

THE ROLE OF THE SUPERVISING TEACHER

The University of New England appreciates the role that the Supervising Teacher (ST) plays in preparing Teacher Education Students (TESs) for the profession.

GUIDANCE AND SUPPORT

The ST carefully guides and supports the development of classroom preparedness of the TES and ensure the TESs engage in opportunities to demonstrate and enhance their capacity to become effective classroom managers and quality teachers.

EXPERIENCE AND EXPERTISE

Supervising Teachers are recognised as experienced classroom teachers who have expertise in directing the development of skills in observation, pedagogical reasoning, stimulating the link between theory and practice, assessment strategies and providing feedback.



OBSERVATION & COLLABORATION

It is expected that Supervising Teachers will engage the TESs, in observation of professional conversations with parents and colleagues while they set an example of working collaboratively with colleagues, students, parents and school leaders.

ENGAGEMENT AND EXPECTATIONS

Supervising Teachers are expected to demonstrate an active engagement and understanding of the Australian Professional Standards for Teachers, particularly the expectations set in the APST Graduate career stage. Supervising teachers are reminded that students on placement are working towards accomplishment of the APSTs at graduate level.

Supervising teachers ensure Teacher Education Students receive:

- information and clear directions regarding school policies, class frameworks and rules, specific curriculum decisions, the school's pedagogical framework, teaching sequences and specific planning documents, processes and expectations
- guidance regarding the necessary administrative tasks required in the specific school
- clear directions about expectations for the TES's professional conduct and experience
- a framework for classroom management procedures and the code of conduct or strategies for student behaviour
- guidelines about school specific pedagogy and behaviour management strategies
- encouragement to experiment with different teaching strategies and plan lesson according to student data and evidence
- ongoing and timely feedback on lessons taught, focusing on strengths and limitations and how to address gaps in planning, behaviour and classroom management
- reviewing lesson planning prior to implementation and engage in discussions or written feedback to improve the planned lesson for a specific student cohort
- written and verbal feedback and critical reflection on growth and develop during placement on a daily basis
- fair assessment of planning, teaching and assessment capacity, classroom engagement and commitment to the school community against the APST framework for graduating teachers.

The professional experience placement requirements specified by UNE upholds the APSTs and expect ST to make fair assessment judgements based on evidence (gathered from observations, discussion and documentation provided by the TES) Teacher Education Students at the Graduate career stage as well as criteria specified by particular units offered by UNE.

Please use the following links to find further information about the role of Supervising Teachers (TS):

[Australian Institute for Teaching and School Leadership \(aitsl.edu.au\)](https://aitsl.edu.au)

[Supervising teachers \(nsw.gov.au\)](https://nsw.gov.au)

[Supervising Preservice Teachers program - Bing video](#)

[final-report-spt-program-review-\(web\).pdf \(aitsl.edu.au\)](#)