# James Cook University

# Professional Experience Academic Committee (PEAC)

# Induction Requirements for Preservice Teachers at School

**Purpose:** To ensure that preservice teachers (PST) and graduate student teachers (GST) are appropriately supported while completing all practicums to ensure a quality placement for both the JCU student and the school/centre.

**Induction:** In recognition of the Professional Experience Partnership Agreement’s requirement for induction, this endorsed *Induction Treatise* acknowledges that each school and early childhood centre has individual approaches to induction to establish a foundation for effective placements. The PEAC acknowledges the need to maintain individual induction flexibility in conjunction with a consistent set of principles and messaging.

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| ***PEAC Membership:*** The James Cook University membership is comprised of invested nominated stakeholders; JCU, Regional Director Department of Education, Executive Director of the Catholic Education Office, Representative of the Queensland Teachers’ Union, Representative of the Independent Education Union (Qld & NT), Creche and Kindergarten Director, Principal nominated by the Queensland Association of State Schools Principals (QASSP), Principal nominated by the Queensland Secondary Principals’ Association (QSPA), Principal nominated by the Catholic Primary Principals’ Association (CPPA), Principals nominated by the Catholic Secondary Principals’ Association (CSPA), Principals nominated by the Independent Schools Queensland (ISQ), School Based Professional Experience Site Coordinators (SCs), School Based Teacher Educators (SBTEs), Preservice Teacher/Student Representatives of the Bachelor of Education and Master of Teaching and Learning programs.  **Duties of the Committee(s)**   * 1. Advise the Education Academic Group on policy and procedures for the Professional Experience Program including a calendar of Professional Experience.   2. Keep under review the implementation of policy and procedures relating to the Professional Experience program. |
| **Placement Stakeholders** |

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| **JCU** | **PST/GST**  **Early Childhood**  **Primary**  **Secondary** | **Partnership**  **Site** | **Site-Based**  **Teacher Educators** |

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| ***Guiding Principle:*** To clarify, in collaboration, the guiding [AITSL](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/www.aitsl.edu.au/docs/default-source/default-document-library/professional-experience---participant-roles-and-responsibilities.pdf?sfvrsn=b187e33c_0) roles and expectations for PST/GST to undertake successful and safe placements professionally and diligently, complying with the expectations of James Cook University and the placement site’s policies and procedures. |
| **Compliance** |
| ***Roles and Responsibilities:*** To ensure that the PST/GST is familiar with the school's organisation, the school/centre and its rules and routines, expectations concerning the conduct and professional responsibilities. The roles and responsibilities are in alignment with the Professional Experience Partnership Agreement between The Department of Education Queensland (DoE), Independent Schools Queensland (ISQ), Queensland Catholic Education Commission (QCEC) and James Cook University:   1. Roles and Responsibilities    1. The ITE Provider Professional Experience Handbook or equivalent must make clear the roles, responsibilities and processes related to: 2. workplace, health and safety procedures, including the need for the Preservice Teacher to comply with onsite procedures such as incident and injury recording and hazard identification;   ***Initial Teacher Education Provider responsibilities***   * 1. In addition to the ITE Provider responsibilities detailed in clause 2.1 the ITE Provider is responsible for:  1. providing the Preservice Teacher with a pre-placement induction; and   ***Professional Experience Site responsibilities***   * 1. In addition to the Professional Experience Site responsibilities detailed in clause 2.1 the Professional Experience Site is responsible for:  1. providing relevant Professional Experience Site policies and procedures to the Preservice Teacher including code of conduct, workplace health and safety (fire and evacuation procedures), incident and injury reporting, child safety, behaviour management, making reasonable adjustments for students with disability, supporting students with diverse needs and other Professional Experience Site specific processes where relevant. |
| **Induction Logistics** |
| ***Induction primary responsibilities:***  **JCU:** Induct PST/GST in the preparation of the practicum requirements, Working with Children compliance, JCU Student Code of Conduct, Professional Boundaries and Code of Ethics for Teachers  **PST/GST:** Attend the timetabled Professional Experience Workshops  **Partnership Hosts:** Induct PST/GST to school Work Health and Safety policy and procedures and orientates the PST/GST to school/centre policies, culture, philosophy, ethos and expectations.  **PST/GST:** Attend the partnership host’s Induction program (as per the school/centre schedule)  **Site Base Teacher Educators and PST/GST:** Engage in professional expectations dialogue to discuss placement goals, weekly learning tasks, assessment and classroom routines, procedures and expectations.  ***Induction completion:***  The PEAC recommend that the school/centre induction occur before the commencement**\*** of the scheduled Placement or, at the very latest, in the first couple of days of the scheduled practicum.  **\*Noting challenges for schools when hosting PST/GSTs across multiple blocks of practicums and from multiple Higher Education Institutions.** |
| **Induction Logistics** |
| ***Induction Delivery:*** The PEAC acknowledge the variance offered by Partnership Hosts to how they present the Induction. The PEAC recommend that the Induction take place on-site **\*** in a face-to-face modality.  **\*Noting when PST/GST cannot attend due to Placement outside the PST/GST’s locality of residence or PST/GST can show cause such as coursework timetabled workshop or lectures.**  ***Induction content:*** The PEAC acknowledge that Partnership Hosts may vary regarding who is responsible for the specific content but recommends the following as best practice to ensure the endorsed topics of induction are presented. These are common features of successful induction programs and should be completed prior to commencement, or on the first day of placement.   |  |  | | --- | --- | | **Site Coordinator** | **Site Base Teacher Educator** | | * School organisational and leadership structure * Key contact information and communication channels * Support timeline expectations e.g. school IT access and touch point support times * Professional Orientation – e.g. staff/school handbook, school map, duty of care playground duties, lesson times, absence *(APST 4.4)* * Dress code and school-specific appearance standards *(APST 7.1, 7.2)* * Support JCU in reinforcing the Professional Boundaries and Code of Ethics for Teachers *(APST 7.1)* * Student protection and compliance *(APST 7.1)* * School behaviour management policy and framework * School arrival and departure processes, including emergency evacuation/lockdown/hazards procedures *(APST 7.1, 7.2)* * Staff meeting and professional development times *(APST 6.2)* * IT access and support, e.g., QLearn or System Access Form *(APST 3.4, 4.5)* * Other school/site-specific expectations | * Expectations regarding placement goals, weekly learning tasks, assessment and portfolio requirements * Expectations regarding professional interactions and classroom practices, including the Pedagogical framework and lesson plan formatting and submission deadlines. * Arrival, departure, cohort meetings, reflective practice discussion times *(APST 4.2, 6.2, 7.2)* * Classroom Universal, Targeted and Intensive Intervention support *(APST 4.1, 4.2, 4.3, 4.4, 7.2)* * Classroom Professional Practices and work demands of a sustained practice of the profession e.g., consistent supervision for student engagement and confidentiality *(APST 6.3)* * Photocopying provisions and access to resource support *(APST 3.4, 4.5)* * Expectations regarding student and parental communication channels |   ***Induction support material:*** The PEAC acknowledge that Partnership Hosts have collated and published various support material for their Induction program. The PEAC supports and encourages this practice as it provides the PST/GST with clarity in understanding their roles and responsibilities to undertake successful, safe, transparent and consistent Professional Experience placements across the duration of their degree. |

**Exemplar Induction Guide**

**(For Host and Preservice and Graduate Student Teacher Records Only)**

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| Pre-service / Graduate Student teacher name: |  |
| University, Course and current year: |  |
| Professional Experience Dates: |  |
| Professional Experience School: |  |
| Supervising Teacher: |  |
| Year level/s: |  |

**Prior to arrival:**

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| --- | --- |
|  | Date |
| Email correspondence between PST/GST and Site Coordinator/SBTE confirming induction and placement requirements |  |
| Blue card / Emergency Contact details (provided to the school administrative staff) |  |
| Sector - Student protection and compliance (if required) |  |
| Completed System Access Form  (Dependent on School & Sector) e.g., QLearn |  |

**Completed by the Site Coordinator/delegate:**

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|  | Date |
| Welcome and introduction |  |
| Introduction to staff e.g. Supervising teacher/s |  |
| Workplace Orientation   * Site visit tour * Timetables * Start/finish times * Site visit sign-in/out requirements * Staff room / shared workspace familiarisation and courtesies * Staff meeting schedule * School calendar (if deemed applicable) |  |
| Staff/School Handbook or Preservice Teacher Induction Handbook |  |
| Student Management Handbook/behaviour policy/plan |  |
| School policies and procedures including awareness of culturally safe and inclusive practices |  |
| Emergency Evacuation/Lockdown/Hazards procedures |  |
| Pedagogical Framework |  |
| Timeline expectations e.g IT access and support touch point times during the placement |  |

**Completed by the Site Base Teacher Educator and PST/GST:**

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|  | Date |
| PST/GST personal learning goals and Placement Goals |  |
| Confidentiality, including student and parental communication channels |  |
| Assessment and documentation requirements for subject assessment items |  |
| Placement assessment – the required Professional Standards |  |
| Weekly learning tasks as per the Placement |  |
| Lesson plan expectations (negotiated between JCU templates and SBTE expectations) |  |
| Lesson plan submission deadlines e.g. 48 hour or 24 hour |  |
| Reflective practice discussion/feedback discussion times |  |
| Portfolio expectations |  |
| Reporting – final discussion, written report and report signing times |  |
| Classroom routines and procedures |  |
| Photocopying provisions and access to resource support |  |
| Arrival and departure times to ensure professional dialogue times and lesson organisation |  |
| Classroom Universal, targeted and intensive intervention support |  |

**Confirmed by the Pre-service Teacher:** I have read/discussed the following documents provided by the school/centre:

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| **Documents** | **Tick/date** |
| Other: (Please record documents that have been provided) |  |
| Induction module |  |
| Code of Conduct |  |
| Dress Standards |  |
| Work Health and Safety |  |
| Reviewed all stated documents listed in the Placement Checklist of the Professional Experience Handbooks |  |
| Signed | |