



TAPP Project | Phase 2

Management Committee meeting

NOTES

Wednesday 14 November, 2018

1.00pm – 2.00pm

Melbourne Graduate School of Education
100 Leicester Street, Level 9, Dean's Boardroom
Zoom link - <https://unimelb.zoom.us/j/707943909>

Attended: Daniela Acquaro (Chair), Jim Tangas, Harry Galatis, Melody Anderson, Steve Cook, Fran Mullins, Kerry Smyth, Geoff Caufield, Ricky Potter, Jeremy Ludowyke, Gemma Barry.

Apologies: Teresa Angelico, Kay Willmott, Kambrya College

Agenda items

Dr Teresa Angelico who has led our TAPP project has taken extended leave and Dr Daniela Acquaro will now take the lead for MGSE.

1. **Approve Minutes from 30 May – Attachment 1 (updated minutes as per below)**
 - Addition: Including a further online module that would have a differentiation focus.
 - Kerry Smyth approved, seconded by Melody Anderson.
2. **Report on Workshop 2 – Attachment 2**
 - The major focus of the workshop was discussion regarding the design of the course, with many important insights from staff in schools around improvements that can be made.
 - Steve Cook approved, seconded by Melody Anderson.
3. **Submission of TAPP Semester 1 2018 Progress report – Attachment 3**
 - The DET acknowledged the TAPP committee's ongoing commitment and work, particularly in relation to:
 - ✓ prioritisation and expansion of professional learning that is anchored to observation and feedback on the APSTs (graduate level)
 - ✓ deepening mentor supports that emphasize the centrality of theory-practice integration
 - ✓ achievement of KPIs through a variety of mechanisms such as workshops, the Committee of Management, Reference Groups, online and within course content.
 - The DET are satisfied that the Semester Report received to date has demonstrated progress in line with relevant milestones and KPIs related to the objectives of the TAPP initiative.
 - The DET are hoping to revise these TAPP reporting templates and have asked for feedback.
 - Daniela drew attention to:
 - Page 8 – reference to the differentiated module for inclusion

- Page 15 – establishing ways of identifying high quality mentors (focus of the proceeding workshop). It was questioned whether the online mentor modules could become a pre-accreditation requirement for mentoring. MGSE does provide PD through conferences and there would be an expectation that over a period of time these modules would be completed but it is hard to mandate. It was agreed that one of the most important selection criteria is that a teacher wants to mentor, however this is one of the professional responsibilities.
- Page 17 - looking at how PSTs can engage more within schools (to be discussed further in the meeting).
- Promotion of the research was included throughout the report.

4. Report on Online Mentor Modules

- 111 Mentor Teachers in total have registered for the modules (from all MGSE partner schools).
- 43 completed all 5 modules including the survey.
- 26 of the total registrations were from Mentor Teachers within TAPP schools (14 of these completed). There are 121 Mentor Teachers within 8 TAPP schools.
- The majority of the TAPP budget has been allocated to CRT funding to complete these modules.
- The DET has agreed to extend this project to mid-2019 to allow more mentors to take up this opportunity.
- The timeframes based around school terms were seen as a barrier for completion and so the modules are permanently open with no set timeframes.
- Committee members commented that a description for each module is not easy to access.
 - ❖ **ACTION:** Gemma Barry/Sandra Black to send a report to each school contact person (copying in Principal) detailing those who have completed/not completed the online mentor modules.
 - ❖ **ACTION:** MGSE to include a description of each module in the introduction and/or provide to schools for promotion to mentors.
 - ❖ **ACTION:** Communications plan to be put in place for TAPP mentor teachers who have not yet completed the modules.

5. Budget Finalisation

- A revised budget was presented.
- Revision includes allocation of funds to employ a TAPP Project Research Assistant to work through the survey data, assist with planning, coordination and editing of papers to be published. This was an oversight in the initial budget. There will be an opportunity for schools to engage in this research.
- Funding for mentors to complete the modules was revised from 100 to 70 mentors based on the lower than expected 14 that have completed from TAPP schools.
- It was decided that with the budget needing to be allocated by mid-2019, schools must have claimed all monies one week prior to end of term 1, 2019. This allows for completion of research report in Term 2.
- It was questioned whether 70 Mentors would realistically complete the modules by Term 1 and whether the remaining funds could be allocated to schools as an operational grant for ongoing mentor support. It was decided that another Committee Management meeting will be needed in the final week of term 1 to determine how unexpended funds will be allocated.
- Footscray North Primary, Mac Rob and Parade are yet to access their TAPP Coordination grant. Footscray North and Melb High have unclaimed CRT payments. Jeremy Ludowyke confirmed that they are waiting for more Mentors to complete before invoicing.
- The DET may request contributions towards an upcoming 14 Dec meeting and a forum in May (TBC). The forum may tie in nicely with the research work.
- The further differentiation module will be funded by the University.

- The revised budget was agreed upon by the Committee and approved by Jeremy Ludowyke, seconded by Melody Anderson and Kerry Smythe.
- ❖ **ACTION:** MGSE to create RA position description (possibly including focus groups and interviews) and circulate to TAPP Committee.

6. Timeline for Project

- As discussed in item 5, a further meeting may need to be scheduled at the end of Term 1 2019 to discuss the budget and data to date. A report from the RA was also suggested.
- ❖ **ACTION:** MGSE to schedule 2019 Management Committee meeting.

7. Integration of pre-service teachers into schools

- Objective 3 of the TAPP report is to immerse and engage pre-service teachers in school environments. At the May workshop, it was reported that TCs are keen to take on extra roles within the community.
- Some challenges in broadening school-university partnerships were flagged, as identified in the TEMAG Evaluation report:
 - Ensuring regular communication and sustainable relationships in the partnerships agreeing and implementing a teaching performance assessment (TPA) model.
 - Gathering other performance and impact data so as to better assess short and longer-term improvement in ITE outcomes.

The following questions were posed to the Committee and feedback given below:

- a) How can we better connect PSTs with the broader school environment and community?
- Could largely be dependent on Mentor Teachers own engagement with the broader school environment and community
 - Ensure that messages and assessment details are passed on to schools and PSTs.
 - The best PSTs have gone on yard duties, attended KLA meetings and parent/teacher nights. The very best have attended overnight camps and school drama/music performance.
 - It was suggested that a tick box on the practicum reports should be included that asks for level of involvement.
 - Could the University mandate a profile sheet to be completed by PSTs (listing interests capabilities) which is then presented to schools upon commencement of rounds?
 - Focus on this aspect during third round observations.
 - Research into how schools connect beyond classrooms to kids and environments.

Constraints:

- Requirements are not necessarily accounted for.
- Time allowed to develop relationships with clubs etc.
- PSTs can drop in and out of these opportunities e.g. supporting a production but having to leave early.
- PSTs are possibly overwhelmed by the demands of the role. It can be difficult for regular staff to connect with community.

- b) How can PSTs and schools benefit?

- Provides PSTs with a more holistic experience of schools and sets a good precedent, which benefits schools also in the long term.
- Students have stronger engagement as a result of more teachers and PSTs “in the room”.
- Additional expertise and support

- c) What opportunities can schools offer PSTs?

- Parent/teacher/student interviews

- School events
- Homework, sport, music clubs etc. Give a list of these clubs/possibilities to PSTs.
- Excursions outside the school

8. Other Business

- No other business