers at all. We weren't really tracking. We had no data or anything like that. So a real benefit to us was that we could start from scratch and build a really supportive preservice teacher program that we didn't have before. - Partner School Principal*

> *We had to set up surveys and things like that too, but we're very pleased that we did that because we feel very confident with running the program now because the structure's there, the processes are in place. - Partner School PEX Coordinator*

The Hub School program has helped partner schools to build capacity in areas specifically focussed on professional experience placements, however capacity has also been built in areas such as data collection and evaluating activities to assess their impact. Hub Schools and ITEPs have shared their resources and knowledge on conducting research within schools, allowing them to work from an evidence base unique to their context.

Additional professional learning

Through the program, Hub Schools have made additional professional learning available to their partner schools. Many Hub Schools have invited their partner schools to attend mentoring courses provided by their ITEP partner. Other professional learning opportunities have also been offered to partner schools when available. One partner school specifically identified the positive impact of being involved in Aboriginal cultural awareness training for both preservice teachers and supervising teachers, as it made clear what educators should be delivering to Aboriginal students in every setting.

Another partner school established a cultural group with Aboriginal students at their school. The partner school stated:

> *One of the things that we've started here on a small basis is that we run cultural groups now for our Aboriginal students every Tuesday. So one of our teachers is released off class to work with those students, and a local Aboriginal community member comes in and works with those students. And it's a fortnightly program. So that's just one small way that we've started to embed that type of pedagogy into bringing it back to our school setting. - Partner School Principal*

The Hub School program has demonstrated that working with partner schools and involving them in additional professional learning has extended the positive impact to school students as well as preservice teachers.

4.13 Impact of the Hub School program across the system

Changes to ITE courses

The Hub School program has built on existing, or forged new, relationships between schools and their ITEP partners. The increase in dialogue in these relationships has enabled some schools to discuss ways that ITE courses could be changed to fit more closely with the knowledge and skills that preservice teachers need when they enter a classroom.

Some ITEPs responded to the suggestions of their Hub Schools by modifying the structure of professional experience placements in relation to timetabling, timing of placements throughout the year, or the role of preservice teachers during placements. One ITEP stated:

> *And it's also made us think of our new program, where we have our students going out to placements sooner rather than later but they won't be teaching. It'll be very much embedded in observation but we're going to look at having those students that might sign up to be secondary educators to actually spend some time in a primary school and vice-versa because, often, until you get in there you don't know if you really like it. And, again, that's made us think of our own program, to be responsive to that. - Senior academic staff*

Another ITEP specifically invited their Hub School to provide them with feedback on how they could make changes to better suit the preservice teachers, but also to ensure that their approach suited the needs of schools. One Hub School indicated that their staff were involved in a workshop with the ITEP partner to suggest changes that could improve the overall experience of the placement, particularly for the supervising teachers themselves. They stated:

> *Some really good suggestions were given to the University from the mentors. The University certainly took that feedback on and have adapted things. And [the ITEP] have just been so phenomenal to work with, because they've been totally open and totally "tell us anything. Don't pretty it up for us. We want to know what's working and what's not working and what needs to change". It's been a very open, transparent communication. And I think that's really been key. They were giving us all of the Standards to mark off against, and the mentor teachers were like, "We've only seen them for this amount of time. You can't be marking them against every standard – to that degree". And so they've changed that within their program. Some of the mentors … wanted a little bit more face-to-face support from the University supervisors. So they've really bolstered that up. So the feedback's really been taken on. - Hub School PEX Coordinator*

The Hub School program has also played an important role in improving the content of some ITE courses. Many schools, and recent ITE graduates themselves, have indicated that there is a clear gap between the theory being taught as part of an ITE course, and the practical content required to teach in a classroom. Many respondents to CESE's Recent Graduate survey commented on how valuable their placement was in preparing them for the classroom, which the content of their ITE course did not necessarily achieve. Comments from the survey include:

> *What is learnt at university is interesting, but not practical in terms of preparing us for the classroom. - Recent Graduate*

> *Tertiary education needs to be targeted closely to the real world application of teaching practice. A variety of strategies should be the focus prior to entering placement that allow teacher education students to practice and reflect upon during their experiences. - Recent Graduate*

> *University does not prepare you for teaching. Everything I learnt was through placement. University does not teach you about the syllabus, teaching methods and everything else that you need to know about the education industry. - Recent Graduate*

> *They [the placements] gave me insights and skills into the practice of teaching which the tertiary institution could never provide. - Recent Graduate*

> *I think that professional experience placements are the most valuable aspect of tertiary education. You learn so much from your supervisors and also get to determine what type of teacher you will be and develop your behaviour management strategies. - Recent Graduate*

Hub Schools echoed these concerns. One Hub School stated:

> *In terms of another area I guess, there's bridging that gap between university. Not a lot of [preservice teachers] have a lot of knowledge of the literacy continuum and the numeracy continuum, or understanding how to use data, how to write those success criteria, learning goals and also linking to the continuum. They're saying these students are not taught this at university, you need to sit down with the continuum and you need to sit down with the syllabus and get them to really link these to the lesson that they're doing. - Hub School PEX Coordinator*

Some Hub Schools have recommended changes to ITE course content, while others have arranged for staff to deliver lectures or tutorials. Preservice teachers viewed these sessions as particularly useful for developing their practical skills. One Hub School stated:

> *And the feedback from that was really fantastic and a few of – just the off-the-cuff remarks from the students were, you know, "We wish all of our lecturers worked in schools, because we've got so much out of this, because you actually really know what's going on". - Hub School PEX Coordinator*

Some Hub Schools indicated that they have not yet had the opportunity to provide input to the ITE courses offered by their university partner, but felt that it would be a useful discussion to have and that there was scope to do so in the future.

Improved coordination between schools and universities

Another significant system-wide impact of the Hub School program is the improved coordination that schools now have with their ITEP partner. Many ITEPs believed that there was an imbalance in their relationship with schools, as they rely heavily on the willingness of schools to accept placements, while some schools feel that accepting placements is a burden and that there is insufficient recognition for the work involved in being a mentor.

The Hub School program has enabled many partnerships to move towards a more equitable relationship, where the development of preservice teachers is recognised as a shared responsibility. Hub Schools and ITEPs have acknowledged what each party contributes to professional experience placements, and have worked towards supporting each other with the aim of improving placements overall. One ITEP commented on the outcome of their reinforced relationship with their Hub Schools:

> *We all learned so much from it. We all learned a considerable amount, and I learned significant amounts about how we could be doing things better, and the importance of a systematic approach, and a shared approach, that everybody understood. All the players, rather than somebody doing this bit here, and somebody doing that bit here, and that's somebody else's job over here. We worked to try and create a more seamless – we didn't get to seamless, but, you know, we really tried to do that, and it was appreciated by the mentors, by the teacher education students, by the leadership. - Senior academic staff*

A Director, Public Schools also noted that the ITEP within their network is doing more in the professional experience space, as a result of their involvement in the Hub Schools program.

> *The university has come on board and is starting to fund some of these initiatives because they're starting to see how pivotal they [the initiatives] are in the development of the preservice teacher, and also providing them with that authenticity, in terms of, "This is what it really looks like."*
> *- Director, Public Schools*

Another ITEP indicated that, as a result of the greater collaboration with their Hub School, they have recalibrated their focus to be more towards the outcomes of school students, rather than solely on the preservice teachers. The program manager also recognised the improved coordination that has occurred between schools and ITEPs, and commented on the positive outcomes:

> *There's a healthy rebalancing, I think, around respect for each other and what each other can do and can bring to the partnership together and how they actually achieve the best outcomes together. So it's really quite enormous, and it's long term change that we're trying to affect within a few years. But if we seed it well enough, and we've got enough runs on the board, it can continue to grow into different ways. - Program manager*

The Hub school program has demonstrated that program participants are embracing a more holistic understanding of the education system, and the importance of their roles within it. This has in turn created a greater degree of coordination and willingness to work towards improving the quality of professional experience placements.

Improvements in preservice teachers

Both Hub Schools and ITEPs commented that the Hub School program has resulted in preservice teachers that are better equipped to enter the teaching profession. One of the key factors leading to this outcome is the improved level of support that is provided to preservice teachers both before and during their placements. By introducing new or modified initiatives such as revised supervising models, providing networking opportunities for preservice teachers, and placing preservice teachers together in one cohort, they received a greater degree of support. One ITEP explained:

> *When we asked the teacher education students how they felt the experience had impacted them, they did feel a significant impact, and that was back to that point about wanting to go with a Mentoring Hub. But it was really that community of practice model, and the fact that they were together. They had a support person. They could do team-teaching. They could co-plan. They could co-reflect. They could video each other. So, it took a little bit of pressure, if you like, off the mentor, in many ways, because it asked our teacher education students to step up. - Senior academic staff*

One partner school that has made changes to the support structure they provide for their preservice teachers also received similar feedback. The regular check-ins and professional dialogue sessions they hold with preservice teachers allow the school to better assess how the preservice teachers are progressing, and to address any issues early. Preservice teachers consequently indicated that they felt more supported.

Respondents to CESE's Recent Graduate Professional Experience survey also made comments about the significance of a good support structure being available during their placement. They stated:

> *From speaking to others in my cohort, I found that one of the biggest deciding factors of whether a student teacher had a positive experience during their placement and coped with daily challenges and the transition into the profession, was the type of faculty and the mentor teacher they were assigned. I was lucky to have a VERY supportive mentor AND faculty who worked collaboratively and shared resources and ideas. I feel that this had the most impact on me being able to transition into the profession successfully and give me the best opportunity to perform my best during the placement. Being in a supportive environment also helped me with my own well-being, both physical and mental. I have heard stories from other student teachers that were not supported by their mentor OR faculty, or were in schools where faculties had a hostile environment and as a result, the student teachers did not gain much from their experience and are finding it difficult to transition into the profession after graduating. - Recent Graduate*

> *It would have been great for there to be a hub for preservice teachers on placement, where we could meet, share our stories and share advice. If this was offered I think I would not have felt so isolated in my experience. - Recent Graduate*

> *If the school and mentor are supportive it becomes more valuable than the entire degree. I learned more in the 4 weeks of professional experience than the 4 years of the degree. Those lucky enough like me to have supportive teachers can move into teaching with confidence. - Recent Graduate*

Similarly, preservice teachers have indicated that the activities they are involved in during their placements contribute to their readiness to teach. CESE's Recent Graduate survey asked respondents (n=1,504) to indicate how useful a range of activities were in preparing them to teach. Respondents indicated that they found the following activities to be very useful:

- teaching in a neighbouring school (71%)
- peer observation and feedback (62%)
- shadowing a teacher (61%)
- parent/teacher interviews (61%)
- teaching outside of subject area (56%)
- professional learning (51%).

While some of these activities may be offered in non-Hub Schools, most of these activities were available to preservice teachers in Hub Schools. This indicates that the Hub School program is providing an all-encompassing professional experience for preservice teachers that is likely to be considered useful in their role as a teacher.

Most interview participants indicated that they saw strong improvements in the confidence of preservice teachers over time. In some cases this was attributed to the activities and professional learning that they were involved in. In others cases it was attributed to the greater degree of support provided. Hub Schools stated:

> *We physically saw the change in confidence. You would walk in there initially, and then the change in confidence grew so much. And I think a little bit of that was probably the triadic model as well – just having that support – and the majority of the preservice teachers valued that.*
> *- Hub School PEX Coordinator*

> *I think that move away from [old supervising styles] has really seen an increase in confidence in preservice teachers and more willingness to try new things. - Hub School PEX Coordinator*

> *And after implementing TEN, they could talk about that together which was really good to see. The feedback there was they felt more confident with early numeracy. [It was a] short period of time, six weeks but they felt much more confident to their own ability around mathematics. - Hub School Principal*

Academic staff at the ITEPs also noticed a difference in the confidence of preservice teachers that had attended Hub Schools, compared to their fellow teacher education students. One ITEP indicated that academic staff are noticing the difference in the insights, input and level of discussion that preservice teachers are contributing to their lectures, compared to preservice teachers that have attended non-Hub schools. Another ITEP stated:

> *So if you did a cross comparison - I mean, I can see it because I teach them. I can hear what they say in my workshops and things like that. I can hear their confidence and the greater vision that they have when they've had these kind of integrated experiences and sustained - and really supportive, open and genuine conversations between the mentor teacher and the preservice teachers, rather than being stuck in a room where they're not even spoken to. - Senior academic staff*

The support provided to Hub School preservice teachers has also been linked to fewer preservice teachers being classified "at risk". Preservice teachers are deemed "at risk" if they are judged by a school supervising teacher or university advisor of not reaching a satisfactory level of achievement in their professional experience placement. One ITEP indicated that they only had one at risk student in their entire program, and that student was one that had been paired with a mentor who hadn't completed the ITEP professional learning on supervising preservice teachers.

One Hub School found that when preservice teachers were provided with support and opportunities to discuss their experiences, they responded more positively, and were less likely to consider exiting their ITE course. They stated:

> *When I would have the tutorials, the girls would come in and say, "I did the worst lesson today". But it was okay because we talked about it and we worked out, "Tomorrow we're going to try again". It wasn't going home and just dropping out or saying, "This isn't for me". I think … it has impacted, certainly, the teacher education students. - Hub School PEX Coordinator*

However, Hub Schools also recognised that if preservice teachers go through their placement at a Hub School and subsequently decide not to continue with their ITE course, this was also a significant outcome. One Hub School commented:

> *One student just couldn't cope with – he thought teaching was going to be fun and not a lot of work, and I think he got a big reality check when he came in. But, in saying that, he was really supported by his mentor and had a very good relationship with her, and they tried so hard to work through it together but in the end he just decided it wasn't for him. So, it wasn't about her scrutinizing him – it was more those reflective conversations really brought that out in him that, you know, perhaps this just isn't right for me. - Hub School PEX Coordinator*

One partner school also recognised the importance of providing a supportive environment for preservice teachers to achieve their best, even if they ultimately decide not to pursue their teaching studies. They felt that by exposing preservice teachers to a high quality professional experience placement, such as those that were available through the Hub School program, there are likely to be fewer qualified teachers leaving the profession later on.

Overall, the Hub School program has afforded preservice teachers opportunities that they would otherwise not be exposed to. Several Directors, Public Schools commented on the quality of the program, and what it has achieved:

> *It's been one of the better things I've seen in terms of really providing good professional experience. And I don't know too many programs where preservice teachers get access to directors, principals, and that kind of level of professional learning. - Director, Public Schools*

> *I think it's a really good program and I think we should sustain it, we should grow it, we should build it, because I know at [the Hub School] they've got a really structured program and framework ready to share, ready to build, in other networks. It's important because you know how they see it? They see it that they are investing in their future employees, that's how the school sees it as a hub, and it was about giving them as much support and professional development and learning as possible. - Director, Public Schools*

4.14 Replicating across the system

The Hub School program was designed to provide support to schools in the development of initiatives that contribute to high quality professional experience placements, and which could be shared with other schools. Hub Schools were provided with funding for program implementation, however, many initiatives were developed which require minimal ongoing funding and could be adopted by other schools across the system. Table 8 provides a summary of Hub School initiatives and their respective funding commitments. It should be noted that many Hub Schools used funding to provide release time for their staff to develop and implement their initiatives. The initiatives outlined below all require a time commitment to some degree.

Table 8:

Summary of initiatives and funding commitment

Funding commitment	Target group	Initiatives
Minimal funding required	Supervising teachers	Workshops, group or individual feedback sessions
		AITSL modules
		Pairing new and experienced supervisors together
	Preservice teachers	Triadic supervising model, Community of Practice
		Induction and orientation sessions, induction folders
		Workshops, debriefs, networking sessions
		Websites
		Immersion program
		Focus on specific student groups
		School staff delivering practical course content at ITEP
		Academic staff delivering content at schools
	Schools	Regular communication with ITEPs
		Evaluative activities, such as surveys, interviews, focus groups
Medium funding required	Supervising teachers	Mentoring courses
		Other courses on providing feedback
	Preservice teachers	Professional learning
		Resources such as Swivl or a dedicated school space
Substantial funding required	Preservice teachers	Visit to rural schools
	Schools	Dedicated professional experience coordinator

The value and impact of initiatives that require a larger funding commitment should not be disregarded. One Director, Public Schools indicated that they felt the initiatives being developed within the Hub School in their network could be replicated across the system with the appropriate resourcing. More importantly, they felt that they could be replicated if the right focus was placed on the value of the work.

Similarly, a number of initiatives were developed which could be adopted by schools without the support of a partner ITEP. Table 9 provides a summary of initiatives and the respective support required from an ITEP.

Table 9:
Summary of initiatives and ITEP support

ITEP support required	Target group	Initiatives
Minimal support required	Supervising teachers	Workshops, group or individual feedback sessions
		AITSL modules, courses on providing feedback
		Pairing new and experienced supervisors together
	Preservice teachers	Triadic supervising model
		Induction and orientation sessions, induction folders
		Workshops, debriefs, networking sessions
		Websites
		Immersion program
		Focus on specific student groups
		Professional learning
		Resources such as Swivl or a dedicated school space
	Schools	Dedicated professional experience coordinator
		Mentoring courses
Medium support required	Supervising teachers	School staff delivering practical course content at ITEP
		Academic staff delivering content at schools
	Preservice teachers	Community of Practice
		Regular communication with ITEPs
Substantial support required	Schools	Evaluative activities, such as surveys, interviews, focus groups
	Preservice teachers	Visit to rural schools

Although Hub Schools acknowledged the benefit of having an ongoing relationship with their partner ITEP, for schools across the system that are not well-placed to work closely with an ITEP there are many initiatives that could be implemented without maintaining an intensive relationship.

4.15 Summary

Hub Schools have introduced a range of initiatives that are targeted at both preservice teachers and supervising teachers. For preservice teachers, these most commonly include revised supervising models, increased support structures, professional learning, and additional resources. For supervising teachers, initiatives include the provision of professional learning and additional support. Initiatives that benefitted partner schools include the provision of professional learning, funding, resources and increased support. Other initiatives and outcomes include revisions to ITE course content and modified content delivery, as well as preservice teacher screening and application processes.

Questions regarding the sustainability of the developed program were raised, particularly after the funding period ends. Schools have attempted to introduce sustainable initiatives that could become business as usual, and to build capacity with their partner schools so that the activities could be expanded across the system. However, many felt that some activities would fall away without funding. Some Hub Schools were also concerned that the limited timeframe did not provide them with enough time to develop their initiatives or to share them with partner schools. Other program challenges included the turnover of both ITEP personnel and school leaders, selecting appropriate supervising teachers, engaging partner schools, managing preservice teachers and regionality.

Key success factors were the flexibility of the program, the clear roles and responsibilities identified in the agreements, and the funding, which many viewed as critical to program implementation.

The evaluation found that the Hub School program has:

- created a change of culture and attitude towards preservice teachers within schools
- improved mentoring skills and built capacity for supervising teachers
- provided greater connections and support for partner schools
- improved the coordination between ITEPs and Hub Schools
- facilitated positive changes to ITE courses.

Preservice teachers were perceived to have improved levels of confidence, a greater readiness to enter teaching, and a greater understanding of the whole of school context and processes. The full impact of the Hub School program may not be known until preservice teachers commence as beginning teachers within the government system.

Initiatives that could be transferred to other schools with minimal funding and minimal support from an ITEP include:

- For supervising teachers:
  - workshops and group feedback sessions
  - completing AITSL modules
  - pairing new and experienced supervisors together
- For preservice teachers:
  - triadic supervising model
  - induction and orientation sessions, and induction folders
  - workshops, debriefs and networking sessions
  - websites
  - immersion program
  - focussing on specific student groups.

5. Professional learning for supervising teachers

Supervising teachers are required to have a detailed knowledge of the Australian Professional Standards for Teachers at Graduate Level as well as expertise in mentoring, supervisory and feedback skills. Supervising teachers were given the option to complete the AITSL online Supervising Preservice Teachers course, or an accredited alternative. From 2016, the mandatory requirement was to complete Module 2: Practice Analysis of the AITSL course or an accredited alternative.

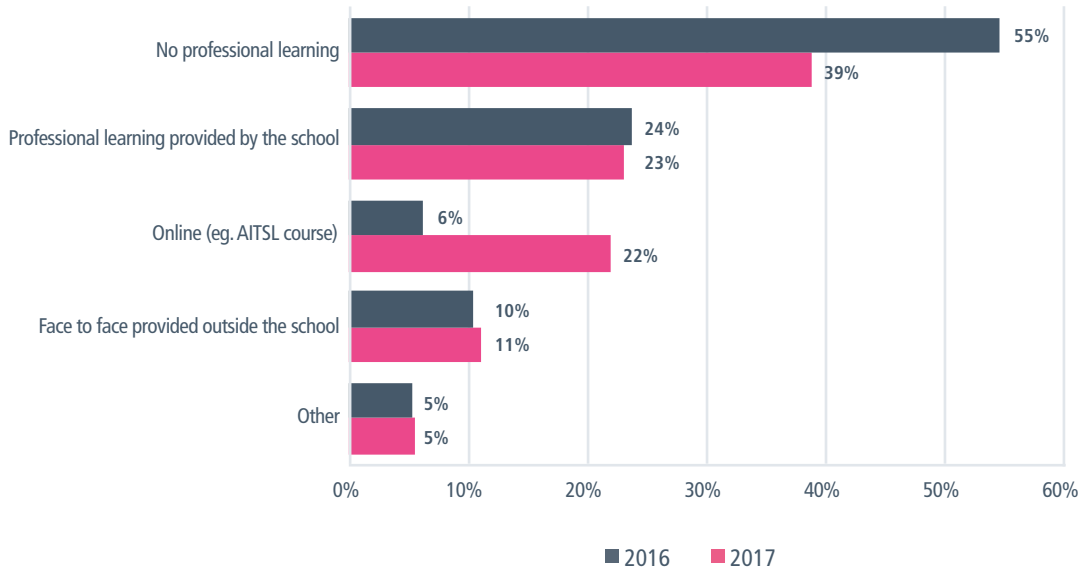
The CESE 2016 Principal survey asked respondents to comment on the professional learning completed by supervising teachers within their school, to the extent that they were aware. Fifty five per cent of respondents indicated that teachers in their school that supervised a preservice teacher did not complete any professional learning about supervision in 2015. However, the 2017 Principal survey indicated that this proportion dropped to 39 per cent. This drop corresponded with a 16 per cent increase in supervisors completing relevant online professional learning (see Figure 2).

Figure 2:

Take up of professional learning by supervising teachers

Source: CESE 2016 and 2017 Principal surveys

What professional learning was undertaken by teachers in your school who supervised professional experience students? (n=1,248)



Responses to "Other professional learning" included:

- collaborating with university staff and reviewing university guides and handbooks
- other coaching courses not specifically focussed on supervision
- informal discussions and staff briefings
- some staff completed training while others didn't
- general comments about not having sufficient time to complete any additional professional learning, or not believing that it was necessary.

CESE's Supervising Teachers survey[8] was distributed to teachers that were recorded as having completed either the AITSL Module 2, or an alternative accredited course, between 2014 and 2017. At the time of survey distribution, 814 teachers had completed Module 2, while 191 teachers had completed an alternative course.

8 It should be noted that the low response rate means that the responses to the survey may not necessarily be representative of the population and should therefore be interpreted with caution.

5.1 AITSL Supervising Preservice Teachers course

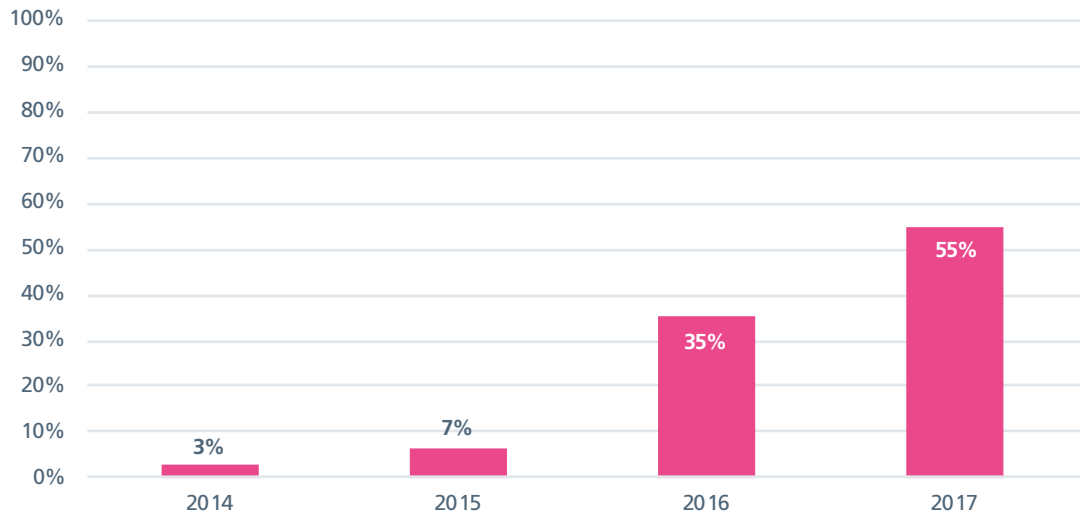
Take up

CESE's survey of supervising teachers (n=299) indicated that 86 per cent of respondents completed Module 2. Of those, 90 per cent completed Module 2 in 2016 or 2017, increasing from three per cent in 2014 to 55 per cent in 2017 (see Figure 3).

Figure 3:
Year of completion of Module 2

Source: Supervising Teachers survey

In which year did you complete Module 2 - Practice Analysis? (n=243)



Of those that had completed Module 2, 49 per cent indicated that they had also completed at least one other module within the course, while 48 per cent indicated they had completed all four modules (see Figure 4).

Figure 4:
Take up of other AITSL modules

Source: Supervising Teachers survey

Which of the other modules within the AITSL "Supervising Preservice Teachers" program have you completed? (n=244)

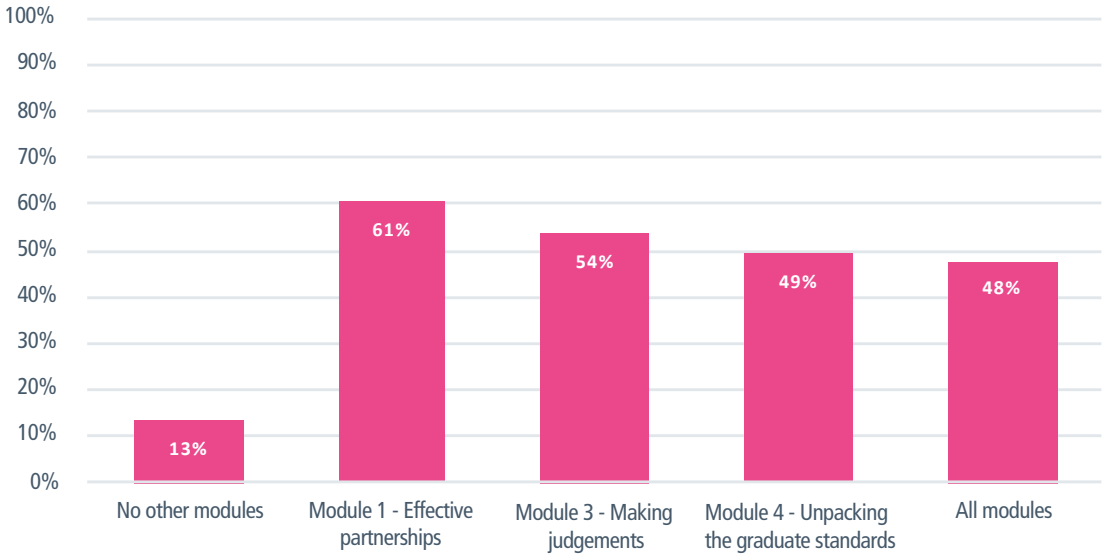


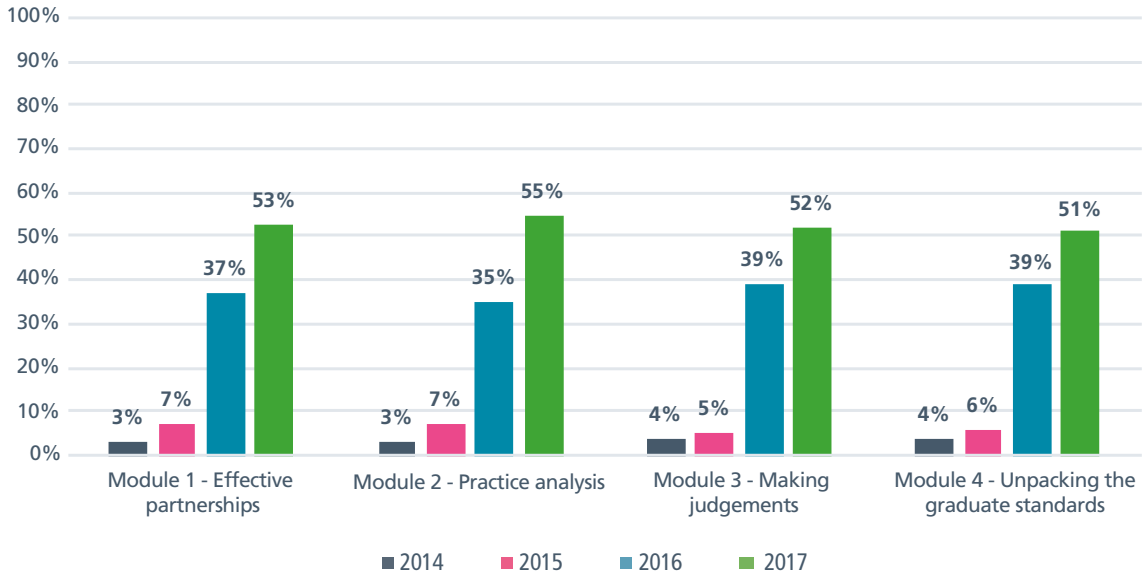
Figure 5 indicates that the majority of respondents that had completed all modules did so in either 2016 or 2017. This suggests that despite being required to do only Module 2, a significant proportion of respondents completed the other modules voluntarily, even after the minimum requirement was introduced in 2016.

Figure 5:

Year of completion of other AITSL modules

Source: Supervising Teachers survey

- **In which year did you complete Module 2 - Practice Analysis? (n=244)**
- **Which of the other modules within the AITSL "Supervising Preservice Teachers" program have you completed? (n=244)**



Appropriateness and usefulness of content

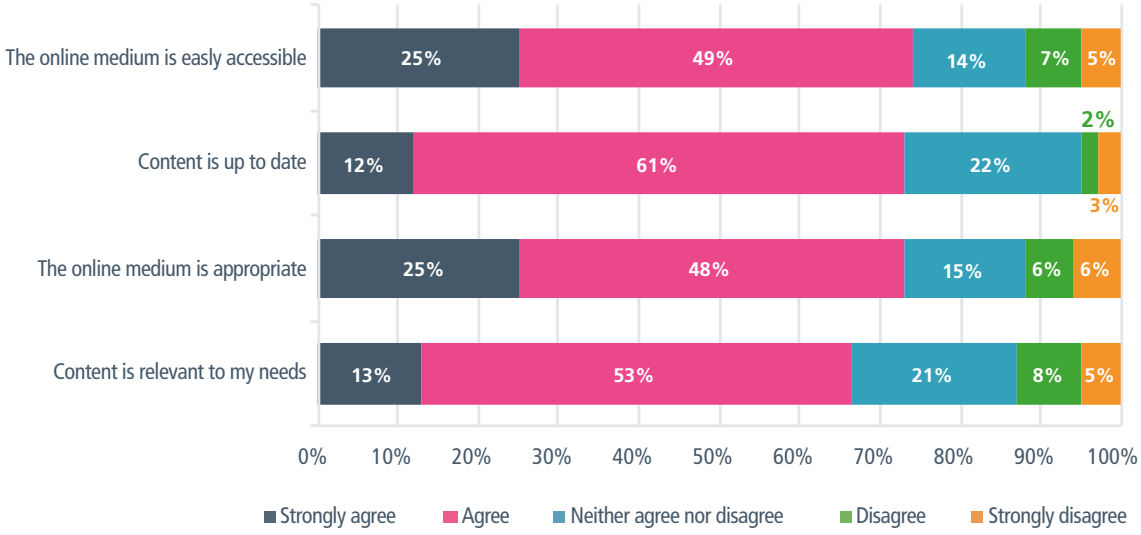
The majority of respondents found the Module 2 content to be both relevant and up to date. Similarly, most respondents thought the online delivery of the course was both appropriate and easily accessible (see Figure 6).

Figure 6:

Appropriateness of course content and medium

Source: Supervising Teachers survey

To what extent do you agree with the following statements? (n=228)



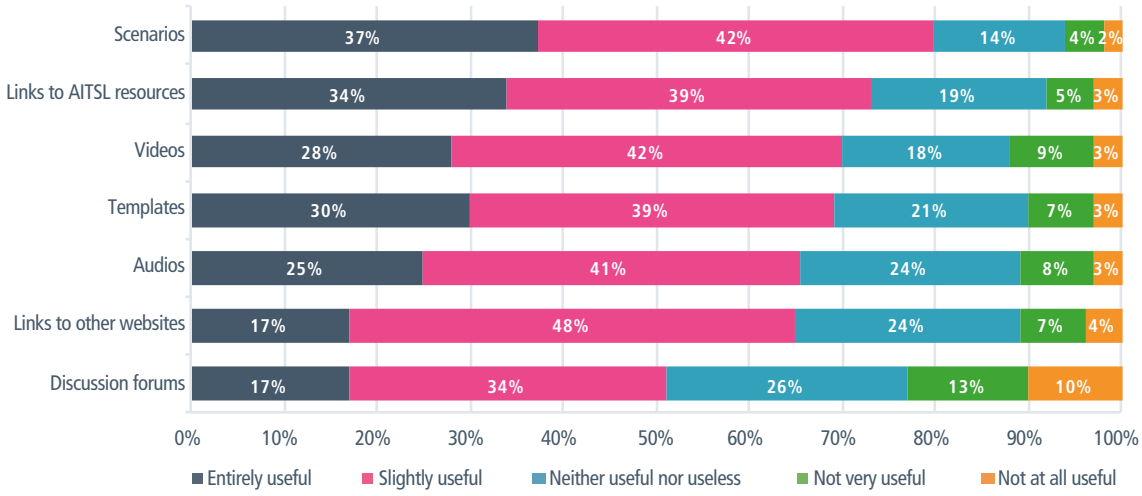
Respondents were asked how useful they found the resources that are offered as part of the AITSL course. The scenarios were viewed as the most useful resource, followed by the links to other AITSL resources. The videos and templates were also viewed as useful, with nearly three quarters of respondents either agreeing or strongly agreeing with their usefulness (see Figure 7).

Figure 7:

Usefulness of Module 2 resources

Source: Supervising Teachers survey

To what extent did you find the resources offered as part of the AITSL module useful? (n=228)



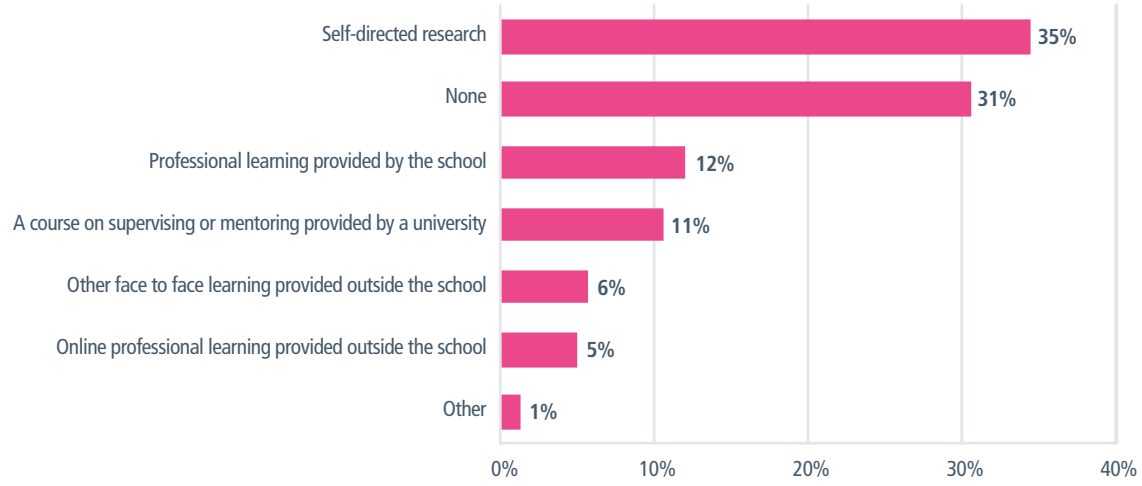
Respondents were also asked whether they had completed other professional learning related to supervising preservice teachers. More than one third (35%) completed self-directed research, while 31 per cent did not do any additional professional learning to assist them as a supervising teacher (see Figure 8).

Figure 8:

Additional professional learning

Source: Supervising Teachers survey

What professional learning have you undertaken, in addition to Module 2, to assist you in your role as a supervising teacher? (n=281)



Respondents that had completed other professional learning in addition to Module 2 were asked to compare the usefulness of that professional learning. More than two thirds (69%) of respondents that participated in other face to face learning provided by the school found that it was more useful than Module 2. However, all other types of professional learning were predominantly considered less useful, or no more or less useful than Module 2, which suggests that Module 2 is an appropriate option for professional learning.

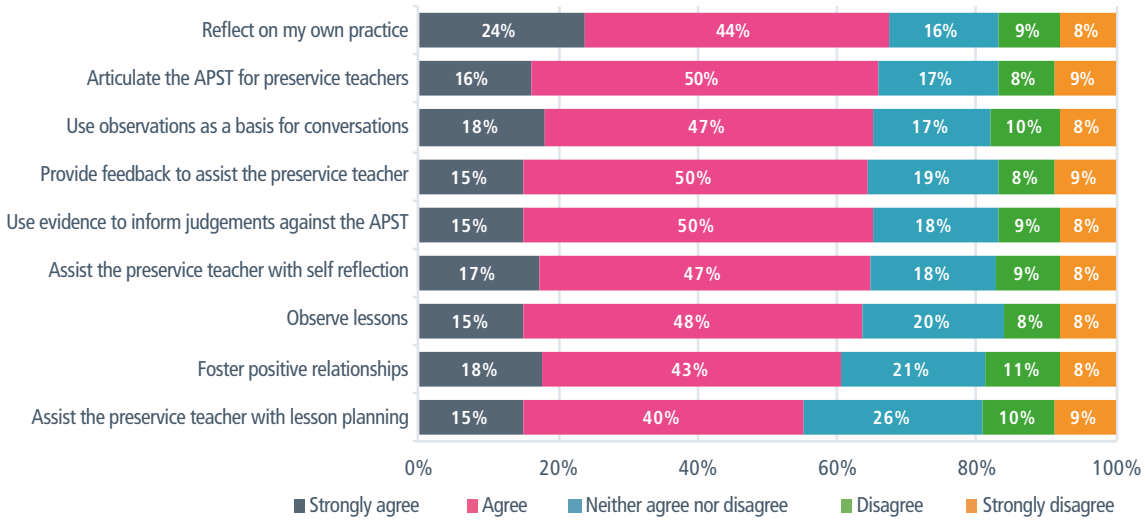
5.2 Impact of Module 2

Figure 9 demonstrates that Module 2 had a positive impact on the majority of respondents. More than two thirds (68%) of respondents strongly agreed or agreed that the course improved their capacity to reflect on their own practice.

Figure 9:
Impact of AITSL Module 2

Source: Supervising Teachers survey

To what extent do you agree that the AITSL module improved your capacity to...? (n=214)



While improved self-reflection is not necessarily the main aim of the course, this outcome was also mentioned in interviews with Hub School representatives and ITEPs. Similarly, respondents to the Supervising Teachers survey also confirmed that the role allowed them to reflect on their own practice. They stated:

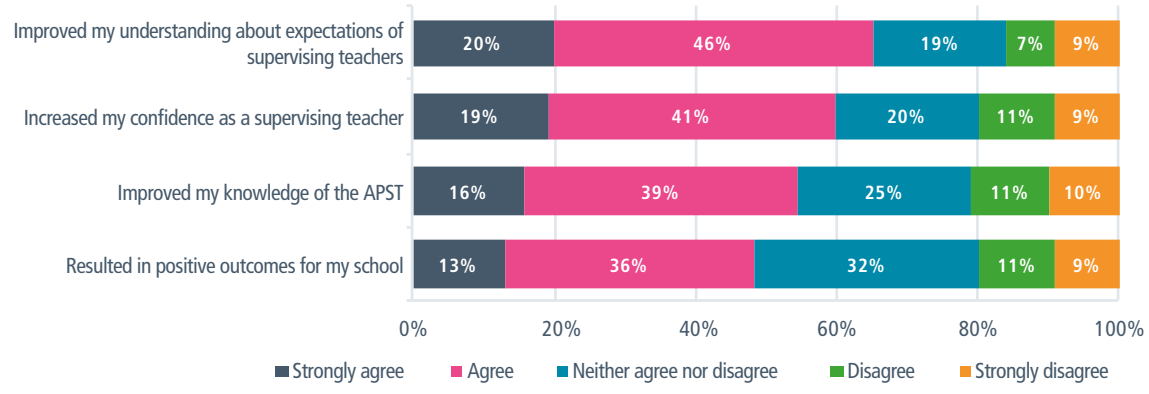
> *Being part of the training of preservice teachers is valuable to existing teachers - enabling reflection of practice and collegial discussion with new practitioners. - Supervising Teacher*
>
> *I believe it's a fabulous experience because I also learn new ideas from the student teachers coming out of uni. It also makes me be more reflective of my entire practice. - Supervising Teacher*
>
> *I find the experience incredibly rewarding and I always come away from the experience having learned about my own teaching practice. - Supervising Teacher*

Respondents also believed that the course had a positive impact on their understanding of what is expected of them as a supervising teacher, as well as their confidence in the role. More than half of the respondents (55%) also strongly agreed or agreed that the course improved their knowledge of the Standards, while 49 per cent agreed that the course resulted in positive outcomes for their school (see Figure 10).

Figure 10:
Course outcomes

Source: Supervising Teachers survey

To what extent do you agree that Module 2...? (n=213)



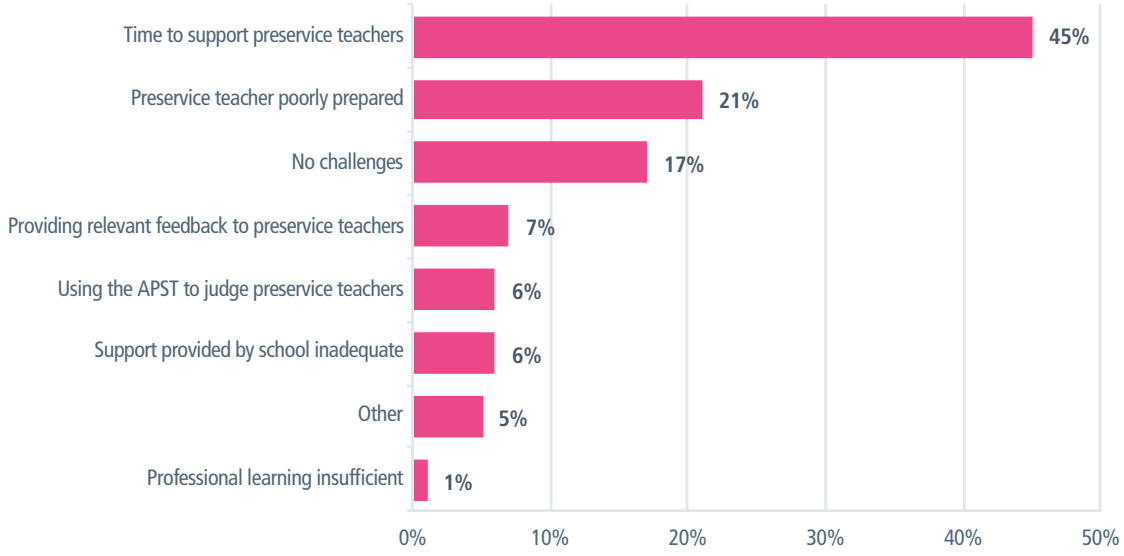
Respondents were asked about the challenges they faced, if any, while supervising a preservice teacher. The most common challenge faced was having sufficient time to support the preservice teacher (45%), followed by the preservice teacher being poorly prepared (21%), while 17 per cent of respondents did not experience any challenges. Only one per cent of respondents indicated that the professional learning was considered insufficient.

Figure 11:

Challenges faced as a Supervising Teacher

Source: Supervising Teachers survey

What challenges did you face as a supervising teacher? (n=299)



Some of the reasons provided in the "Other" category related to the preservice teacher's attitude and willingness to take on feedback, or limited support provided by ITEPs.

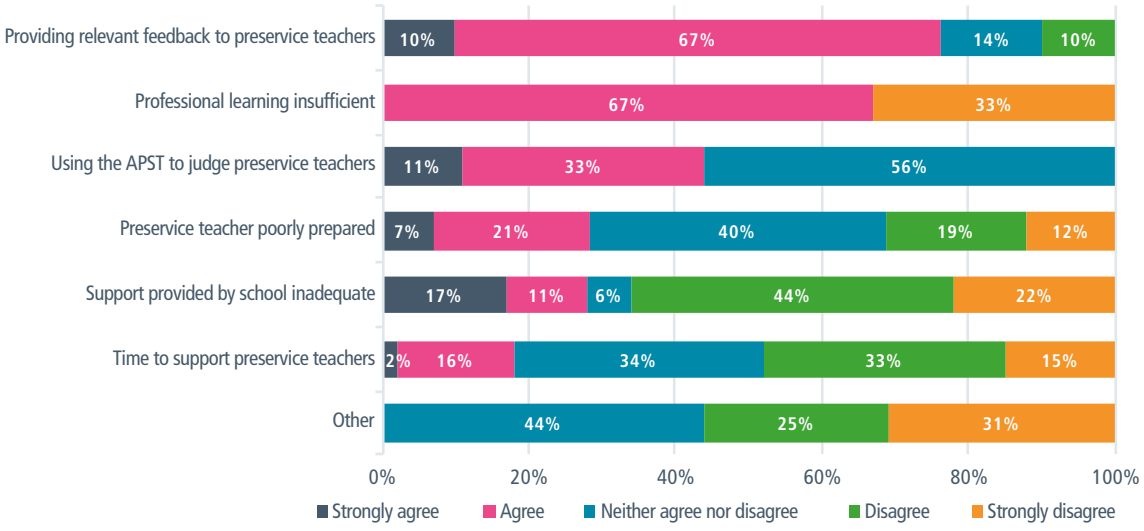
Supervising teachers were also asked how useful Module 2 was in assisting them to respond to the challenges they faced. More than three quarters (77%) of respondents strongly agreed or agreed that Module 2 was useful for responding to the challenge of providing feedback to preservice teachers, while 67 per cent found that Module 2 was useful in addressing the challenge of insufficient professional learning. Forty four per cent of respondents also strongly agreed or agreed that Module 2 was useful when facing the challenge of using the Australian Professional Standards for Teachers to judge preservice teachers (see Figure 12).

Figure 12:

Usefulness of Module 2 to respond to challenges

Source: Supervising Teachers survey

To what extent do you agree that Module 2 was useful for responding to these challenges? (n=214)



5.3 ITEP courses

Take up

CESE's survey of supervising teachers (n=299) indicated that six per cent of respondents had not completed Module 2, but instead completed an alternative course delivered by an ITEP. Another 10 per cent of respondents had completed an alternative course delivered by an ITEP, in addition to Module 2. Administrative data indicates that 191 supervising teachers had completed an alternative course. At the time of survey distribution, there were 12 courses being offered by eight ITEPs, with one ITEP providing two courses tailored to either primary or secondary preservice teachers. Some also included multiple modules, or a module and a workshop. A list of available courses is included in Appendix B.

Due to the relatively low number of respondents that have completed an alternative course, further detailed analysis of the impact of ITEP courses has not been included.

5.4 Implications of the professional learning requirement

Interviews with ITEPs highlighted the difficulties they have experienced, as a result of the introduction of the professional learning requirement, when trying to place preservice teachers in schools. Many indicated that the mandatory training has affected the number of placements schools are prepared to offer. Schools advised ITEPs that either their staff hadn't completed the training or were unwilling to do so. ITEP representatives stated:

> *Certainly the requirement for all supervising teachers to have done some registered training has been problematic for the university because the feedback that we get when we're trying to place students is a bit of outrage from some schools about: "Well we've taken prac students for all these years and now we're being told that we have to train so we're not going to take any prac students this year." - Senior academic staff*

> *We have experienced some schools saying that they wouldn't or couldn't take placements because they haven't done the training. - ITEP PEX Coordinator*

Since the introduction of the mandatory professional learning, departmental staff have also indicated that there are some supervising teachers reluctant to meet the requirement. The reluctance typically stems from their belief that they are already good practitioners, that they are not paid enough to perform the role, or they don't feel it would be beneficial.

Responses from CESE's Supervising Teachers survey indicated a mixed reaction to the professional learning requirement. Approximately half of the respondents indicated that they found the professional learning to be useful, while the others expressed dissatisfaction with the requirement. Those that found the course to be beneficial stated:

> *This really was one of the most useful courses I've completed in a long time. - Supervising Teacher*

> *I like that it is a requirement that teachers need to do the course in order to take on students. I think it would also be beneficial to hold TPL twice a year and extend the sessions to lead into mentoring at schools for new teachers. - Supervising Teacher*

> *I think that all teachers who are going to supervise preservice teachers should be given time off class to undertake the professional learning provided by AITSL as it will benefit both the preservice teacher and the teacher. I thoroughly recommend this training. - Supervising Teacher*

> *Thank you, it was helpful to learn about connecting the Standards for the preservice teacher and myself. - Supervising Teacher*

Of those respondents that were dissatisfied with the course, some viewed it as a time consuming task when they are already time poor. Others perceived the course to be unnecessary due to their extensive experience in supervising preservice teachers.

> *I hated the course. It was a total waste of time that only added stress and far too much extra work to an already overloaded teacher. - Supervising Teacher*

> *I feel that it was an absolute waste of time for experienced teachers who have already supported many preservice teachers throughout their career. Making experienced teachers complete this is one way of eliminating experienced time poor teachers. - Supervising Teacher*

Some ITEPs that were interviewed reported instances where supervising teachers were treating the requirement as a "tick-a-box" exercise and stated:

> *I've already had some teachers tell me, 'Oh you can do it a lot quicker than that if you cheat.' So I'm thinking they're looking for easy options. - Senior academic staff*

As the number of supervising teachers completing the mandatory training increases over time, the implications of the professional learning requirement are likely to reduce in significance. However, the reluctance of some teachers to complete the training, or not having time available to do so, may continue to affect the ability of ITEPs to find a sufficient number of placements across a broad selection of schools.

5.5 Summary

The evaluation has found that supervising teachers are progressively engaging in relevant professional learning and that the uptake of this professional learning is increasing over time. Supervising teachers are reporting positive impacts on their ability to supervise preservice teachers as a result of the professional learning. However, a greater awareness of the professional learning options available, and the requirement to complete the professional learning, is required to further increase uptake. Communicating the positive impacts and outcomes of the professional learning may also encourage some supervising teachers to participate in the future.

6. Highly Accomplished and Lead Teachers leading professional experience activities

The current teacher accreditation system was introduced in NSW in 2004 and comprises four levels: Conditional or Provisional (depending on completion status of ITE studies), Proficient, Highly Accomplished and Lead. Commencing from January 2018, all teachers must be accredited. However, up until that point some teachers are permitted to teach with a "not accredited" status.

Accreditation is aligned to the Australian Professional Standards for Teachers (the Standards) which identify descriptors at increasing levels of knowledge, practice and professional engagement across the four career stages. All teachers are expected to achieve accreditation at the Proficient level, while pursuing accreditation at the Highly Accomplished and Lead levels is voluntary. Further details regarding the accreditation process and its requirements are set out in Appendix J. Data used to support the findings in the following section was sourced from the CESE 2016 and 2017 Principal surveys, and interviews with Hub Schools and Directors, Public Schools.

6.1 Involvement in professional experience activities

NESA data indicates that at the end of 2017 there were 108 teachers accredited at either Highly Accomplished or Lead, while 253 teachers were applying for Lead accreditation and 241 teachers were applying for Highly Accomplished accreditation. The findings from the CESE Principal survey and the Supervising Teachers survey reflect the low number of teachers accredited at the higher levels who are supervising preservice teachers.

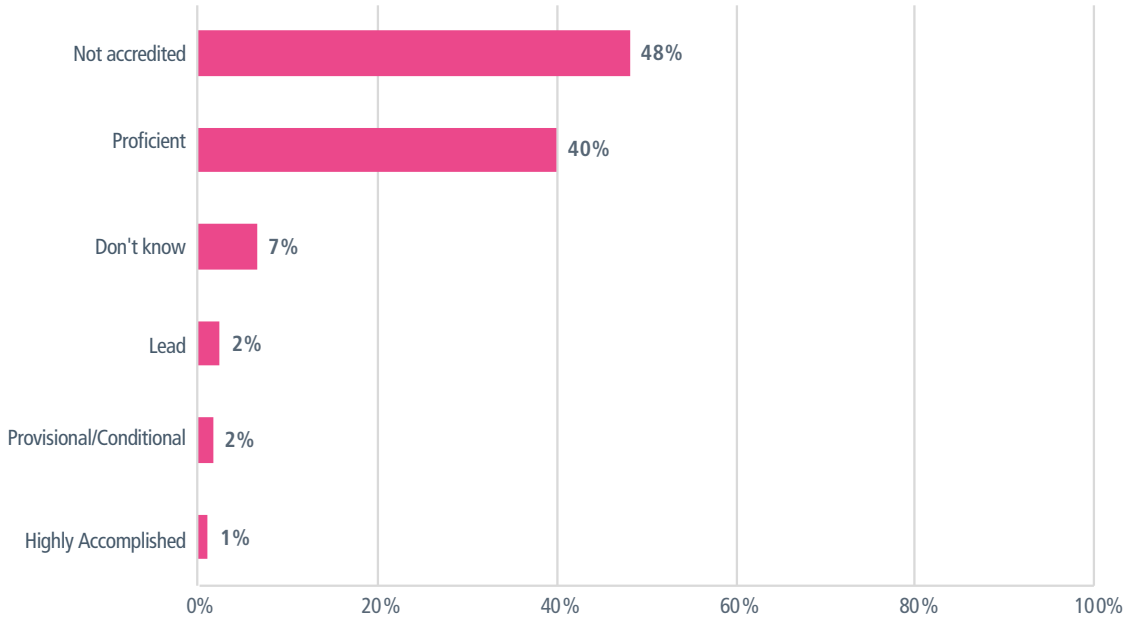
The CESE 2017 Principal survey asked respondents to identify, to the extent that they were aware, the accreditation status of the primary coordinator of professional experience activities within their school. Figure 15 indicates that only three per cent of professional experience coordinators had either Highly Accomplished or Lead accreditation.

Figure 13:

Accreditation status of professional experience coordinator

Source: CESE Principal Survey 2017

What was the accreditation status of the primary coordinator? (n=614)



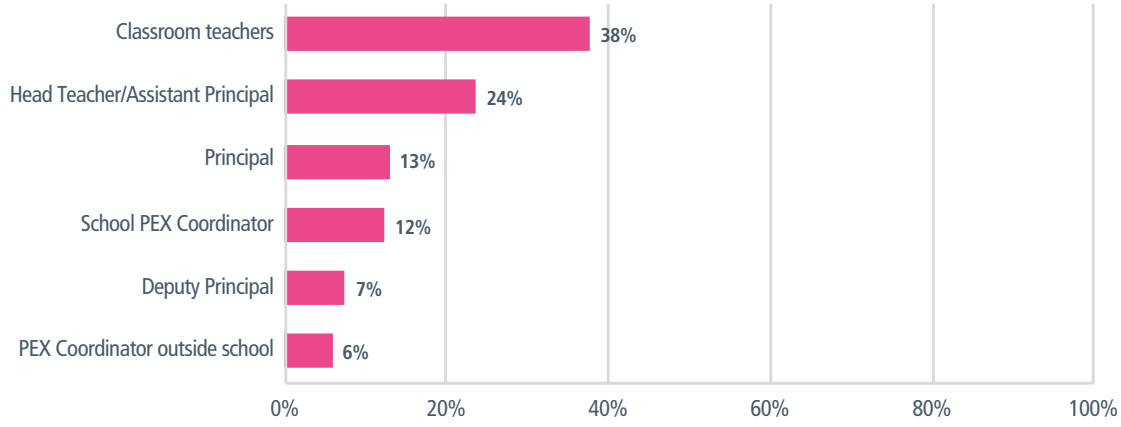
Respondents were also asked to identify the role of supervising teachers within their school. Figure 16 indicates that more than one third (38%) of supervisors were classroom teachers, while 44 per cent were executive staff. Only 12 per cent of supervisors were the school's professional experience coordinator. Of the 13 per cent of Principals that supervised preservice teachers, 60 per cent were from Metropolitan schools and 40 per cent were non-Metropolitan schools.

Figure 14:

Role of supervising teacher within the school

Source: CESE Principal Survey 2017

Who within your school supervised professional experience placements in 2016? (n= 598)



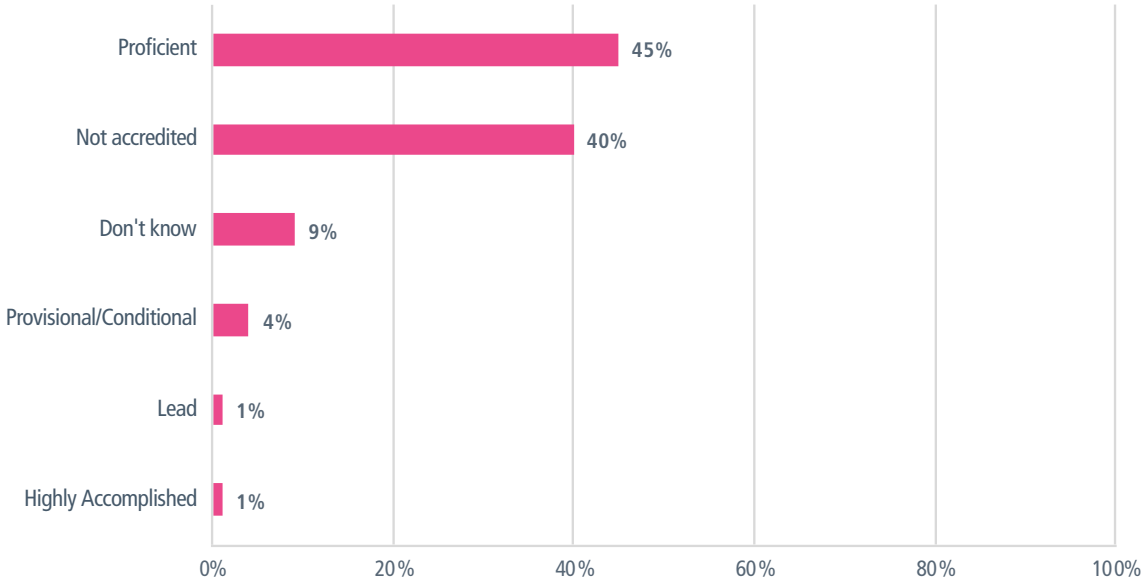
Principals were also asked to identify, to the extent that they were aware, the accreditation status of those that supervised preservice teachers. Only two per cent of supervisors had Highly Accomplished or Lead accreditation, while 85 per cent were either Proficient or currently not accredited.

Figure 15:

Accreditation status of supervisors

Source: CESE Principal Survey 2017

What was the accreditation status of those that supervised professional experience placements? (n=598)



6.2 Hub School support for attaining higher accreditation

Interviews with Hub Schools provided evidence of aspiring Highly Accomplished and Lead teachers being involved in professional experience activities. Aspirants primarily supervised preservice teachers which provided an opportunity for their mentoring skills to be observed. One ITEP indicated that aspirants at a Hub School were involved in the development of mentoring course modules, prior to being registered with NESA. This provided aspirants with a project that could contribute to their accreditation application portfolio. The ITEP representative highlighted that this opportunity brought practitioners and researchers together in the one space to create the course work, and facilitated an important discussion about theory and practice. Another Hub School was specifically developing mentoring material suitable for Highly Accomplished teachers, as they felt there were sufficient options available for Proficient teachers, but not enough at the higher levels.

One Hub School created professional learning opportunities for aspiring highly accredited teachers to lead their Mentor Groups and to present lectures at their partner university, as another source of evidence to contribute to their accreditation. Another Hub School addressed succession planning and sustainability by spreading responsibility for professional experience activities across three staff members, one of whom was specifically invited to be involved as they are an aspiring Highly Accomplished teacher.

In addition to inviting Highly Accomplished and Lead aspirants to be involved in professional experience activities, one Hub School also ensured that mentoring roles were offered to aspirants first. The Hub School Professional Experience Coordinator felt that there were significant professional benefits to being involved in initial teacher education and being aware of what preservice teachers are required to do.

Other accreditation factors

One Director, Public Schools suggested that an increase in the number of teachers interested in attaining higher levels of accreditation could be attributed to the focus on professional experience in the Hub School within their network. The Director stated:

> *Yesterday afternoon they held a meeting for people who'd like to be accredited at Highly Accomplished or Lead, just the one school. Sixteen people attended, three wanted to be accredited at Lead, thirteen wanted to be accredited at Highly Accomplished. And two years ago, they couldn't get take up, so I reckon that's a culture that's worth perpetuating and they believe that's from the professional experience work they've done, that they have built that understanding. - Director, Public Schools*

However, another Director, Public Schools indicated that, in their experience, teachers with higher levels of accreditation needed to be encouraged to be involved in professional experience activities. Another stated that quite a few Highly Accomplished teachers were working with beginning teachers, but not so much with preservice teachers. One Hub School also indicated that while more staff are attempting to gain higher levels of accreditation by doing the necessary work, the time required to write up documentation and provide evidence is discouraging them from pursuing it to completion.

Some Hub Schools were concerned that there was not enough recognition for supervising teachers and felt that ITEPs should consider providing documentation that could be used to support a higher accreditation application. A number of respondents to CESE's Supervising Teachers survey also indicated that the role should be given greater recognition. While some supervisors perceive the role as a responsibility to support the next generation of teachers, others believe that the role should be paid more or given recognition by allowing supervising hours to contribute to professional development hours necessary for accreditation maintenance.

Preparing preservice teachers

One Hub School has incorporated the preparation of preservice teachers for accreditation as part of their activities. Their website for preservice teachers included a component on accreditation and how to go about collecting evidence. Another Hub School specifically worked on the accreditation process with preservice teachers. The Hub School Principal stated:

> *And I know [the PEX Coordinator] already set up a process with the students where they keep a record. They have a list of standards and as they think they're doing something they actually write, "On this lesson I've done this." So [the PEX Coordinator] is making them already keep a record of how – evidence and just jotting [it down] so it forms the next part of their discussion that they can have at the end when they're looking at reports. And it's making the students think about their own actions and how that's working towards the standards and that bigger picture, linking in. That's got to be beneficial for then they come for their accreditation. - Hub School Principal*

While both of these activities are targeted at the entry levels of accreditation, it assists preservice teachers to have an understanding of the accreditation pathway for the future.

6.3 Impact of higher accredited teacher involvement

Although there are currently low numbers of teachers accredited at higher levels, initial evidence indicates preservice teachers are working closely with the teaching Standards when they work with Highly Accomplished and Lead teachers. Supervising teachers are having targeted conversations that focus on the descriptors that preservice teachers need to work towards to achieve Graduate level accreditation. One Director, Public Schools stated:

> *So what I think is really positive about the HATS and Leads who get involved in preservice, and they're not the majority because we don't have that many of them, is that they are able to talk the language of where preservice and beginning teachers are at. And we're talking about the standards, we're talking about the professional standards that indicate to you, you are doing a good job. - Director, Public Schools*

Using the Standards to assess preservice teachers and to provide feedback on their professional experience placement ensures that they work towards achieving the required knowledge, practice and professional engagement to be a quality teacher at Graduate level. Other departmental staff believe that the use of the Standards to assess preservice teachers will improve over time as all teachers become accredited, but particularly as the number of Highly Accomplished and Lead teachers increases.

Some Hub Schools also felt that aspiring Highly Accomplished and Lead teachers provided a greater level of support for the preservice teachers and demonstrated a strong commitment to ensuring that they had a positive experience. One Hub School stated:

> *One of the mentors that is doing her accreditation at Highly Accomplished at the moment – when she was at university, there was a teacher that just critiqued her against the standards and she gave her the feedback and that was it. And that nearly made her leave the profession. And she's saying now, "I never want to be that person", and, "I loved the mentor training because it's so not about that. It's about so much more than that. It's about those conversations and reflecting and deconstructing and supporting the student and helping them find their place in the school". - Hub School PEX Coordinator*

Hub Schools also pointed out that aspiring leaders need to provide evidence to support their application for higher accreditation, which can include material relating to preservice teachers such as observation notes, feedback, and communication with other colleagues regarding the needs of preservice teachers. This requirement would potentially encourage aspirants to provide greater levels of support and constructive feedback to preservice teachers during their placements.

Similarly, one Director, Public Schools suggested that higher accredited teachers being involved in professional experience placements exposes preservice teachers to experienced teaching staff with an enthusiasm for their role. They stated:

> *Because if you're working with someone at those levels and they've got that dedication and commitment and enthusiasm of what they do, then I would suggest that that in turn would rub off on the preservice teacher's experience with that teacher and hence, you know in theory, that encourages them to be committed to the work that they do. - Director, Public Schools*

As the number of Highly Accomplished and Lead teachers increases over time, the impact of their involvement on the quality professional experience placements is likely to become more apparent. However, initial findings indicate that they provide a greater knowledge and awareness of the teaching Standards, provide greater levels of support and a commitment to helping preservice teachers succeed in their placement.

6.4 Summary

The low numbers of teachers accredited at Highly Accomplished and Lead level (108 at the end of 2017) means that there are very few higher accredited teachers involved in professional experience activities.

However, the Hub School program is supporting aspiring Highly Accomplished and Lead teachers to gain accreditation by providing them with opportunities to be involved in professional experience placements. Aspiring Highly Accomplished and Lead teachers are involved in developing mentoring course materials, supervising preservice teachers, and delivering lectures at ITEPs.

The low number of higher accredited teachers means that it will take time for the impact of their involvement in professional experience activities to be realised. However, initial findings suggest their involvement provides preservice teachers with a greater knowledge of the Standards, greater support in their placement, and a greater perceived enthusiasm for teaching.

7. Summary

Overall, the mechanisms designed to improve the quality of professional experience placements for preservice teachers have produced some positive impacts. There have been challenges associated with their implementation, however, generally they have resulted in improvements to the quality of placements, particularly within most Hub Schools.

Professional Experience Agreements

Although awareness of the Professional Experience Agreements was low across schools, for some ITEPs and schools they have been the catalyst to refine their professional experience processes and to formalise arrangements for securing placements for preservice teachers. The agreements have particularly resulted in a greater acknowledgement of the shared responsibility between ITEPs and schools for developing preservice teachers. ITEPs believed that the agreements were the main factor for breaking down barriers and for reducing an 'us and them' mentality evident across the system.

However, one aim of the agreements was to produce a closer matching of the supply of graduate teachers with the demand for graduate teachers. The agreements have not significantly achieved this aim as it is highly dependent on ITEP student enrolments and subject preference. ITEPs acknowledge they have a limited flexibility and degree of responsiveness to accommodate the need for teachers within particular areas of workforce need. The low rate of workforce matching between schools and ITEPs could also be attributed to the lack of awareness of the agreements throughout schools. The agreements are not the sole tool being used to address the matching of preservice teachers with areas of workforce need, however, the findings indicate that they have had limited impact in this area.

Additionally, ITEPs have faced difficulties with obtaining placements in schools for preservice teachers given that some schools have indicated that they will only work with one institution, or will not work with one they have not agreed to partner with. The challenges associated with finding placements and the lack of awareness of the agreements could be addressed by further communicating the intent and conditions of the agreements to schools, or considering other methods of communication.

Hub Schools program

The Hub School program was designed to provide support to schools in the development of initiatives that contribute to high quality professional experience placements, and which could be shared with other schools. Hub Schools have introduced a range of initiatives that are targeted at preservice teachers, supervising teachers and partner schools, in recognition of the support that all groups require.

Throughout program implementation, Hub Schools and ITEPs raised questions regarding the sustainability of the developed program particularly after the funding period ends. To address these concerns, schools have introduced a number of sustainable initiatives that could become business as usual, and to build capacity with their partner schools so that the activities could be expanded across the system. However, many felt that some activities were contingent on funding and that they would fall away without financial resourcing. Some Hub Schools were also concerned that the two-year, time-limited nature of the program did not provide them with enough time to develop their initiatives or to share them with partner schools.

The evaluation demonstrates that the Hub School program has resulted in positive impacts for supervising teachers, preservice teachers, schools and ITEPs. Existing teachers have improved their mentoring skills and have also changed their attitude to the presence of preservice teachers within their school. Hub Schools have facilitated an improved level of coordination between themselves and ITEPs, as well as their partner schools, while ITEPs have adopted changes to their ITE courses for the benefit of preservice teachers.

Positive impacts for preservice teachers include the perceived improvement to their confidence levels, a greater readiness to enter teaching, and a greater understanding of the whole of school context and processes.

The Hub School program has also demonstrated that there are a range of initiatives that could be transferred to other schools with minimal funding and minimal support from an ITEP. Initiatives targeting preservice teachers that could be replicated across the system include:

- establishing a triadic supervising model
- providing induction and orientation sessions and induction folders
- holding workshops, debriefs and networking sessions
- developing websites
- establishing an immersion program
- focussing on specific student groups.

Initiatives targeting supervising teachers that could be easily transferred to other schools include organising workshops and group feedback sessions, completing the AITSL modules, and pairing new and experienced supervisors together.

Overall, the Hub School program is widely regarded by participants as a time-consuming but worthwhile and valuable initiative to be involved in.

Professional learning for supervising teachers

Supervising teachers have responded to the requirement to complete professional learning to varying degrees. Although supervising teachers are progressively engaging in relevant professional learning, there is still scope for greater uptake. However it is important to note that supervising teachers that have completed the professional learning are reporting positive impacts on their ability to supervise preservice teachers. In particular, many reported that the AITSL module improved their capacity to reflect on their own practice and to articulate the Standards to preservice teachers. They also reported that the module improved their understanding of the expectations of supervising teachers and was useful for providing feedback. The courses provided by the universities are also considered to have a positive impact, although the number of supervising teachers that have completed an alternative course is currently low.

A greater awareness of the requirement to complete professional learning, along with the course options available is likely to result in an increased uptake. Communicating the positive impacts and outcomes of the professional learning may also encourage some supervising teachers to participate.

Highly Accomplished and Lead Teachers leading professional experience activities

The requirement for schools to progressively introduce the involvement of Highly Accomplished or Lead teachers in professional experience placements is hampered by the low numbers of teachers accredited at these higher levels.

However, the Hub School program has demonstrated that it is supporting aspiring Highly Accomplished and Lead teachers to gain accreditation by providing them with opportunities to be involved in professional experience placements. Aspiring Highly Accomplished and Lead teachers have been involved in developing mentoring course materials, supervising preservice teachers, and delivering lectures at ITEPs, all of which can be used as evidence to support an application for higher accreditation.

The impact of having higher accredited teachers involved in professional experience activities will take some time to be realised. It is probable that the number of higher accredited teachers will increase over time, which will provide further opportunities to assess the impact of their involvement. However, initial findings suggest that they are able to provide preservice teachers with a greater knowledge of the Standards, greater support in their placement, and a perceived enthusiasm for teaching.

Appendix A: Sample Professional Experience Agreement

THIS AGREEMENT IS MADE ON THE DAY OF

BETWEEN

THE STATE OF NEW SOUTH WALES by its NSW DEPARTMENT OF EDUCATION of 35 Bridge Street Sydney NSW 2000 (ABN 40 300 173 822) (the Department)

AND

1. BACKGROUND

1.1. Professional Experience is a critical aspect of initial teacher education and provides a crucial opportunity for initial teacher education providers and schools to work together to share knowledge, expertise and passion for teaching in order to prepare the next generation of teachers. This experience should expose teacher education students to a range of schools and make them aware of the opportunities, challenges and realities of classrooms and the diversity that exists in NSW public schools.

1.2. Implementing high quality professional experience is a key commitment under the *Great Teaching, Inspired Learning Blueprint for Action*.

1.3. As an action under the *Great Teaching, Inspired Learning Blueprint for Action*, the Board of Studies, Teaching and Educational Standards (BOSTES) has developed A *Framework* for High-Quality Professional Experience in NSW Schools (the Framework) which outlines the key commitments, principles, practices and responsibilities of all parties in relation to professional experience.

1.4. The Department has committed to implementing the Framework.

2. IMPLEMENTATION

2.1. The Department wishes to enter into professional experience agreements, underpinned by the *Framework*, with universities/initial teacher education providers (ITEPS) to clearly articulate how schools, the Department and the universities/ITEPs will operate to provide high quality professional experience in NSW public schools.

2.2. There will be individual professional experience agreements with universities/ITEPS. This Agreement with the **University** contains a schedule (**Schedule 1**) with a list of schools which have indicated their willingness to work in partnership with the **University** to support professional experience placements. **Schedule 1** is not exclusive. The **University** is able to approach other schools not on **Schedule 1** for professional experience placements, and schools, if approached by other universities/ITEPs, are able to support these requests if their circumstances allow them to do so. **Schedule 1** also does not preclude schools from continuing any existing arrangements that may be in place.

2.3. This Agreement with the **University** also contains a schedule (**Schedule 2**) which outlines the expectations and commitments regarding the Professional Experience Hub School(s) which will work in partnership with the **University** to demonstrate, develop, trial and share high quality and innovative professional experience. It is expected that Professional Experience Hub Schools will develop different models of professional experience which can then be evaluated and shared.

2.4. A key function of the professional experience agreements is to provide better alignment of the provision of professional experience places to foreseeable demand for teachers in different learning areas and stages of schooling.

2.5. These agreements will provide schools, the Department and universities/ITEPs with greater confidence in and commitment to professional experience.

2.6. The Professional Experience Agreements will be iterative and will be reviewed and revised as necessary to accommodate further learnings and experiences.

3. SCOPE OF THIS AGREEMENT

3.1. This Agreement including **Schedules 1 and 2** applies to professional experience placements in NSW public schools for initial teacher education students undertaking BOSTES-approved courses at the **University**.

3.2. While this Agreement is focussed on strengthening the quality and effectiveness of professional experience provision, it is underpinned by the broader concept of collaborative relationships between the Department, schools and universities/ITEPs for the purpose of building professional learning communities, sharing of innovation and research and continuously building professional knowledge in the field of education.

4. DEFINITIONS

4.1. For the purpose of this Agreement:

a) **BOSTES** means the Board of Studies, Teaching and Educational Standards which is responsible for approving initial teacher education courses for NSW;

b) **the Framework** means the document developed by BOSTES: *A Framework for High-Quality Professional Experience in NSW Schools,* and its composite parts, which underpins this Agreement;

c) all other terms in this Agreement have the same meaning as defined in the *Framework*;

d) **Schedule 1** contains the list of NSW public schools which have indicated their willingness to work in partnership with the **University** to support professional experience placements. **Schedule 1** is an interim document which will be updated by the Department and notified to the **University**, as required; and

e) **Schedule 2** contains the expectations and commitments for the implementation of Professional Experience Hub Schools. In the first 3 months after the signing of this Agreement, the Professional Experience Hub School, the **School**, together with the **University** will outline how the initiative will be implemented in the School Plan.

f) **Professional experience** means *teaching practice, practicum (one of a number of supervised practical teaching experiences) and internship (a final teaching practice without in-class supervision), in a school or other setting for educational purposes' as defined in the BOSTES Initial Teacher Education in NSW: Professional Experience Policy April 2015.*

g) **Professional experience internship** means a final optional supervised component of the prescribed preservice professional experience days in a NSW BOSTES-accredited initial teacher education program in which teacher education students are still supervised (program supervision) but do not require direct, in-class supervision. The commencement of a professional experience internship requires completion of at least 75% of the prescribed supervised days of a professional experience program and assessment of teacher education students as having met or exceeded all of the *Australian Professional Standards for Teachers at Graduate level.*

5. TERM

5.1. This Agreement commences on the date of signing by the second party.

5.1.1. From this date until the end of 2015 the parties will commence operation of the Professional Experience Hub Schools and will transition towards full implementation of the Agreement.

5.1.2. The parties will fully implement the terms including **Schedule 1** from the beginning of 2016 for a period of 2 years.

RENEWAL TERMS

5.2. No later than ninety (90) days prior to the expiration of the Agreement, the parties may agree in writing to extend the Agreement for a further term ('Renewal Term'), and the terms of this Agreement, which may be modified by the parties by agreement in writing, will apply to any such Renewal Term.

5.3. Agreed variations, other than those specified, may be made in writing by the parties to this Agreement.

6. JOINT RESPONSIBILITIES

6.1. The Department, on behalf of and in conjunction with schools, and the universities/ITEPs agree to:

6.1.1. Implement the *Framework* including the five core commitments of appropriate resourcing; effective communication; rigorous assessment; timing and number of placements; and data sharing.

6.1.2. Adhere to the best practices outlined in Document 1 of the *Framework*.

6.1.3. Commit to the responsibilities outlined in this Agreement as being critical to support the implementation of quality professional experience in NSW public schools. These roles and responsibilities are drawn from the more comprehensive outline in Document 2 of the *Framework*.

6.1.4. Give priority, for the term of this Agreement, to the selection and matching of teacher education students for professional experience placements based on the Department's areas of workforce need including:

- mathematics;
- English (particularly in combination with another teaching subject such as drama and history);
- physics;
- technology and applied studies (particularly industrial technology, engineering science and combinations such as food technology and textiles technology);
- special education;
- school counselling; and
- scholarship/internship/cadetship holders including those students undertaking additional studies in Aboriginal education.

6.1.5. Use best endeavours to ensure that school and University staff supervising the professional experience are suitably skilled. They should have expertise in making judgements about whether teacher education students have achieved the Expectations regarding skilled staff in schools and universities are further detailed under the separate Responsibilities section of this Agreement.

6.1.6. Adopt a common report template for professional experience placements as outlined in the *Framework* in Document 3.

6.1.7. Use the evidence guide in Document 4 of the *Framework*.

6.1.8. Commit to Document 5 of the *Framework* to implement protocols for the collection and exchange of data to allow for evidence-based analysis of current placement needs and to inform projections of future placement requirements on a rolling cycle.

6.1.9. Implement **Schedule 1** of this Agreement outlining the schools which have indicated their willingness to work in partnership with the **University** to support professional experience placements – noting that **Schedule 1** is not exclusive and the **University** is able to approach other schools not on **Schedule 1** for professional experience placements and schools, if approached by other universities/ITEPs, are able to support these requests if their circumstances allow them to do so.

6.1.10. Commit to working to support the establishment and functioning of Professional Experience Hub Schools as outlined in **Schedule 2** of this agreement. Together with the University, the Professional Experience Hub School will, in the first 3 months after this Agreement has been signed, outline in its School Plan how it will demonstrate, develop, trial and share high quality and innovative practices in professional experience.

7. KEY RESPONSIBILITIES OF THE UNIVERSITY

7.1. In addition to the responsibilities referred to in the *Framework* (clause 6.1.3), the **University** agrees to:

7.1.1. Assign appropriately skilled tertiary supervisors to provide instruction, mentoring and feedback to their teacher education students during professional experience. These supervisors need to undertake/have undertaken by the end of 2015 relevant professional learning to ensure:

- detailed knowledge of the *Australian Professional Standards for Teachers at Graduate level* and relevant assessment processes; and
- current working knowledge of NSW school context, systems and requirements.

7.1.2. Ensure that teacher education students and provider staff/tertiary supervisors have all the relevant clearances from the appropriate department for any required criminal record check and working with children check, as well as ensure that teacher education students have the necessary training relating to child protection and anaphylaxis, prior to the commencement of the placement with the Department and maintain records to that effect.

7.1.3. Ensure that teacher education students undertaking a professional experience internship, having satisfactorily completed at least 75% of the prescribed supervised days of professional experience under close, in-class supervision, have a full working with children check in recognition of the move from close in-class supervision to program supervision.

7.1.4. Use best endeavours to ensure that teacher education students understand their responsibilities in adhering to school/system policies particularly as they relate to teachers' duty of care/ supervision of students responsibilities; as well as responsible use of information and communication technology and their obligation to maintain confidentiality and privacy of students, their parents and caregivers and supervising teachers/school staff.

7.1.5. Work with schools in all aspects of the Agreement around improving communication, especially where teacher education students are at risk of not satisfactorily completing the formal teaching practice and where approving the transition of teacher education students from close, in-class supervision to program supervision under a professional experience internship (subject to these students having been assessed as meeting or exceeding all of the *Australian Professional Standards for Teachers at Graduate level).*

7.1.6. Use best endeavours to ensure that all students observe the regulations, policies, guidelines and procedures of the Department, including work health and safety, and the Code of Conduct.

7.1.7. Use best endeavours to ensure that teacher education students are informed Professional Experience Agreement 9 of clauses 7.1.2, 7.1.3 and 7.1.5 of this Agreement.

7.1.8. Establish, for implementation by the end of 2016, a more effective and efficient university/ITEP managed system of placement for external teacher education students undertaking their initial teacher education course through distance education/online mode of delivery (recognising that external teacher education students may not be seeking professional experience placements in the geographical area where the university/ITEP is located and may request placements in metropolitan areas). **Note:** This clause only applies to those universities/ITEPs which enrol external students.

7.1.9. Ensure that the relevant personal accident, public liability and professional indemnity cover insurance policies for teacher education students under professional experience (as per BOSTES policy definition) are in place and that Certificates of Currency can be provided to the Department if required.

8. KEY RESPONSIBILITIES OF THE DEPARTMENT

8.1. In addition to the responsibilities referred to in the *Framework* (clause 6.1.3), the Department, on behalf of and in conjunction with schools specified in **Schedule 1**, agrees to:

8.1.1. Provide teacher education students with an in-school professional experience program that meets the expectations and focus of the specified placement, as outlined in the documentation from the **University**. The number of teacher education students will vary according to the size of the school and the needs of the university. The number of teacher education students to be placed with each school at any given time will be determined by the school.

8.1.2. Use best endeavours to ensure that schools provide quality professional experience placements for teacher education students, especially for those undertaking studies in the Department's identified areas of workforce need (clause 6.1.4).

8.1.3. Assign appropriately skilled school staff members/supervising teachers with detailed knowledge of the *Australian Professional Standards for Teachers at Graduate level* and relevant assessment processes as well as expertise in mentoring, supervisory and feedback skills to coordinate/supervise the professional experience placement.

- Staff members supervising professional experience will have undertaken relevant professional learning to underpin their knowledge and skills such as the AITSL *Supervising Preservice Teachers Module 2 Practice Analysis*.
- Where the school has a teacher accredited at or working towards the Highly Accomplished level of the *Australian Professional Standards for Teachers*, that teacher is expected to take on a role in supporting the professional experience of teacher education students.

8.1.4. Use best endeavours to ensure that all school staff as well as the teacher education students are aware that teacher education students must be provided with direct in-class supervision during classroom practice and while accompanying teachers in other school duties such as sport or playground duty as part of their professional experience (unless the teacher education students are under program supervision while undertaking professional experience internships as part of a BOSTES-accredited initial teacher education program). In addition to ensure that teacher education students must not be used in a relief teaching capacity. **Note:** Teachers need to be aware that teacher education students completing a professional experience internship are required to have undertaken a full working with children check given the change from direct, in-class supervision to program supervision.

8.1.5. Use best endeavours to ensure that teacher education students are aware of their responsibilities in adhering to school/system policies particularly as they relate to teachers' duty of care/supervision of students responsibilities; as well as the responsible use of information and communication technology and their obligation to maintain confidentiality and privacy of students, their parents and caregivers and supervising teachers/staff.

8.1.6. Use best endeavours to ensure that school staff are aware of their obligation to maintain confidentiality and privacy of teacher education students, provider staff/tertiary supervisors and university documentation.

8.1.7. Work with the **University** in all aspects of this Agreement, including being proactive in contacting the university when necessary especially where teacher education students are at risk of not satisfactorily completing the formal teaching practice.

9. GOVERNING LAW

9.1. The laws in force in the State of New South Wales govern this Agreement.

9.2. Each party submits to the non-exclusive jurisdiction of the courts of the State of New South Wales and the courts of appeal from those courts.

SCHEDULE 1

Schools which have indicated their willingness to work in partnership with the **University** to support professional experience placements (**Note**: this list is iterative and will be updated by the Department, in consultation with schools and the **University**, as required):

SCHEDULE 2

PROFESSIONAL EXPERIENCE HUB SCHOOL

Name of Professional Experience Hub School:

Name of University:

Statement of purpose

Professional Experience Hub Schools are designated school sites for demonstrating, developing and sharing high quality professional experience in conjunction with a partner University. These Hub Schools will collaborate with other schools to build expertise in high quality professional experience provision.

Together with the partner University, the Professional Experience Hub Schools will, in the first three months after the Agreement has been signed, outline in the School Plan how they will demonstrate, develop, trial and share high quality and innovative practices in professional experience. It is expected that Professional Experience Hub Schools, in meeting the commitments outlined below, will develop different models of professional experience which can then be evaluated and shared.

These schools are initially identified for a period of two years.

Professional Experience Hub Schools will be provided with an additional funding resource to assist in the implementation of this initiative.

Commitments of the Professional Experience Hub School

The Schools commit to strengthening high quality professional experience practices by:

- fostering strong links between school and University staff, including with supervising teachers and tertiary supervisors, to investigate innovative practices in teacher education student supervision and support;
- working closely with the University to deliver the highest quality of support and supervision to teacher education students including working to prioritise placements in accordance with the Department's workforce areas of demand and local needs;
- providing quality professional learning in aspects of professional experience provision including mentoring and enhancing expertise in *Australian Professional Standards for Teachers* at the Graduate level;
- ensuring that, by the end of 2015/2016, the school staff assigned to supervise teacher education students have completed professional learning to support their mentoring and supervisory practices such courses as the Australian Institute for Teaching and School Leadership (AITSL) Supervising Preservice Teachers modules;
- working with the University to develop and deliver additional professional learning focussed on supporting professional experience with other schools; and
- providing opportunities for collaborative school based research in the area of professional experience.

Commitments of the University

The University commits to supporting and fostering the Schools in strengthening quality professional experience practices by:

- fostering strong links between school and University staff, including with tertiary supervisors and supervising teachers, to investigate innovative practices in teacher education student supervision and support;
- working closely with the Schools to deliver the highest quality of support and supervision to teacher education students including as required reviewing aspects of the initial teacher education course provision;
- providing quality professional learning in aspects of professional experience provision including mentoring and enhancing expertise in *Australian Professional Standards for Teachers* at the Graduate level;
- working with the Schools to develop and deliver additional professional learning focussed on supporting professional experience with other schools;
- providing academic credit arrangements/recognition pathways towards higher education degrees and credentials; and
- providing opportunities for collaborative school based research in the area of professional experience.

Appendix B: NESA accredited mentoring courses

ITEP	Course	Mode
Australian Catholic University	Mentoring for Pre-Service Teachers	Face to face or online
Macquarie University	Mentoring the Mentors	Face to face
Sydney University	Professional Development, Mentoring and Teacher Induction (EDPF5015 – Module 1)	Face to face
	Professional Development, Mentoring and Teacher Induction (EDPF5015 – Module 2)	Face to face
University of New England	Mentoring the Mentor	Face to face or online
University of New South Wales	Mentoring Basics	Face to face
	Mentoring for Adaptability	Face to face
University of Notre Dame	Supervising Teacher Education Students Course	Online
	Supervising Teachers – Supporting Pre-service Teachers to Flourish	Online
University of Technology, Sydney	Mentoring and supporting primary teacher education students for a high quality professional experience	Face to face
	Mentoring and supporting secondary teacher education students for a high-quality professional experience.	Face to face
	Mentoring: an essential strategy in providing a high-quality professional experience	Face to face
University of Wollongong	Professional Experience Mentoring – Module 1	Online
	Professional Experience Mentoring – Workshop	Face to face

Appendix C: Supervising Teachers survey

Q no.	Question	Response instruction	Response categories	Qualifiers
1	How many preservice teachers have you supervised in your teaching career?	Select one	None 1 2 3 4 5 6-10 Approximately 11-20 More than 20	(None) End survey
2	How many preservice teachers did you supervise in 2016?	Select one	None 1 2 3 4 5 More than 5	
3	How did you become a supervising teacher?	Select one	I volunteered I was nominated by senior staff Other (please specify) <free field>	
4	Have you completed *Module 2 – Practice Analysis* of the AITSL "Supervising Preservice Teachers" program?	Select one	Yes No	(No) Skip to Q6
5	In what year did you complete *Module 2 – Practice Analysis*?	Select one	2014 2015 2016 2017	(All responses) Skip to Q7
6	Please select the reason/s why you have not completed *Module 2 – Practice Analysis*	Select all that apply	I completed another course on supervising preservice teachers (please specify) <free field> I was unaware it was available There are too many competing demands on my time It is of no benefit to me It takes too long to complete The content didn't appear to be helpful I had insufficient information or resources to complete the tasks There is not enough organisational support to do so Other (please specify) <free field>	(Another course) Skip to Q11 (All other responses) End of survey
7	Which of the other modules within the AITSL "Supervising Preservice Teachers" program have you completed?	Select all that apply	No other modules *Module 1* – Effective Partnerships *Module 3* – Making Effective Judgements *Module 4* – Unpacking the Graduate Standards	

Q no.	Question	Response instruction	Response categories	Qualifiers
8	To what extent do you agree with the following statements?		Multiple response, matrix [strongly disagree; disagree; neither agree nor disagree; agree; strongly agree] The *Module 2 – Practice Analysis* content is up to date The *Module 2 – Practice Analysis* content is relevant to my needs The online medium is easily accessible The online medium is an appropriate means of delivering this professional learning program	
9	To what extent did you find the resources offered as part of *Module 2 – Practice Analysis* useful?		Multiple response, matrix [entirely useful; slightly useful; neither useful nor useless; not very useful; not at all useful; I did not use these] Links to other websites Links to AITSL resources Videos Audios Scenarios Templates Discussion forums	
10	To what extent do you agree with the following statements? *Module 2 – Practice Analysis* has improved my capacity to…		Multiple response, matrix [strongly disagree; disagree; neither agree nor disagree; agree; strongly agree] Provide feedback to assist the preservice teacher to improve their professional practice Use observations of the preservice teacher as the basis for professional conversations Observe lessons Assist the preservice teacher with lesson planning Foster positive relationships which enhance preservice teachers' professional experience placements Reflect in my own professional practice Articulate the Australian Professional Standards for the preservice teachers Use evidence to inform judgements against the *Australian Professional Standards for Teachers* Assist the preservice teacher to use self-reflection to improve their professional practice	(All responses) Skip to Q12
11	To what extent do you agree with the following statements? The (Q6 – another course) has improved my capacity to…		Multiple response, matrix [strongly disagree; disagree; neither agree nor disagree; agree; strongly agree] Provide feedback to assist the preservice teacher to improve their professional practice Use observations of the preservice teacher as the basis for professional conversations Observe lessons Assist the preservice teacher with lesson planning Foster positive relationships which enhance preservice teachers' professional experience placements Reflect in my own professional practice Articulate the Australian Professional Standards for the preservice teachers Use evidence to inform judgements against the *Australian Professional Standards for Teachers* Assist the preservice teacher to use self-reflection to improve their professional practice	(All responses) Skip to Q13

Q no.	Question	Response instruction	Response categories	Qualifiers
12	To what extent do you agree with the following statements? *Module 2 – Practice Analysis* has…		Multiple response, matrix [strongly disagree; disagree; neither agree nor disagree; agree; strongly agree] Resulted in positive outcomes for my school because I participated Improved my knowledge of the *Australian Professional Standards for Teachers* Improved my knowledge about expectations of supervising teachers for professional experience placements Increased my confidence in carrying out the supervising teacher role	(All responses) Skip to Q14
13	To what extent do you agree with the following statements? (Q6 – another course) has…		Multiple response, matrix [strongly disagree; disagree; neither agree nor disagree; agree; strongly agree] Resulted in positive outcomes for my school because I participated Improved my knowledge of the *Australian Professional Standards for Teachers* Improved my knowledge about expectations of supervising teachers for professional experience placements Increased my confidence in carrying out the supervising teacher role	
14	What support did you receive from your school to help you prepare for your role as a supervising teacher?	Select all that apply	Guidance from other staff Mentoring from other staff Formal professional learning Additional release time for planning and supervision I did not receive any support Other (please specify) <free field>	
15	What other resources have you used to support your role as a supervisor of a preservice teacher?		<free field>	(Another course in Q6) Skip to Q17
16	What professional learning have you undertaken, in addition to *Module 2 – Practice Analysis*, to assist you in your role as a supervising teacher?	Select all that apply	Professional learning provided by the school A course on supervising or mentoring preservice teachers provided by a university Other face to face professional learning provided outside the school Online professional learning provided outside the school Self-directed research I have not undertaken any additional professional learning Other (please specify) <free field>	(All responses) Skip to Q18
17	What professional learning have you undertaken, in addition to (Q6 – another course), to assist you in your role as a supervising teacher?	Select all that apply	Professional learning provided by the school Another course on supervising or mentoring preservice teachers provided by a university Other face to face professional learning provided outside the school Online professional learning provided outside the school Self-directed research I have not undertaken any additional professional learning Other (please specify) <free field>	(All responses) Skip to Q19
18	To what extent was this professional learning useful compared to *Module 2 – Practice Analysis*?		Multiple response, matrix [much more useful; slightly more useful; neither more nor less useful; slightly less useful; much less useful] (Each response selected in Q16)	(All responses) Skip to Q20
19	To what extent was this professional learning useful compared to (Q6 – another course)?		Multiple response, matrix [much more useful; slightly more useful; neither more nor less useful; slightly less useful; much less useful] (Each response selected in Q17)	

Q no.	Question	Response instruction	Response categories	Qualifiers
20	What challenges did you face as a supervising teacher?	Select all that apply	Finding time to provide guidance and support to preservice teachers Being able to provide relevant and constructive feedback to preservice teachers Using the *Australian Professional Standards for Teachers* to provide judgements about the preservice teachers' practice The professional learning was insufficient The support provided by the school was inadequate The preservice teacher was poorly prepared for their placement I didn't experience any challenges Other (please specify) <free field>	(Another course in Q6) Skip to Q22)
21	To what extent do you agree that *Module 2 – Practice Analysis* was useful for responding to these challenges?		Multiple response, matrix [strongly disagree; disagree; neither agree nor disagree; agree; strongly agree] (Each response selected in Q20)	
22	To what extent do you agree that (Q6 – another course) was useful for responding to these challenges?		Multiple response, matrix [strongly disagree; disagree; neither agree nor disagree; agree; strongly agree] (Each response selected in Q20)	
23	Do you intend to supervise preservice teachers in 2017?	Select one	Yes, I already have Yes, I will later in the year No I'm not sure	(Yes; Not sure) Skip to Q25
24	What are the reasons for not supervising a preservice teacher?	Select all that apply	I have too many existing demands and responsibilities I would like to complete more professional learning to develop my knowledge and skills I didn't enjoy supervising preservice teachers There is not enough school support Our school is at capacity and cannot support any more preservice teachers Our school does not have links with a university to organise placements Other (please specify) <free field>	
25	What level of teacher accreditation do you currently have?	Select one	Provisional Conditional Proficient teacher Highly Accomplished teacher Lead teacher Don't know	
26	How many years have you been teaching at your current school?		Less than one year 1-2 years 3-5 years 6-10 years 11-15 years More than 15 years	
27	How many years have you been teaching in total?		1-2 years 3-5 years 6-10 years 11-15 years 16-20 years More than 20 years	
28	Do you have any other comments about supervising teachers?		<free field>	

Respondent profiles

The characteristics of the survey sample and population for supervising teachers are indicated below:

Survey invitations	Respondents	Response rate
976	299	30.6%

Characteristics		Population (%) N=288
Total years teaching	3 – 5 years	13.9
	6 – 10 years	38.9
	11 – 15 years	21.2
	16 – 20 years	3.1
	More than 20 years	2.4
Accreditation Level	Provisional	0.7
	Conditional	78.1
	Proficient	0.7
Total number of preservice teachers supervised	One	13.5
	Two	13.9
	Three	14.2
	Four	12.5
	Five	9.0
	6 – 10	26.0
	11 – 20	8.7
	More than 20	2.1

Appendix D: Recent Graduate Professional Experience survey

Q no.	Question	Response instruction	Response categories	Qualifiers
1	What year did you finish your teaching degree?	Select one	Prior to 2013 2013 2014 2015 2016 I undertook my teaching degree at a university in another state or territory of Australia I undertook my teaching degree overseas	(Prior to 2013) End survey (Another state or territory) Skip to Q3 (Overseas) Skip to Q3
2	At which university did you finish your teaching degree?	Select one	[Drop down menu] Alphacrucis College Australian Catholic University Australian College of Physical Education Avondale College of Higher Education Charles Sturt University Excelsia College (formerly Wesley Institute) Macquarie University Morling College Southern Cross University University of Newcastle University of New England University of New South Wales University of Notre Dame University of Sydney University of Sydney – Conservatorium of Music University of Technology Sydney University of Wollongong Western Sydney University Other	
3	Please specify which university you completed your teaching degree at:		<free field>	
4	During your teaching degree, how many professional experience placements did you undertake in **NSW government schools?**	Select one	None 1 2 3 4 5 More than 5 Not sure	(None) End of survey (Not sure) End of survey
5	During the final year of your teaching degree, how many professional experience placements did you undertake in **NSW government schools?**	Select one	None 1 2 3 4 5 More than 5 Not sure	(None) End of survey (Not sure) End of survey
6	What is the name of the school that you completed your **most recent** professional experience placement at?		<free field>	

Q no.	Question	Response instruction	Response categories	Qualifiers
The following questions will ask about your experience as a Teacher Education Student. Please base your answers on your most recent professional experience placement in a NSW government school.				
7	**At the commencement** of your professional experience placement, what support did you receive from the school?	Select all that apply	Induction materials An orientation session Meeting with my mentor Meeting with other school staff Involvement in school activities I did not receive any support from the school Other (please specify) <free field>	
8	During your professional experience placement, how regularly did you engage in discussion with your mentor about aspects of your placement?	Select one	Most working days Some working days Rarely	
9	To what extent do you agree that your mentor…?		Multiple response, matrix [strongly disagree; disagree; neither agree nor disagree; agree; strongly agree] Was available to provide necessary support Assisted you through challenging situations Assisted you to reflect in your teaching practice Taught you new strategies and skills Provided constructive feedback Encouraged you to use the *Australian Professional Standards for Teachers* to guide your teaching Assisted you to participate in professional learning opportunities Contributed to your readiness to teach Was adequately trained to supervise Teacher Education Students	
10	During your professional experience placement, what support did you receive?	Select all that apply	Involvement in a community of practice Being partnered with another Teacher Education Student Regular meetings with my mentor Regular visits from a university advisor Feedback from a school based professional experience coordinator Additional resources to assist my learning I did not receive any support Other (please specify) <free field>	
11	During your professional experience placement, which of the following initiatives were you involved in?	Select all that apply	Shadowing a teacher Peer observation and feedback Coaching Immersion program (participating in school activities prior to or during work experience placement) Teaching classes in a neighbouring school Visiting other schools I was not involved in any initiatives Other (please specify) <free field>	
12	To what extent did you find that these initiatives were useful in preparing you to teach?		Multiple response, matrix [very useful; slightly useful; neither useful nor useless; not very useful; not at all useful] (Each response selected in Q11)	

Q no.	Question	Response instruction	Response categories	Qualifiers
13	During your professional experience placement, what professional learning did you participate in?	Select all that apply	Lesson planning Strategies for teaching literacy (eg. Focus on Reading, Multilit) Strategies for teaching numeracy (eg. Quicksmart Numeracy, Taking off with Numeracy) Content knowledge for secondary school subjects Differentiation Using data to inform teaching Behaviour management Student engagement Student welfare Supporting students with special needs Gaining and maintaining accreditation I did not participate in any professional learning Other (please specify) <free field>	
14	To what extent did you find this professional learning was useful in preparing you to teach?		Multiple response, matrix [very useful; slightly useful; neither useful nor useless; not very useful; not at all useful] (Each response selected in Q13)	
15	During your professional experience placement, which of the following activities were you involved in?	Select all that apply	Working in the library Providing support in a homework centre Supervising exams Events such as excursions or sports days Parent/teacher interviews Teaching subjects other than my area of specialty Roll call I was not involved in any activities Other (please specify) <free field>	
16	To what extent did you find these activities were useful in preparing you to teach?		Multiple response, matrix [very useful; slightly useful; neither useful nor useless; not very useful; not at all useful] (Each response selected in Q15)	
17	During your professional experience placement, which of the following student groups did you gain experience working with?	Select all that apply	Students for whom English is an additional language or dialect (EAL/D) Students with special needs Aboriginal or Torres Strait Islander students Other (please specify) <free field>	
18	During your professional experience placement, which of the following aspects were the most helpful in preparing you to teach?	Rank up to five choices	Induction and orientation to the school Working with a supportive mentor Being within a supportive school Working with a variety of students Being involved in professional learning Being involved in a community of practice Preparation provided through my tertiary course Ongoing support from my tertiary institution The Australian Professional Standards for Teaching Other (please specify) <free field>	

Q no.	Question	Response instruction	Response categories	Qualifiers
19	During your professional experience placement, what challenges did you experience?	Select all that apply	I did not receive an adequate induction and orientation to the school My mentor did not provide enough support My school was not supportive The students were difficult to work with My professional learning was insufficient I did not have a supportive community of practice My tertiary course did not adequately prepare me for my professional experience placement I did not have enough support from my tertiary institution I found it difficult to apply the Australian Professional Standards for Teaching I didn't experience any challenges Other (please specify) <free field>	
20	Overall, what do you think were the outcomes of your professional experience placement?	Select all that apply	I learnt how to differentiate teaching to meet a range of student learning needs My knowledge of the curriculum and how to teach it improved I learnt how to plan and implement a range of effective teaching strategies I learnt how to create and maintain a safe, positive and supportive learning environment for my students I learnt how to interpret student data to evaluate learning and guide teaching practice I learnt how to assess, provide feedback and report on student learning I identified, planned and engaged in professional learning to improve my teaching practice I collaborated with colleagues to improve my professional knowledge and practice I learnt how to effectively engage with parents/carers I learnt about a range of resources I could use to assist my teaching practice I developed an understanding of the *Australian Professional Standards for Teachers* The experience contributed towards my overall readiness to teach Other (please specify) <free field>	
21	Since commencing your role as a teacher, which of the following do you engage in?	Select all that apply	Use self-reflection as a tool for improvement based on the *Australian Professional Standards for Teachers* Incorporate feedback I received during my professional experience placement into my teaching practice Professional learning opportunities Engage in a community of practice Supervise Teacher Education Students on their professional experience placements Incorporate a range of resources to assist my teaching practice Other (please specify) <free field>	
22	What level of teacher accreditation do you currently have?	Select one	Provisional Conditional Proficient Don't know	
23	How many years have you been teaching at your current school?	Select one	Less than one year 1 year 2 years 3 years More than 3 years	

Q no.	Question	Response instruction	Response categories	Qualifiers
24	How many years have you been teaching in total?	Select one	Less than one year 1 year 2 years 3 years More than 3 years	
25	Do you have any other comments about your professional experience placement?		<free field>	

Respondent profiles

Survey invitations	Respondents	Response Rate
7,354	1,525	20.7%

Characteristics		2013 n=146	2014 n=315	2015 n=401	2016 n=465	University outside NSW n=103
PEx Placements completed in NSW	One	6.8	4.8	8.0	4.9	10.7
	Two	24.0	27.3	23.7	24.5	23.3
	Three	41.1	41.0	38.4	32.0	47.6
	Four	21.2	19.4	21.2	27.1	14.6
	Five or more	6.9	7.6	8.7	11.4	3.9
Total years teaching	Less than one year	0.7	1.3	2.2	62.6	21.4
	One year	1.4	2.5	20.0	18.7	19.4
	Two years	6.2	27.9	49.6	4.1	24.3
	Three years	22.6	46.7	3.7	0.2	9.7
	More than three years	41.1	6.3	1.2	-	8.7
Accreditation Level	Provisional	57.5	62.2	42.6	45.2	63.1
	Conditional	9.6	12.7	28.9	33.1	16.5
	Proficient	3.4	6.3	2.7	2.6	2.9

Appendix E: CESE Principal survey

Questions about GTIL were administered as part of the first annual CESE Principal survey, a larger survey which included questions covering the GTIL Blueprint as well as other major education reforms. This evaluation uses data from questions in the 2016 and 2017 surveys relating to professional experience placements.

Questionnaire

The Principal survey was launched in Term 1, 2016 and was repeated in Term 1, 2017. It will be repeated again in 2018, enabling measurement of changes over time.

Q no.	Question	Response instruction	Response categories	Qualifiers
1.	Our records show that you are at <school name>. When did you start at this school?	Select one	2014 or earlier 2015 - during Term 1-2 2015 - during Term 3-4 2016 I am not at <school name>	Not at school) Skip to Q5
2.	What is your current role?	Select one	Principal (including acting, relieving or teaching Principal) Other (please specify)	(Other) Skip to Q7
3.	How long have you been the principal at this school?	Please enter time in years rounded to the nearest year or half year e.g. 4.5	<free field - numerical>	
4.	How long have you been a school principal overall?	Please enter time in years rounded to the nearest year or half year e.g. 4.5	<free field - numerical>	Skip to Q8
5.	What school do you currently work at?	Please type school name only	<free field - text>	ONLY SHOW IF Q1 IS "I am not at <school name>"
6.	What is your role at this school?	Select one	Principal (including acting/relieving and teaching principal) Deputy or Assistant Principal (including acting or relieving positions) Other (please specify) <free field - text>	ONLY SHOW IF Q1 IS "I am not at <school name>" IF "Principal" End survey & thank you message
7.	Please select one response. (Exit question for non-principals)	Select one	I have been asked to complete this survey on behalf of the principal This survey has been sent to me in error	ONLY SHOW IF Q1 IS "I am not at <school name> ONLY SHOW if select "Deputy or Assistant Principal" or "Other" (On behalf of) Proceed with survey (Sent in error) End survey & thank you message
Professional Experience				
8.	How many teacher education students completed professional experience placements at your school in 2015/2016?	Select one	More than 30 21 to 30 10 to 20 5 to 9 1 to 4 None	If answer (None), go to Q9 but skip Qs 11 to 15 If do not answer none, skip Q9

Q no.	Question	Response instruction	Response categories	Qualifiers
9.	What were the reasons you had no professional experience placements for teacher education students in 2015/2016?	Select all that apply	We offered places in 2016 but none were filled We offered places in other years which were not filled No suitable supervisors were available Placements were not a school priority in 2016 There were problems with timetabling placements We did not have links with a university to organise placements Other (please specify) <free field>	Randomise ONLY SHOW IF None IS SELECTED IN Q8
10.	Are you aware of the BOSTES Great Teaching, Inspired Learning *Framework for High-Quality Professional Experience in NSW Schools?*	Select one	I am aware of the resource but I haven't looked at it in any detail I am already using the resource I was not aware of the Framework before this survey	ALL will answer this Q IF "None" at Q8 skip to Q16
11.	Which of the following professional experience practices were implemented by your school in 2015/2016?	Select implementation status for each practice	Matrix, single response: [Already implemented, Partly implemented, Not implemented] Incorporating professional experience arrangements into the school's professional learning plan Providing supervising teachers access to professional learning on professional experience placements Providing feedback to Universities on placements and any issues Confirming that supervising teachers are aware of the Graduate Teacher Standards Confirming that supervising teachers clearly outline their expectations of teacher education students Implementing plans for dealing with potential problems and 'at-risk' students Confirming that supervising teachers have access to the Evidence Guide (in the BOSTES *Framework*)	Randomise
12.	Who was the primary coordinator of the professional experience program in your school in 2016/2017?	Select one	Principal Deputy Principal(s) Head Teacher(s)/Assistant Principal(s) School-based professional experience coordinator Professional experience coordinator from outside school Classroom teachers Other (please specify) <free field>	
13.	Who within your school supervised teacher education students during their professional experience placements in 2015?	Select all that apply	Principal Deputy Principal(s) Head Teacher(s)/Assistant Principal(s) School-based professional experience coordinator Professional experience coordinator from outside school Classroom teachers with Highly Accomplished or Lead accreditation Classroom teachers with or seeking Proficient accreditation Other (please specify) <free field>	

Q no.	Question	Response instruction	Response categories	Qualifiers
13a. (2017)	Who within your school supervised teacher education students during their professional experience placements in 2016 and what was their accreditation status?	Select all that apply	Principal Deputy Principal(s) Head Teacher(s)/Assistant Principal(s) School-based professional experience coordinator Professional experience coordinator from outside school Classroom teachers with Highly Accomplished or Lead accreditation Classroom teachers with or seeking Proficient accreditation Not accredited Provisional Conditional Proficient Highly Accomplished Lead Don't know	
14.	What professional learning was undertaken in 2015/2016 by teachers in your school who supervised professional experience students?	Select all that apply	Professional learning about professional experience supervision provided by the school Face to face professional learning about professional experience supervision provided outside the school Online professional learning on professional experience supervision provided outside the school (e.g. AITSL registered courses) [NA] No professional learning about supervising professional experience was undertaken in 2016 Other (please specify) <free field>	Randomise
15.	Please indicate how satisfied you were with the following aspects of professional experience placements in 2015/2016.	Select one answer for each row	Matrix, single response: [Extremely satisfied, Very satisfied, Moderately satisfied, Slightly satisfied, Not at all satisfied] The extent of teacher education students' knowledge about teaching practice The preparedness of teacher education students to teach Guidelines/guidance from the Department for conducting school placements Notice from Universities prior to placements Support from Universities during placements Guidelines for assessing teacher education students during placements	Randomise
16.	What would enable you to increase the number of professional experience placements supported by your school?	Open-ended	<free field – limit characters to 500>	Q asked of all principals
The following questions were added to the 2017 Principal Survey				
16a.	Please indicate your level of agreement with the following statements about offering more professional experience placements at your school.		Matrix, multiple response: [Strongly disagree, Disagree, Neither disagree nor agree, Agree, Strongly agree] My school is already at capacity and cannot take on more teacher education students Teachers at my school are not willing to take on teacher education students due to existing demands and responsibilities There is a limited number of experienced teachers with supervisory skills at the school to support teacher education students Funding should be provided to release supervising teachers The lack of affordable travel and accommodation precludes students from undertaking teacher practical experience placements at my school	
17.	Is your school listed on a Professional Experience Agreement with an Initial Teacher Education Provider?	Select one	Yes No	

Q no.	Question	Response instruction	Response categories	Qualifiers
18.	How many Initial Teacher Education Providers have you agreed to partner with?	Select one	1 2 3 4 5 or more	
19.	How many education student placements does your school accept from interstate Initial Teacher Education Providers?	If none, please write '0'	<free field - numerical>	
20.	How many education student placements does your school accept from online Initial Teacher Education Providers?	If none, please write '0'	<free field - numerical>	
21.	Has your school prepared a forecast for accepting professional experience placements over the next five years?	Select one	Yes No	If 'no' skip next question
22.	What factors did you consider in preparing your forecast?	Select all that apply	School priorities Subject areas Specialist areas Scholarship/internship holders Students from providers that are signatories to a professional experience agreement Other (please specify) <free field>	

Respondent profiles

The number of respondents for the 2016 and 2017 CESE Principal survey was n=1,504 drawn from a population of N=2,269 schools. The majority of respondents (69.8%) were Primary school principals, followed by Secondary school principals (21.3%).

Location	Primary/Infants (%)	Secondary (%)	Central (%)	SSP (%)	Total (%)
Metropolitan	627 (42.0)	217 (14.5)	2 (0.1)	57 (3.8)	**903 (60.5)**
Provincial	380 (25.5)	98 (6.6)	36 (2.4)	15 (1.0)	**529 (35.5)**
Remote	25 (1.7)	3 (0.2)	17 (1.1)	-	**45 (3.0)**
Very remote	10 (0.7)	-	5 (0.3)	-	**15 (1.0)**
Total	**1,042 (69.8)**	**318 (21.3)**	**60 (4.0)**	**72 (4.8)**	**1,492 (100.0)**

Appendix F: Hub School interview guide

1. Implementing the Professional Experience Agreement (PEA)

- Confirm signatory to PEA with Initial Teacher Education Provider/s (ITEPs)
- What benefits does the PEA provide you with?
- How has the PEA assisted you to accommodate Teacher Education Students (TES)? How do you use workforce data (e.g., staff demographics, employment type, qualifications, etc.) to plan for what your school needs in Teacher Education Students?
- What challenges have you experienced in undertaking the responsibilities of the PEA?

2. Implementing the Hub School program

- Confirm understanding of Hub School activities and ask if there are any additional activities
- What have been some of the benefits of setting your school up as a Hub School?
- What have been some of the challenges of setting your school up as a Hub School?
- What are the strengths of the program design?
- What are the limitations of the program design?
- What impact has the program had on:
  - The preparedness and willingness of supervising teachers to supervise TES?
  - The quality of mentoring, supervision and assessment of TES by supervising teachers?
  - Supervising teachers' practice within their own classrooms?
  - The school's approach to accommodating TES?
  - The responsiveness of TES (compared to before the Hub School program was implemented)?
  - The quality of TES practices?
  - School students' learning progress?
- What have you learned about what is required to support TES?

3. Working with Hub Network schools

- Confirm understanding about which Hub network schools are being supported
- Confirm understanding about Hub network school activities
- What have been some of the benefits associated with supporting network schools?
- What have been some of the challenges associated with supporting network schools?
- How does the Hub School program support capacity building in network schools?
- How responsive/willing to be involved in the Hub School program have your network schools been? What are their concerns?
- How much support do they require?

4. Working with ITEPs

- To what extent has your relationship with your ITEPs improved as a result of the Hub School program?
- What are some of the benefits and challenges of working with ITEPs?
- Has your relationship with ITEPs allowed you to contribute to course improvements? If so, what changes have been made?

Appendix G: ITEP interview guide

1. Implementing the Professional Experience Agreement (PEA)

- Confirm signatory to PEA with Department and number of schools
- What benefits does the PEA provide you with?
- Has the PEA changed the way your University approaches Teacher Education Student (TES) placements?
- How has the PEA assisted you to place TES at schools?
- How do you use workforce data to plan for your TES needs? Do you attempt to match the supply of graduate teachers with demand for graduate teachers?
- What challenges have you experienced in undertaking the responsibilities of the PEA?

2. Implementing the Hub School program

- Confirm understanding of the activities the University is supporting Hub Schools with and ask if there are any additional activities
- What have been some of the benefits of working with your Hub School?
- What have been some of the challenges of working with your Hub School?
- What are the strengths of the program design?
- What are the limitations of the program design?
- What impact has the program had on:
  - The learning outcomes of TES?
  - The readiness of TES to undertake future placements and to teach in schools?
  - The willingness of schools to accept TES placements?
  - The quality of TES practices?
- What have you learned about what is required to support TES?
- What have you learned about what is required to support supervising teachers?
- To what extent has your relationship with schools improved as a result of the Hub School program?
- Has your Hub School been able to provide input into the ITE course? To what extent has this been useful? To what extent has it been incorporated?

Appendix H: Partner School interview guide

1. Implementing the Professional Experience Agreement

- Confirm signatory to PEA with ITEPs
- What benefits does the PEA provide you with?
- How has the PEA assisted you to accommodate TES? How do you use workforce data (e.g., staff demographics, employment type, qualifications, professional learning etc.) to plan for your schools' needs?
- What challenges have you experienced in undertaking the responsibilities of the PEA?

2. Implementing the Hub Network School program

- What activities has your school been undertaking in partnership with your Hub School?
- What have been some of the benefits of setting your school up as a Hub Network School?
- What have been some of the challenges of setting your school up as a Hub Network School?
- What are the strengths of the program design?
- What are the limitations of the program design?
- What impact has the program had on:
  - The preparedness and willingness of supervising teachers to supervise TES?
  - The quality of mentoring, supervision and assessment of TES by supervising teachers?
  - Supervising teachers' practice within their own classroom?
  - The schools approach to accommodating TES?
  - The responsiveness of TES compared to before the Hub School program was implemented?
  - The quality of TES practices?
  - School students' learning?
- What have you learned about what is required to support TES?
- Have there been any concerns that you have had to address as a Hub Network School?
- Does the Hub Network School program provide you with the required support to accommodate TES?
- Does the program sufficiently build capacity for your supervising teachers to supervise TES?

3. Working with ITEPs

- To what extent has your relationship with your ITEPs improved as a result of the Hub Network School program?
- What are some of the benefits and challenges of working with ITEPs?
- Has your relationship with ITEPs allowed you to contribute to course improvements? If so, what changes have been made?

Appendix I: Director, Public Schools interview guide

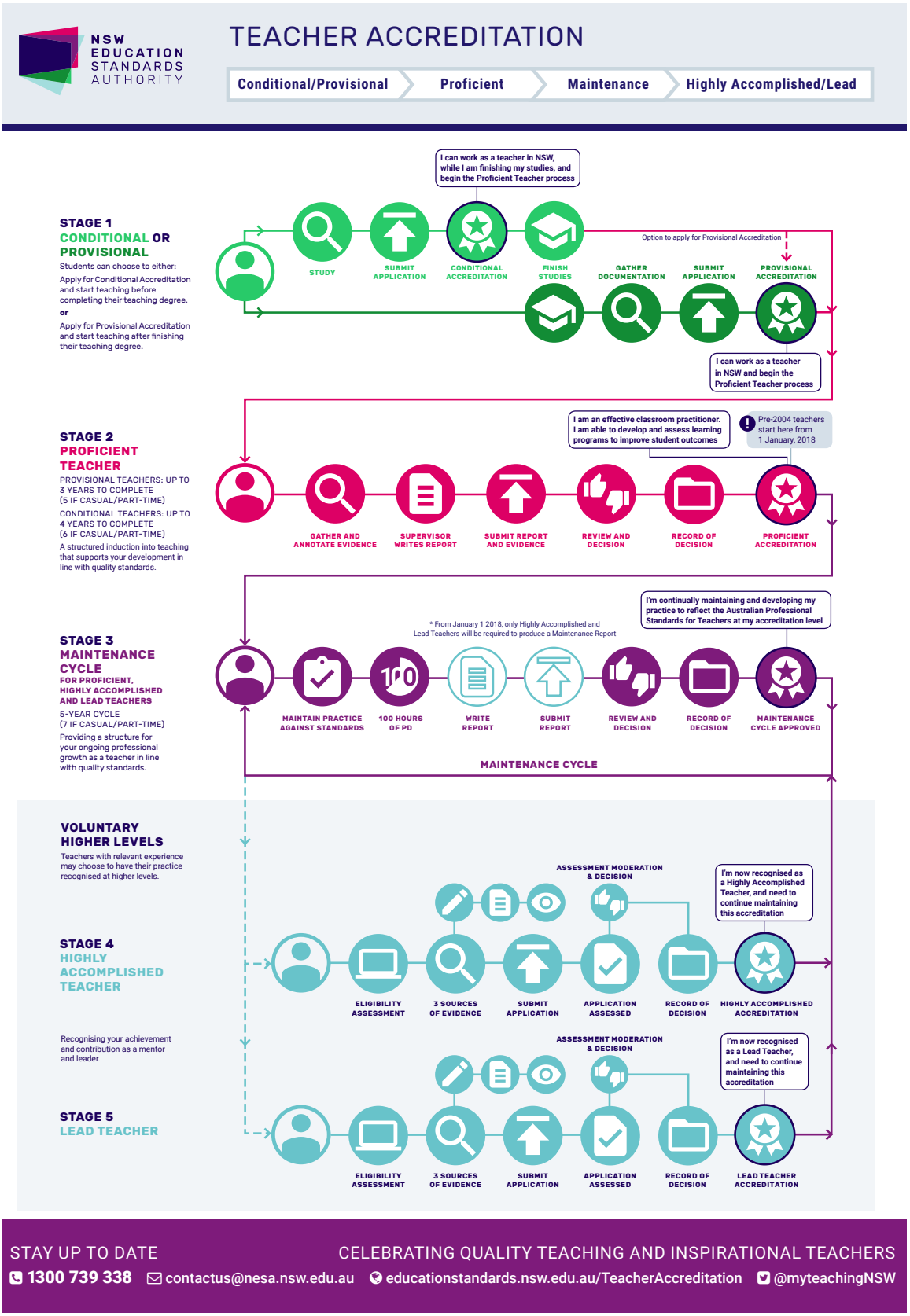
All Directors

- What awareness and understanding do you have of the Professional Experience Agreements? How are they implemented in your directorate? Do you think the agreements are achieving what they were intended to do?
- To what extent do you think the professional learning requirement for supervising teachers has been met and what impact do you think it has had on the quality of professional experience supervision?
- To what extent are teachers with Highly Accomplished and Lead accreditation leading professional experience activities within your network? What impact do you believe they might have on the quality of placements compared to teachers with other levels of accreditation?

Directors with Hub Schools in Network

- What support did Professional Experience Hub Schools within your network require when first establishing themselves as part of the Hub School program? What ongoing support do they require?
- What impact do you believe the Professional Experience Hub School program has had on the quality of professional experience placements?
- What aspects of the Professional Experience Hub Schools program are working well, and what aspects could be improved? What lessons have been learnt?
- To what extent have you seen innovative approaches taken to professional experience? Could they be replicated elsewhere? Please provide examples.

Appendix J: NSW Teacher accreditation process



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