



TAPP Project | Phase 2

Workshop

Wednesday 30 May, 2018
2.00pm – 4.00pm

Mac. Robertson Girls' High School (350-370 Kings Way)

In Attendance: Teresa Angelico, Jim Tangas, Melody Anderson, Daniela Acquaro, Toni Meath, Kerry Smyth, Robert Corr, Chevelle Alderton, Tasha Brown-Paquier, Sarah Mooney, Katie Mooney, Hannah Dallas, Trist Jones, Mary Dowling, Tracy Walker, Declan Gleeson (DET), Michelle Connell (DET), Gemma Barry

Workshop purpose:

Enable MGSE to develop a better understanding of:

1. School staff perception of TCs competencies whilst on placement

- Knowledge base
- Skills and abilities
- Attitudes/values

Does this perception change over time i.e. from Placement 1 to Placement 3?

What advice do school staff have regarding the academic curriculum? Are there questions?
Are there suggestions for improvement?

2. Challenges and realities of teaching and school environments

What implications are there for:

- Course design and ongoing curriculum development and review
- Practicum subject development & assessment tasks
- School-university partnerships?

Workshop agenda:

a) Introduction to workshop, overview of Master of Teaching Course (20 minutes)

See PowerPoint

b) Participants report on their schools' perspective regarding responses to the two questions above (30 minutes)

Schools responded with the following observations:

- TCs are lacking some confidence.

- TCs are keen to take on extra roles within the school community.
- Juggling assignments and teaching seemed to be an issue for TCs. DA clarified that assessments are not due during the block placement period however some assessments require them to collect documentation. This should not be extra work and they may not be planning effectively if this is the case.
- Observations by TCs have really increased.
- The AfGT couldn't have come at a better time.
- It is important schools ensure shared planning time is in place.
- CTP Seminars and the topics covered have been excellent.
- There has been an escalation in anxiety and stress levels amongst TCs.

c) Panel session – Individual presentations by a Mentor Teacher, STC, CS and TC (40 minutes)

Panellists responded with the following observations:

- Most TCs are well-equipped with the required knowledge regarding students to be encountered.
- There is a lack of confidence and understanding by some TCs about Australian schools. An Australian school induction and VCE familiarity was suggested. *An Introduction to Contemporary Australian Schools program is already offered at MGSE for International TCs.*
- MGSE TCs receive and use feedback effectively.
- Fantastic growth is shown between first and second year TC competencies.
- A huge difference has been noticed in the cut to practicum days – TCs take full control much earlier.
- Shifting from being a student to a teacher is a challenge for some/an area for improvement. *A key is the Mentor in this transition.*
- Feedback from a survey carried out by Kambrya and 18 Mentor Teachers showed attitude to be the highest rated competency of MGSE TCs with classroom management and implementing lesson plans being seen as needing the greatest improvements. This could be attributed to CTP1 placements just concluding.
- Teachers want TCs to have subject specific knowledge. It was commented that they should not however be assessed against Graduate Standard 1 in their first semester as they are not graduate teachers.
- TCs should exercise greater self-organisation with outside hours work etc.
- TCs should not allow themselves to get caught up in social media forums.
- MGSE TCs are **very well** supported.

d) Discussion & Conclusion – where to from here? (30 minutes)

Based on the above observations, the following suggestions were made:

- The course shift to 3 placements needs to be made clear in Semester handbooks. There was discrepancy between what the VIT required and what was being delivered. Further placement days are incorporated in Semester 4 as part of a Literacy hurdle (Primary) and Place Based Electives (all streams). Place Based Elective placements do not contribute to the VIT 60-day requisite.
- TCs should be encouraged to observe fellow TCs on a different placement within the school.
- Reporting may be a gap for TCs, however it was uncertain how this could be incorporated into the course.

- TCAT (Teacher Capability Assessment Tool) used to gain entry to the course, was questioned. This tests non-academic attributes (e.g. communication, resilience, organisation) and is a self-assessment that is not 100% foolproof. TCs are engaging with this on entry at a less stressful time (compared to practicum). Less than 1% of TCs have their placements terminated.
- Many schools have a prerogative of answering to parents etc. and they want teacher ready TCs. It was questioned whether more information could be given to schools prior to placement. TCAT results are confidential and cannot be released.
- Whilst differentiation is explicitly taught throughout the course, Individualised Education Plans and Special Needs differentiation were flagged as areas for further development. It was argued that the clinical model caters for differentiation but schools should be responsible for providing relevant PD to staff in relation to high need students. It was agreed that putting extra time in working with Mentor Teachers is very beneficial, however easier in your own base schools.
- Could a standard survey be created for Mentor Teachers?
ACTION: Katie Mooney to share survey details with Teresa Angelico/Gemma Barry.
- The TC should be welcomed into the school by the Principal or another representative to make for a smoother round.

TAPP members are encouraged to continue these discussions at the upcoming CTP professional learning day.