Managing preservice teacher issues on Professional Experience

1. **Preservice teacher has raised a concern about their Professional experience:**
   - Is this concern relating to their *relationship with their supervising teacher*? You can refer preservice teachers to the information sheet on the PE Toolbox on ‘Professional learning dialogues’ and use this to discuss different ways to approach the supervising teacher.
   - Is the concern relating to *curriculum knowledge*? You should contact the relevant curriculum unit coordinator and discuss possible resources to assist the preservice teacher.
   - Is the concern relating to their knowledge and use of *teaching strategies*? Discuss a range of strategies with the preservice teacher and the implications for each in terms of class diversity. You could support the preservice teacher to organise a plan for implementation and reflection.

**Resources**
- Reflective writing template and example. (available of PE Toolbox)
- Lesson planning template. (available of PE Toolbox)

If these issues are not resolved and the preservice teachers’ anxiety and distress is evident, you will need to:
- Contact the school, if you have not already done so, to:
  - Check on the preservice teacher’s progress and investigate if there are any issues from the school’s perspective;
  - Discuss with the supervising teacher and/or the site coordinator the expected standard of performance for a preservice teacher at this stage of the course – refer to the professional standards focussed on for this practicum;
- Remain in contact with the preservice teacher, discussing the issue and ways to resolve the conflict;
- Contact the unit coordinator to inform them of the issue and/or, for advice on how to proceed.

2. **The supervising teacher/site coordinator has raised serious concerns about the preservice teacher’s progress:**
   - Discuss specific strategies that the preservice teacher needs to develop with the supervising teacher;
   - Discuss how support will be provided for the preservice teacher (from the school and from the university);
   - Ensure that the teacher has raised these concerns with the preservice teacher;
   - Discuss these concerns and suggestions for improvement with the preservice teachers.

However, the preservice teacher has not progressed satisfactorily and after discussions with the supervising teacher and/or the site coordinator, it is decided that the pre-service teacher will be put *‘At Risk’*:
- Support the teacher to complete the Student Action Plan; you may need to complete the form if the teacher is not prepared to do this.
- The Student Action Plan is a plan for action and should specifically identify the areas of concern as these relate to the identified professional standards (in the PE report), and specific strategies that should be implemented. A date for review needs to be set.
- The unit coordinator needs to be informed. The program coordinator and PEO should also be cc’d into this email.
- If the school is local, a visit may be required.

However, the preservice teacher doesn’t improve:
- The preservice teacher needs to be informed that they are at risk of failing this practicum. If possible, you should attend this meeting between the site coordinator and/or the supervising teacher, and the preservice teacher.
- You need to liaise with the unit coordinator to continue support for the preservice teacher and the supervising teacher, and determine next steps of action.
  - The preservice teacher may decide to withdraw from the placement;
  - The school may decide to withdraw the placement;
  - You may need to refer the preservice teacher to counselling services for support;
  - The program coordinator and PEO should also be cc’d into email communications.

3. **The preservice teacher commits an action that is ethically and legally wrong**
   - The preservice teacher needs to be withdrawn from the PE immediately.
   - The course coordinator, program coordinator, unit coordinator and the PEO are informed.