

# **Bachelor of Education (Primary and Middle Schooling)**

## **Internship Information**

**Guidelines for School Coordinators  
Mentors and Interns**

**2010**

**USQ**  
AUSTRALIA

FACULTY OF EDUCATION  
UNIVERSITY OF SOUTHERN QUEENSLAND

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# Background to the Bachelor of Education (Primary and Middle Schooling) at USQ

The background to USQ’s Bachelor of Education is explained in some detail in the booklets provided to support courses contributing to the eighty days professional experience. However, as this booklet refers to the Internship, the background scope and sequence is summarised at the end of this section of the Internship booklet.

The Bachelor of Education (Primary & Middle Schooling) (BPMU) has been developed to cater for the changing needs of the P-10 sector. Implicit is the understanding of the value of situated practice with increasing responsibility being assumed for the teacher’s role. The Faculty of Education at USQ considered the substantial body of opinion in the local professional education community, ultimately viewing this through the lens of the literature on learning to teach. These processes generated the conception and refinement of a program premised on the following beliefs and principles:

- the key element in pre-service teacher learning is the nexus between theory and practice and these intersections are best understood when experienced in authentic professional contexts;
- knowledge and understandings critical for learning to teach are held within both the University and other sites in the professional education community;
- problem-based methodologies are well suited to preservice teachers’ developing capacity to articulate theory and practice in educational settings and to their demonstration of appropriate outcomes and professional standards;
- The Internship provides a bridge between the experiences of the preservice teacher and becoming a beginning teacher

The final year of the BPMU program consists of five courses (8 credit points) – all of which must be completed by all preservice teachers in order to graduate. Most preservice teachers will complete the pattern of study detailed in the table below.

<b>Semester One (4 credit points)</b>	
PRT 4201	Becoming Numerate
PRT 4202	Healthy Communities
<b>Semester Two (4 credit points)</b>	
<b>PRT 4000</b>	<b>Internship: Primary and Middle School Educators (2 credit points)</b>
PRI 4001	Internship: Professional Project (1 credit point)
PRI 4002	The Beginning Professional (1 credit point)

The final semester program builds on prior professional experience but acknowledges the importance of flexibility, ownership of learning by the preservice teachers, and the contextualised nature of teachers' work. The three embedded course outlines to be studied by the Intern in this semester are detailed below.

### **PRT 4000 Internship: Primary and Middle School Educators**

This course is one of three courses in the final semester of the BPMU which together provide a capstone to the four year teaching degree. This course contributes two credit points and will be undertaken generally by students in their last semester of study. The process of transition from identifying as a student to that of a professional practitioner will be assisted by the organisation of the whole semesters offering. The delivery of all three courses (PRT 4000, PRI 4001 and PRI 4002) has been planned as an interlinking suite of courses to be undertaken in the final semester to develop praxis and support the learning of the emerging practitioner as a reflective, knowledgeable and responsible professional.

The literature states that beginning teachers report dissatisfaction at times with the extent to which their programs of preservice study have prepared them adequately for accepting the role of beginning teacher in their 'first year out'. Similarly, beginning teachers typically describe this first year of employment as a teacher as a daunting test in which they concentrate on surviving, rather than continuing to develop and learn in professional learning communities. Thus the process of transition or induction from preservice teacher to beginning teacher may be a time of considerable challenge and vulnerability, and of high levels of stress, leading to levels of attrition among first year teachers that are unnecessarily high.

Given that learning to teach is a process that occurs over time, and in changing contexts leading to induction into the profession, the Internship provides a critical step in this continuum. The Internship provides a bridge between preservice and beginning teaching, both as a culmination of preservice study and a guided and supported introduction to beginning teaching. For the Faculty of Education and its partner schools the Internship offers a vehicle through which projects of significance in local professional communities may be advanced to mutual benefit and where preservice teachers gain a supported period in the role of the beginning teaching professional.

### **Synopsis**

Preservice teachers undertaking the final year of study in the B Ed (Primary and Middle School) program will complete a pattern of study in the semester prior to undertaking the Internship that will include two periods of professional experience in a school. In normal circumstances, once all pre-requisites have been met, the preservice teacher may return to the same school as an Intern. The preservice teacher is permitted to undertake the Internship at an alternative site

Interns will have two broad focus areas for their practice during the 30 day Internship: A teaching load equivalent to 50% of a regular full-time load (with "teaching" understood to involve the full range of teachers' repertoires of practice in the school and the professional community); and an agreed "specified professional development project" in which the Intern collaborates with school-based staff to pursue an issue related to the improvement of teaching and learning at the school, through a clearly defined methodology. The precise nature of the arrangements will be formalised

through individual agreements between host schools, Interns and the Faculty of Education. Preservice Teachers will be required to submit a proposal for approval of Internship to the Course Examiner; this will include organising and receiving an 'Authority to Teach' from Queensland College of Teachers, prior to commencement.

### **Objectives**

Upon successful completion of this course students will be able to:

1. Accept responsibility for the professional competence expected of a beginning teacher in all repertoires of teaching practice.
2. Demonstrate sound beginning teacher competencies as outlined by the Queensland College of Teachers, Professional Standards.
3. Collaborate effectively and appropriately with the range of educational professionals in the school site and with members of the local educational community.
4. Contribute meaningfully to a school improvement project, or one to advance the Intern's knowledge about teaching.
5. Demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing

### **PRI 4001 Internship: Professional Project**

It is often difficult for preservice teachers to appreciate the interrelatedness of the theory they study at University and the pedagogical experiences in school settings. Schools are complex organisations faced with a myriad of challenges and agendas for change. This course seeks to redress these two issues through connecting the preservice teacher's Internship experience to a significant project identified by the host school and related to educational improvement in that context. The Intern will contribute to that project in collaboration with school based personnel, thus providing the school with both time and human resources not normally available for such ventures and providing the Intern with direct personal involvement in an educational milieu where theory informs practice and practice informs theory.

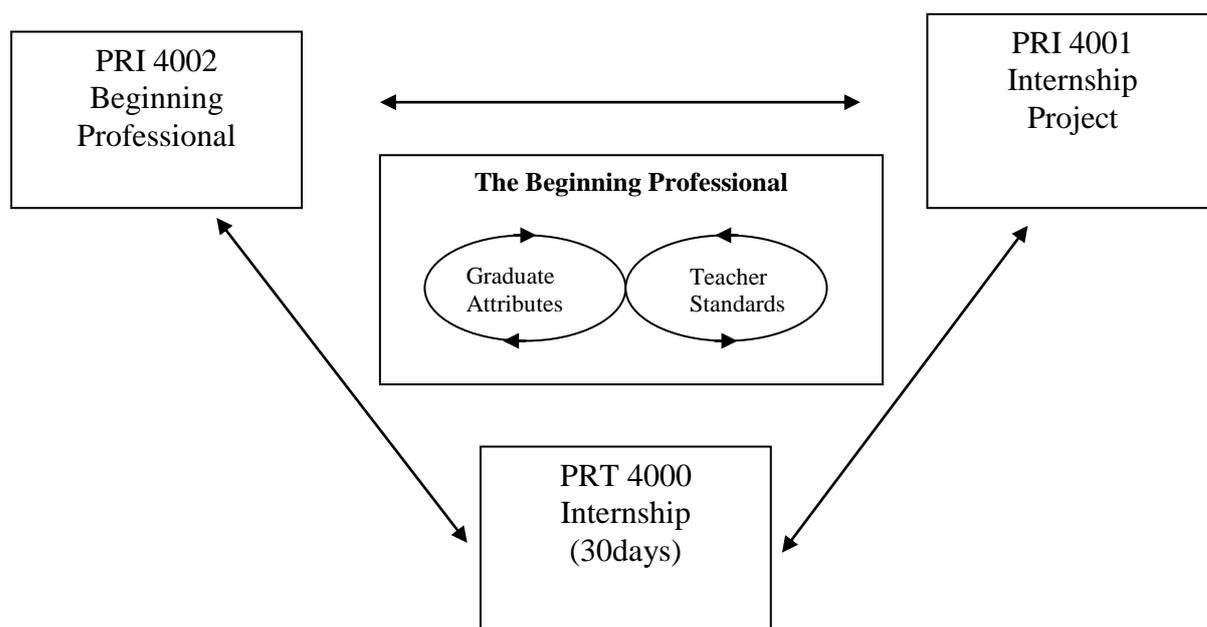
### **PRI4002 The Beginning Professional**

As a professional it is important that the teacher engages in reflective practice. In recent times reflective practice has played a significant role in the development of teacher professional identities and professional development. The beginning professional needs to reflect the *Professional Standards 2005* (QCoT) which define the professional as someone who:

1. Possesses and is able to apply professional and disciplinary knowledge;
2. Possesses and is able to apply a range of literacies relevant to their professional role;
3. Exhibits the skills to create supportive and intellectually challenging learning environment to engage all learners.
4. Understands and participates in relationship that characterise ethical professional practice within and beyond learning communities
5. Commits to reflective practice and ongoing professional renewal.

The rationale for the course is to develop these standards and therefore exists as a bridge between the role identity of the pre-service teacher as university student and pre-service teacher as professional. The development of an inclusive and critically

positioned account of their understandings about self, teaching and learning enables the individual in making the transition to becoming an effective member of any educative community (that may not necessarily be school classrooms). Teaching and learning in all three courses (PRT4000, PRI 4001 and PRI4002) will require preservice teachers to be actively engaged in the development of their learning within learning communities. Teaching of course specific topics will be overtly linked across the three courses and preservice teachers will be required to demonstrate their understanding and application of these topics in their learning communities. These learning experiences will support the emergent practitioner in their commitment to reflective practice, professional growth, and a demonstration of professional standards for teachers (e.g. QCT) and USQ graduate attributes.



**Interlinking model of the Final Semester Courses**

## In Summary

- By second semester 2010 all Interns will have satisfactorily completed the final two professional experience embedded courses which culminate in their satisfactory completion of the prerequisite 80 days professional experience. They will be eligible to gain 'authority to teach, or Internship Authority' (QCoT), and will be concurrently enrolled in 4 credit points as they undertake the six week Internship.
- The suite of second semester courses is designed to be closely interrelated where interns experience informed links between the lectures and workshops and between theory and practice. The interns will participate in professional conversations within 'communities of practice' and they will continue and extend their dialogue while on Internship by utilizing internet discussion facilities.

- The quality of the students' in-school work forms an element of the assessment for each course. The Internship Project is integral to this work.

# Professional Experience and the Bachelor of Education (Primary and Middle Schooling) Program

The USQ Bachelor of Education Internship: Primary and Middle School Educators is underpinned by a new conception of professional practice more appropriate for the professional learning communities associated with 21<sup>st</sup> century schools.

The following key features are characteristic of the approach to professional experience that underpins the internship.

- The USQ Intern is responsible for being a genuine contributing member of the school community and learns, in part, through immersion in that community.
- Interns are responsible for gaining and negotiating their own placement sites and for conducting themselves in ways that preserve that relationship.
- Internships are not paid positions, and school mentors are not remunerated.
- Liaison is different from the previously experienced eighty days of supervised professional experience. The Internship is unsupervised and so no liaison personnel will be allocated. Every Intern will be part of a professional community of practice at the University. The Intern must keep the USQ informed if there is any need to contact the school. The Intern should maintain continuing electronic discussion with the professional community of practice during the Internship.
- The Internship placement consists of a nominal 30 days, during which the intern carries half of a full-time teacher's load, during appropriate days between August 30 and October 22, 2010

## In Summary

- In a reconceptualised approach to the role of professional experience in learning to teach, the Internship is seen as a bridge between the learning experiences characteristic of the supervised practicum and the autonomous beginning teacher experience.
- In 2010 all Interns will be full-time students who have completed 80 days of in-school work and be eligible for 'Authority to Teach'. Interns are responsible for negotiating placement and acting professionally throughout the 30 days of Internship.

- Interns are assigned 50% of the normal full-time teacher's class contact load (to allow extra time for planning, assessing and record keeping), but they should participate fully in all aspects of school life and teachers' work.
- Interns will draw on their school-based experiences during the period of the Internship in the process of developing a personal professional portfolio professional narratives and a professional project and in the completion of other University web-based work.
- The School Coordinator will forward to USQ a completion record at the end of the 30 days Internship, indicating whether the Intern has appropriately fulfilled their Intern duties at that site.

## **A Three-Way Partnership in the Internship**

USQ acknowledges that significant learning occurs for preservice teachers within the school context. Accordingly, the Faculty of Education makes an unequivocal commitment to actively support the work of its school-based colleagues and to require that students work in ways that make them an asset to each school community.

During their time at the host school, all USQ interns will be expected to make meaningful and positive contributions to the school community.

Essentially the Internship becomes possible once a school agrees in principle to act as the host site for a preservice teacher's Internship.

The Internship is governed by a formal Internship Agreement that lays out the mutual understandings of the expectations and responsibilities of each of USQ, the school and the Intern.

The Internship Agreement is a formal document negotiated between USQ, the Queensland College of Teachers, the major teacher employers and the teacher unions. A copy of this document, in full, can be found at the back of this booklet. For convenience, however, its major elements are summarized in the following section.

# The Internship Agreement

The eight critical elements of the Internship Agreement (reproduced in full at the end of the document) are as follows:

- The Internship operates under arrangements agreed between USQ and the key stakeholder groups involved in the professional experience elements of pre-service teacher education in Queensland.
- The key purpose of the Internship is to provide for a supported transition from pre-service preparation to membership of the teaching profession through opportunities for Interns to experience all aspects of teachers' work under increasingly autonomous conditions.
- USQ is responsible for obtaining and providing all relevant documentation, for warranting that the Intern is eligible to participate, for determining matters related to assessment, for briefing all participants, and for ensuring that Interns meet all their obligations.
- Schools are responsible for allocating each Intern up to 50% of the usual classroom teacher workload, for ensuring that appropriate mentoring arrangements are in place, and for providing to USQ the Internship Completion Record form.
- Interns are responsible for preparing a thorough plan for teaching and learning during the Internship, for ensuring that they hold current eligibility to undertake the Internship, and for complying with school policies and duty of care provisions.
- In common with other Internship Agreements in Queensland, schools and mentors are not paid for hosting an Intern. Instead, the 50% of class teaching time taken by the Intern translates to an equivalent amount of teacher release time to be used as agreed between the participants at the school.
- Neither Interns nor teachers released as part of the Internship should be used in lieu of supply or substitute teachers.
- Interns will maintain a strictly professional approach to confidentiality in all matters relating to information about students and host schools.

# Operational Information for the Internship

No one school context is exactly like another. Similarly, while the majority of preservice teachers enrolled in the BPMU reside in Queensland (where the program is accredited through the Queensland College of Teachers), there may be numbers of preservice teachers wishing to undertake Internship placement in places other than Queensland. In such cases, USQ holds that the provisions of the Queensland-based Internship Agreement shall apply, but only to the extent that these provisions do not conflict with legal or other requirements in other jurisdictions.

In all locations, USQ students are expected to ensure that they conduct their Internship placement in accordance with all local requirements. As such, it is accepted that schools may wish, or need, to vary some of the operational guidelines that follow.

## Authorisation and Commencement

The process of authorisation that must be completed before the commencement of an Internship placement, involves:

- The school indicating that they are prepared to host the Intern.
- USQ checking the preservice teacher's academic eligibility (80 days of professional experience completed and coursework requirements all completed satisfactorily to date) and providing a list of eligible preservice teachers' names to the Queensland College of Teachers.
- The Queensland College of Teachers considering the applications for Internship Authorities according to the College's criteria and processes.
- USQ providing advice to schools and students that the Intern is eligible and may commence in the cases of those students for whom an Internship Authority has been issued.

The Internship should commence on a date to be agreed between the school and the Intern. In most cases in Queensland this date should adhere to a 6 week period between August 30 and October 22, 2010, allowing for September holidays.

## Pattern and Length of the Internship

The Internship is designed to be of **30 school days** in duration, with these 30 days being undertaken in a **block of six consecutive school weeks** (holidays and recess permitting). The intention is to provide Interns with as realistic an experience as possible of the life of a fulltime beginning teacher. It is important for the Intern to experience the continual, intense nature of the placement.

Where this may cause difficulties, advice can be sought from the Internship Course Examiner, Alison Mander, who may allow variation under special consideration.

# Supervision and Responsibility

In Queensland it is normal practice for Interns to teach classes without the direct supervision of a mentor in the same teaching space.

The process of the issuing of the Internship Authority underpins this level of autonomy and responsibility. Similarly, the absence of the need for direct supervision is the factor that enables the release of a teacher for the 50% load carried by the Intern.

In some contexts, however, schools may determine (or local regulations may require) that a mentor teacher should exercise closer levels of supervision of an Intern. USQ accepts that this is a matter for professional judgement at each school.

In terms of responsibility in Queensland, Interns are expected to exercise a high level of duty of care: a level much higher than that expected of a supervised pre-service teacher and much higher than that of “a reasonable adult”.

In terms of the level of supervision and monitoring that might be expected of school authorities, a useful guide might be the types and levels of monitoring that might be considered applicable in cases of newly appointed teachers in their first weeks of employment and induction as a beginning teacher.

Schools may see it as appropriate to commence the Internship with relatively close forms of supervision, or to pair the Intern with the mentor for some activities but to provide increasing levels of autonomy as the Intern consistently demonstrates confidence and competence in all aspects of the teacher role. Prior contact between Intern and mentor will assist the transition to autonomy.

## Assignment to Classes

The Internship Agreement provides for the Intern to be assigned responsibility for leading the teaching and learning of a number of classes (or period of time per week) equivalent to 50% of a full-time teacher’s usual classroom load.

The school determines the classes that are assigned for the Intern to teach, taking into account factors such as the Intern’s skills, knowledge and experience (including the extra time needed for preparation, planning and assessment); school needs; and pupil factors.

In addition to the 50% of a full-time teacher’s usual classroom load (for which the Intern takes full responsibility), Interns should expect to be assigned further teaching-like duties with other classes, which may include team-teaching, small group work, special needs assistance for example.

## **Teacher Release Time**

The Internship Authority allows the Intern to work without direct supervision for up to 50% of a full-time teacher's classroom workload allocation. This enables the host school to release a teacher from teaching duties for the equivalent period of time.

The released teacher should be able to negotiate at school level so that agreement is reached on the activities to be conducted during the release time. However, the Internship Agreement is clear that the teacher released should not be used as a supply or substitute teacher.

The intention is that the release time should be used in agreed ways, potentially including activities such as assisting in the mentoring of the Intern, engaging in personal professional learning/development activities, or contributing to the development and progress of a school-based initiative.

## **Provision of Guidance and Feedback**

The Intern is not formally supervised, assessed or evaluated by the mentor teacher. However, the provision of regular guidance and feedback (particularly in relation to the effectiveness of planning formats, teaching strategies, assessment of students' learning and management of the learning environment) is crucial to the development and success of the Intern and to the achieving good learning outcomes with the students.

The school co-coordinator is asked to ensure that appropriate forms of guidance and feedback are made available to Interns on a regular basis throughout the placement.

While much of the regular, day-to-day feedback would be likely to come from mentors, it would be useful to consider the scheduling of a weekly session at which the coordinator provides the Intern with specific feedback and guidance – perhaps drawing on and summarizing input from a number of staff who have had opportunity to observe the Intern at work. Schools may wish to seek the involvement of the USQ mentor in this process. The Intern will provide the school with the mentor's contact details.

There is no process of formal summative assessment conducted by school staff (beyond indicating that the 30 days of the placement have been completed). Please view the draft Completion Form in Appendix One.

In terms of on-going monitoring of Interns' work, should any case arise where there are significant concerns about the performance of an Intern, USQ should be contacted as soon as possible – through the Course Examiner (Alison Mander), assigned USQ mentor or directly to the Student Support – Professional Experience Office.

## **Collaboration with USQ**

As part of the process of formalising the placement of an Intern at a particular school, USQ identifies an academic staff member to act as online mentor for that placement. This mentor role is part of the ongoing support for the professional learning of the Intern. The role of the online mentor is to support both the school (and its staff) and the Intern in working towards success in the Internship.

## **Professionalism**

USQ Interns are required to model professional standards of personal presentation, punctuality, reliability, commitment to teaching, ethical behaviour and high levels of personal organisation.

While the details of the expectations in each of these areas may vary somewhat from school to school, the bottom line is that the Intern is required to fully support the ethos of the host school in all these matters.

Interns should be indistinguishable from any other beginning teacher in terms of how they present themselves at school each day, in how they carry out their assigned duties, in how they interact with students, parents and staff, and in their willingness to be involved in co-curricular activities of the school.

## **The Broader Aspects of Interns' Work**

Interns are expected to have experiences in all aspects of a teacher's work. Within the 30 day period, where opportunities present, in addition to their assigned teaching duties Interns should expect to be involved in, for example co-curricular activities, sports days, yard and playground duty, parent-teacher interviews, student conferencing, collaboration with paraprofessionals, inter-agency collaboration, year or subject department planning, staff meetings and other whole-school activities.

An understanding of, and commitment to, the complex and intense nature of contemporary teachers' work should be evident in how Interns conceive of, and conduct, their work throughout the 30 days of the experience.

## **Completion of the Internship**

At the completion of the period of the Internship placement (subject to the judgement that the Intern's performance has been satisfactory), the school coordinator will submit an electronic Completion via our web-based SONIA program as per the process instructions which are included in the mail-out pack to each site. The full number of days completed and a Pass or Fail will be recorded and submitted.

## Assessment during the Internship

Overall assessment of Interns in the course PRT 4000–*Internship: Primary and Middle School Educators* involves a combination of the rating of the Intern’s performance during the 30 days of the placement and the marks awarded for aspects of professional narratives that the Intern presents to USQ shortly after the completion of the placement.

School staff members are not required to assess the Intern’s performance. Their role is to provide guidance and feedback to the Intern and, where appropriate, to advise the online mentor on the Intern’s progress.

## The Role of the School Coordinator

Clearly, the model of pre-service teacher learning is dependent on a much-enhanced role being played by the coordinator of pre-service teaching matters at the school.

The program asks the coordinator to take an active role in organising the school experiences of the Intern in the following ways: assignment to classes/subject departments and mentors; acting as the first point of contact between USQ’s online mentor and the school; arranging for induction, feedback and guidance to be available to the Intern at appropriate times; and administrative matters such as filling out the completion record and submitting it to USQ – Student Support.

## Teaching Expectations and Requirements in the Internship

USQ preservice teachers undertaking the Internship are in the transitional situation between the role of supervised and beginning professional.

It is expected that Interns will demonstrate the capacity to take responsibility for all major aspects of the formal teaching program (for up to 50% of a full-time teacher’s load) and to give every impression that they are both suitable for, and comfortable in, the role of the “beginning teacher”.

USQ Interns are expected to take responsibility for their own learning.

## Teaching Activities

Obviously, the amount and nature of classroom teaching and other aspects of the work of a teacher that are expected of a student undertaking the Internship will vary from school to school, depending on local circumstances. What follows however, is some general guidance for schools, coordinators, mentors and interns.

# Teaching Workload

Interns can expect to be assigned to two levels of teaching responsibility:

1. Full responsibility for the planning, teaching, assessing, managing and recording of the learning with one grade or in a number of classes (or an equivalent amount of time in the teaching week) amounting to 50% of a load normally assigned to a fulltime teacher at the host school;
2. A secondary level of responsibility for contributions to other activities within the school, including work related to the Internship project in an amount up to another 30% of a load normally assigned to a fulltime teacher.

Thus an Intern can expect to be “in class” for approximately 80% of a fulltime teacher’s contact load – and to use the extra time for preparation, marking, recording and reporting assessment outcomes, gaining feedback and reflecting on their own teaching.

As it is expected that all Interns will be thoroughly familiar with their host school, either through the prior completion of professional experience or through preliminary visits and contacts, these teaching responsibilities should be taken up from the first day. The Intern is expected to participate fully in all aspects of school life, including staff meetings, playground duty, report writing and so on.

These expectations allow the USQ Intern some extra time to prepare and to observe and participate in other school activities, while still giving an understanding of the nature of full-time teachers’ work.

## Expectations - Planning

For those classes where the Intern is assigned prime responsibility, detailed planning must be provided in writing at least 24 hours in advance of the scheduled teaching episode.

The planning should be in a format agreed with the Mentor – in a format preferred at school/subject department level.

The planning should reflect the Intern’s knowledge of curricula, their understanding of how learning works, of a range of appropriate teaching strategies, of how to differentiate planning to take student diversity into account, and of the role of assessment in promoting learning and informing the Intern’s reflection on their own practice.

The planning should be retained in a planning folder which should be available on request to the Mentor, the coordinator or the USQ mentor.

## **Expectations - Teaching**

As detailed earlier, the Intern is to take full responsibility for a teaching load equivalent to 50% of that normally assigned to a fulltime teacher at the host school.

It is expected that the Intern will demonstrate skill in the use of a range of different teaching strategies and be able to discuss the reasons these were selected in particular classes or for particular activities.

In those other areas or classes where the Intern is assigned a lower level of responsibility for planning and teaching, the Intern will be expected to understand and employ the sorts of teaching strategies deemed appropriate by the lead teacher.

## **Expectations – Supportive Learning Environment**

The Intern will understand, and employ, the school's approach to the establishment and maintenance of supportive learning environments, to the reinforcement of positive student behaviour, and to the procedures for the management of inappropriate behaviour.

The Intern is responsible for establishing positive relationships with students (and, where applicable, with their parents) and to see this positive relationship as the basis for guiding the students in their care.

The Intern will have a formal, documented plan for the management of the learning environment, with this plan documenting: pro-active and preventative measures designed to encourage positive behaviour and minimize the likelihood of misbehaviour; and the approaches to be taken in employing the school's approach to managing behaviour.

The Intern is expected to be prepared to seek advice, counsel and assistance from other staff members at an early stage should any challenges arise in this area.

## **Expectations – Assessment and Reporting**

In classes where the Intern is assigned prime responsibility, the Intern should regularly assess the progress of students' learning, record these assessments and use this information in on-going planning.

The Intern should demonstrate the capacity to employ a range of formative and summative assessment techniques and be able to use this information to enhance future student learning. Where appropriate, Interns will be expected to gather assessment materials, including student work samples, to contribute to the process of reporting to parents on student learning achievements.

In all cases, at the end of the Internship period the Intern should ensure that pupils' work is assessed and recorded and that the regular teacher(s) is/are left with clear information on student attainments and readiness for subsequent learning activities.

## **Expectations – Collaborative Relationships**

Interns will show initiative in looking for opportunities to contribute to the whole range of school activities, consistent with recognition of their prior levels of experience of teaching and schools.

They will offer support to their colleagues and consider thoughtfully all advice and assistance their colleagues may offer them. They will value the contributions of other staff at all levels in the school, of para-professionals, and particularly the contributions of parents and students.

They will take responsibility for ensuring that their working relationships with students, teachers and parents are positive and productive.

They will conduct themselves in ways that bring credit on the teaching profession in general and the school in particular. Interns will continue to connect with their USQ online professional community of practice during Internship.

## **Overall Requirements and Criteria for Completion of the Internship**

Essentially the only requirement for the successful completion of the Internship is that the Intern has satisfactorily conducted the teaching and other tasks assigned by the school during the 30 days of the placement. This is judged at the level of a beginning teacher soon ready to start induction.

In terms of deriving an overall grade for the Intern, the School Coordinator may wish to give a standard level of completion and rate to the Intern's performance. Ten criteria - associated with generic 'teacher skills' – are considered in the assignment of these ratings.

These criteria are as follows:

Displays the interpersonal skills of an effective educator

(A good listener, a willing learner, a builder of relationships, a clear communicator with students, staff and parents)

Displays a commitment to engaging with students

(Gives every impression of enjoying the company of learners and of being interested in their lives both at and beyond school)

Uses appropriate curriculum and content area knowledge

(Takes responsibility for having a sound level of awareness of relevant curriculum documents and of related content area knowledge)

Promotes students' literacy/numeracy learning

(Incorporates opportunities for students to progressively improve their literacy and numeracy skills across the curriculum and gives productive feedback accordingly)

Acknowledges and values student diversity

(Explicitly values each student as an individual who brings a wealth of valuable experience to the class; openly believes that every student can learn)

Establishes challenging and supportive learning environments

(Puts a focus on learning and development as a shared reason for schooling and reiterates this in how the learning environment is structured)

Reflects on feedback to further develop own teaching

(Takes seriously, reflects systematically and acts appropriately on formal and informal feedback from students and staff at the school)

Models professionalism and ethical behaviour

(Demonstrates care, responsibility, calmness, confidentiality, fairness, respect for the teaching profession and support for the ethos of the school)

Collaborates and communicates openly and clearly

(Works willingly with others, seeks help and advice, offers and accepts personal support)

Displays skilful use of ICTs in effective teaching

(Uses the contemporary tools of information technology in teaching in the classroom and guides students in their use of these tools)

## The Professional Narratives

Marks are awarded to Interns for personal professional narratives which will be submitted shortly after the final day of the Internship placement.

The narratives may be constructed and submitted either electronically or in hard copy and the contents are selected by the USQ Intern with a view to demonstrating their achievements in meeting the Queensland College of Teacher's *Standards for Graduates*, and professional standards for teachers, Education Queensland's *Criteria for Selection of Beginning Teachers* and USQ Graduate Attributes

It is not the responsibility of the school, or school staff, to provide material for inclusion in the Intern's professional narratives, although it is conceivable that Interns may seek advice in this area and may seek permission for the use of non-identifying materials. Details of the requirements for the professional narratives may be obtained directly from the Intern.

## The Internship Project

The final component of the Internship is the production of a worthy research project negotiated with the school site. Details of the guidelines and requirements for the project may be obtained direct from the Intern.

## Culminating Processes and Documentation

After the completion of the 30 days required of Interns, the SONIA Completion should be submitted electronically following the steps in the process provided in the site's mail-out information.

## For Further Information and Contacts

Further information may be obtained from the Internship Course Examiner. The relevant contact details are:

Alison Mander  
Faculty of Education  
University of Southern Queensland  
Toowoomba, Qld 4350

Phone: (07) 4631 2886      Email: [mandera@usq.edu.au](mailto:mandera@usq.edu.au)

The initial point of contact for all schools is the Professional Experience Support Office.

### **Fraser Coast Professional Experience**

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**Phone: 07 4194 3181**

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### **Springfield Professional Experience**

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**Fax: 07 3470 4301**

Email: [springfieldprofexp@usq.edu.au](mailto:springfieldprofexp@usq.edu.au)

### **Toowoomba Professional Experience**

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Faculty of Education

## Bachelor of Education (Primary and Middle Schooling) INTERNSHIP AGREEMENT

THIS AGREEMENT is made on .....

**BETWEEN:** THE UNIVERSITY OF SOUTHERN QUEENSLAND acting through the Faculty of Education, Toowoomba, 4350 ("USQ")

**AND:** THE STATE OF QUEENSLAND acting through The Department of Education, Training and the Arts, 30 Mary Street, Brisbane, 4000 ("Department")

**AND:** THE CORPORATION OF THE ROMAN CATHOLIC DIOCESE OF TOOWOOMBA – c/- Toowoomba Catholic Education Office, 73 Margaret Street, Toowoomba, 4350 ("CEO")

**AND:** QUEENSLAND TEACHERS' UNION, 21 Graham Street, Milton, 4064 ("QTU")

**AND:** QUEENSLAND INDEPENDENT EDUCATION UNION – 346 Turbot Street, Spring Hill, 4000 ("QIEU")

**AND:** QUEENSLAND COLLEGE OF TEACHERS – 39 Sherwood Road, Toowong, 4066 ("QCT")

(All of the above collectively "the Parties" and individually "a Party")

### RECITALS

- A. USQ wishes to introduce the BPMU Internship Program to provide pre-service teachers with the opportunity to accept responsibility for the professional competence expected of a beginning teacher in all repertoires of teaching practice.
- B. QTU, CEO, QIEU, QCT and the Department have agreed to support the Internship Program.
- C. The Parties have agreed to collaborate to develop appropriate support structures and mentoring programs for Interns, while ensuring that student welfare remains of paramount importance.