

Using this professional site – Supervising teacher - transcript

Here is one way that a supervising teacher has used the Project Evidence site.

I'm a teacher in a small rural primary school.

I've been teaching in this school for five years.

Last year, the principal asked me to supervise a first-year pre-service teacher.

In my first meeting with Bridget – the pre-service teacher - I wanted to discuss with her what my role was and how I would help her learn.

So, together we went to the Project Evidence site.

First, I clicked on the 'Professional Roles' tab.

Scrolling down, I selected the icon 'Mentoring pre-service teachers on Prac.'

Within this section, I discussed with Bridget the key dimensions of the school-based teacher educator role: Curriculum Design; Teaching; and Professional Support, that are graphically represented ...

... and defined below.

As we read through the definitions of each dimension, I discussed my responsibilities and how I envisaged the 'lived experience' for us as we worked together at this particular stage of her pre-service.

In our next meeting, when Bridget felt more 'at home' in our school environment and had had time to go through the three dimensions, we discussed her specific goals for this placement.

Importantly, we also needed to discuss the ways in which she could provide evidence against the Standards.

Scrolling down to the activity 'Being a mentor,' I used the video clip of the Year 1 science class.

... and the prompts and questions in the activity to discuss, as an example, ways in which I would be assessing her against the 'Content selection and organisation' strand of *Standard 2: Know the content and how to teach it*.

I also followed the link to the Standards.

... and scrolled down to Standard 2.2 which shows the different levels of achievement against this Standard.

Clearly, Bridget was aiming at Graduate STAGE.

However, in this, her second teaching placement, I explained that I was assessing her at the appropriate level of development.

Therefore, I went back to the Project Evidence site and scrolled along to click on the 'Making Judgements' tab.

From the Resources section on the left I selected 'Possible Evidence for Judging Achievement against Graduate Standards 1-5.'

There are three Stages to distinguish the level of pre-service teacher development: First, Middle and Graduate.

I explained that I would be making judgements of Bridget's progress at First Stage.

So, we then scrolled down to 2.2 and discussed the types of activities and practices she could use to demonstrate her achievement.

In this way, we were able to discuss and negotiate the type of teaching practices that Bridget would undertake.

I felt that, right from the beginning of Bridget's placement, we were 'on the same page.'