



## **IEU POLICY - PRE-SERVICE TEACHER PLACEMENTS**

The Independent Education Union of Australia believes that high quality initial teacher preparation is critical to fostering and sustaining an appreciation of the teaching profession as being of profound importance and value to society and one which is challenging and carries great responsibility.

It is very important that there is a collaborative effort by governments, employing authorities, schools and the teaching profession to properly resource and support the various sets of relationships involved in the professional preparation of those seeking to be teachers.

Schools and Higher Education Institutions must develop improved strategies to ensure greater skill and confidence-building for students by making schools and HEI's more integrally related.

Further, there must be action by Governments, in conjunction with HEIs to ensure that workforce supply issues are adequately addressed and that over-supply and over-enrolment in jurisdictions threatens the capacity to ensure adequate and high quality practicum experiences.

The IEUA believes that there is an urgent need for governments, the HEIs, employing authorities and the education unions to establish an appropriate workforce planning authority.

In conjunction with workforce planning, partnerships need to be developed between HEIs and school employing authorities to ensure that student placements can be accommodated.

The IEUA notes that there are emerging and existing examples of "partnership" models where schools and universities enter mutually reciprocal arrangements regarding the pre-service placements. These include, for example, action research frameworks built into course components allowing more direct input between schools and universities.

The IEUA supports such approaches when care is taken to ensure that schools receive benefits from entering such partnerships, and that such partnerships become more

formalised and therefore more transparent regarding expectations and outcomes.

The coordination of links and the strengthening of support roles for pre-service teachers teachers are important. Better links could be built if experienced practitioners (together with other key stakeholders) were involved in a collaborative process with teacher educators in the design and delivery of teacher education courses. Greater involvement of teacher educators in school based projects would strengthen links and break down the barriers between theory and practice.

The industrial implications of such collaborative models require collaboration and negotiation between employers, personnel in training institutes, teaching professionals at the school level and unions in order to define the roles and responsibilities of the parties and to negotiate and resolve the payment issues.

The importance of a well-resourced pre-service placement and well-resourced, well-structured induction for new teachers to be able to develop confidence and a repertoire of skills/strategies in student management cannot be understated. This will result in more effective management of classrooms.

No pre-service course can equip teachers for the full range of schooling circumstances they will encounter. This confirms the importance of the notion of a continuum of learning from pre-service through induction to skilled practitioner.

A critical problem concerning the pre-service placement is the inadequacy and tenuousness of appropriate funding from government, HEI's and school authorities.

The IEUA strongly supports the payment of teachers with responsibility for the supervision and coordination of the practicum. Further, placement supervisors need to be inserviced and supported in their role. These arrangements need to be the subject of negotiations between the HEIs, employing authorities and the education unions and part of an updated formal industrial agreement.