

NAFEA Project Grant Program

Application related to the theme: *“Development of resources that support students, industry partners/organisations and supervisors on placement”*

Title

Shifting from compliance to competency model: Enhancing capabilities around the APSTs

Brief description of project

Pre-service teachers (PSTs) are assessed at the graduate level of the Australian Professional Standards for Teachers (APSTs) to ensure they are classroom-ready teachers. Their teaching performance is appraised through a professional experience report that is framed around these standards. Currently many mentor teachers respond to the standards as a matter of compliance. We see this as a lost opportunity when the standards being used as a tick-box exercise rather than a tool to develop competency. This project proposes an approach, which will support a shift to using the APSTs as a structure for providing meaningful feedback on PSTs developing practice.

Project Lead contact details and relevant bio

Ms Ondine Bradbury

Ondine.bradbury@monash.edu

Ondine is a Professional Practice Consultant (PPC) in the Faculty of Education, Monash University. Her work involves supporting pre-service teachers before, during and after their profession experience as well as supporting mentor teachers to guide pre-service teachers in their learning to teach journey.

Details of other involved in this project

Dr Ange Fitzgerald

Director – Professional Experience

Dr Justen O’Connor

Senior Lecturer – Health and Physical Education (HPE) education

Aims of the project and how the project will impact NAFEA members and our key stakeholders (e.g. students, industry partners, supervisors)

Project aims

- To develop a learning tool to assist pre-service teachers and their mentor teachers to engage meaningfully and constructively with the APSTs, in this case – a set of 7 instructional cards (one card for each standard)
- To identify the effectiveness of this learning tool in increasing the capabilities of pre-service teachers against the APSTs through focus group discussions

Project intentions

- Pilot project – small scale
- Set of cards (learning tool) will provide prompts for each standard (7 of them) for both pre-service teachers and mentor teachers around professional conversations, foci for practice and guidance for observations while undertaking professional experience
- Cards will be developed with input from project lead as well as academics (see others involved in this project) within the Faculty of Education
- Cards will be trialled as the chosen learning tool as they are portable, user friendly and non-intrusive.

Project impact

- Highlight a different way for field experience administrators to work collaboratively with academic colleagues
- Showcase a possible learning tool to improve professional experience outcomes, particularly in the area of Education
- Improve student experience in the work-integrated learning component of their course
- Understand the value of using cards as a prompt/learning tool

Expected outcomes of the project

- Giving (mentor teachers) and receiving (pre-service teachers) of meaningful feedback in timely way
- Use of APSTs by mentor teachers and pre-service teachers as a tool for enhancing capabilities and competencies
- Increase awareness of pre-service teachers strengths and areas for improvement
- Development of a tool (in this case, set of cards) to enable meaningful engagement with the APSTs

Research methodology

A research component is included in this project as this will (a) inform the further development of this tool and (b) examine whether this approach impacts on enhancing capabilities around the APSTs.

- 30 participant pairs – pairs of pre-service teachers and their mentor teacher
- Focus on one cohort – in this case, pre-services teachers enrolled in the BEd (Secondary Education - Health and PE specialisation) course across 1st to 4th year
- Participation will be invited
- The project lead will induct each pair into the project at the beginning of the relevant professional experience block – providing each pair with a set of cards
- Following this professional experience, two focus group sessions will be held – one with pre-service teachers and one with mentor teachers
- It is anticipated that approximately 8-10 people will attend each session
- The focus groups will be semi-structured in nature and run for approximately 60 minutes
- Each focus group discussion will be audio recorded and transcribed

Overview of project timelines

1. Card development	October – December 2017
2. Card production (incl. printing)	January – February 2018
3. Participant recruitment	March 2018
4. Induction into project	April 2018
5. Project implementation	April – July 2018
6. Focus group interviews	July – August 2018
7. Reporting	September 2018

Budget

- 1 **Graphic designer:** Design process and production of cards (including consultation and review) (25 hours @ \$40)
\$1000
- 2 **Printing:** Set of cards (x 30) - approximately \$20 a set
\$600
- 3 **Focus group interviews:** Catering for 2 sessions (@ \$50 per session)
\$100
- 4 **Transcription:** 2 sessions x 60 minutes with transcription costing approximately @ \$2.50 per minute
\$300

Total expenditure: \$2000