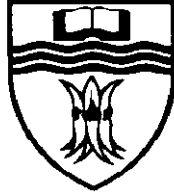


CHARLES STURT
U N I V E R S I T Y



BACHELOR OF EDUCATION
(HEALTH & PE)

INTERNSHIP PROGRAM

MENTOR INFORMATION

Bachelor of Education (Health & PE)

Internship Program

Dear Mentor

We welcome you and your school as participants in the [*insert year*] CSU Internship Program. The internship is the culmination to the pre-service component of preparation primary school teachers and would be successful without the commitment of teachers, such as you, to this important work. The success of the internship depends on a partnership between the schools and the university and we greatly appreciate the professional knowledge and skills that you bring to this task.

CSU will conduct a Professional Development Day for Mentors and Interns prior to the commencement of the final supported placement and subsequent internship. The workshop is aimed at ensuring a successful outcome from this collaboration and to explore the best approaches to supporting interns in the diverse settings in which they choose to work. This occasion will provide an opportunity for mentors and interns to meet and begin discussions on an appropriate Duty Statement for the intern's role in your school.

Professional Development Day for Mentors

Bathurst [*Insert dates and venues*]

Professional Conference

Interns will present an overview of their focussed learning from their internship at a Conference at the conclusion of their internship on their home campus.

Wendy Hastings (Bathurst)

Sub Dean of Professional Experience

Telephone: 02 6338 4442

Facsimile: 02 6338 4134

Email: whastings@csu.edu.au

Carol Woodruff - Bathurst

Bachelor of Education (H&PE)

Course Co-ordinator

Phone: 02 6338 4481

Facsimile: 02 6338 4065

Email: cwoodruff@csu.edu.au

Overview

An internship involves a fourth year student undertaking a program of teaching and systematic reflection for 5 weeks. The final supported professional experience placement in Term 2 is an indicator of the readiness of the preservice teacher to undertake their internship at the beginning of Term 4, as an additional member of staff in your school.

The internship is seen as a period for trying out or implementing skills that have been learnt through university and in supported/supervised professional experience. It provides clear guidance as to whether or not the intern is ready to take on the full-time professional role as a newly appointed teacher. This experience cannot be simulated. It provides opportunities for extensive reflection on practice and for building individual portfolios of work.

Internships, with their extended periods of teaching, provide the basis and experiences necessary for critical observation of teaching and learning and reflection and analysis of practice. Each of these is a key element of teacher professionalism and is undertaken within the school with a mentor, and in the university with faculty members and fellow students.

The intern can take responsibility for classes so that the released teacher (colleague teacher) can undertake professional development opportunities for the school. All interns have demonstrated successful teaching practices in developmental placement requirements over 3 years and have completed content and methodology subjects that meet the employer's minimum requirements for teaching. The intern is approved to teach a class without the presence of a supervising teacher. It should be noted that interns are not to be left on playground duty without the support of a paid member of the school staff.

The Bachelor of Education (Health & PE) intern is also completing academic subjects in relation to research and professionalism in conjunction with the internship. Requirements for these subjects involve the completion of a professional teaching portfolio, reflection on an ethical issue and the implementation/reporting of an action research program on some aspect of the intern's teaching.

These interns receive no salary or pay for the 5 weeks that they spend as an intern in your school and they may carry out teaching duties equivalent to a full time load. The Internship program has the support of the NSW Department of Education & Training, the NSW Teachers Federation and the Catholic Education Offices for the Diocese of Bathurst/Riverina and The Archdiocese of Canberra-Goulburn & Riverina.

All prospective interns must undergo a *Working with Children Check* prior to the commencement of the internship. They also must complete the full mandatory Child Protection Training required of an "employed" teacher.

Role Negotiation

The intern is seen as a beginning teacher and will need the support and assistance normally provided to a new member of staff. Interns will have a full load in order that a thorough induction program can be implemented including time for recording reflections on aspects of the internship as set out in the intern's action research proposal. The teaching load should include the usual RFF time normally allocated to teachers in order that the intern has this time for planning and preparation.

The role for each intern will depend on the attributes and needs of both the school and the intern. This role will need to be negotiated between the intern and the mentor in association with any other staff member as appropriate. The process of role negotiation should commence at the initial meeting between the intern and mentor at the Mentor Professional Day. It is then the responsibility of the intern to maintain contact so that a Duty Statement is prepared prior to the commencement of the internship. Interns should consider their responsibilities as those of a beginning teacher and sign an attendance sheet/book as expected of any other teacher.

Duty Statement

- The negotiated role and associated duties must be clearly documented (understanding that there is flexibility in all teachers' roles)
- The statement must be typed on school letterhead and signed and dated by the Principal//Mentor and the Intern
- A copy of the signed statement must be faxed/posted to Internship Co-ordinator on each campus on the first day of the internship
- This statement will guide the writing of the internship assessment profile at the end of the internship
- A copy of the intern's timetable, showing teaching, RFF and other duties clearly should be faxed to Internship Co-ordinator by end of first week of internship

Supporting the Intern

School:

The Principal or nominee is responsible for:

- Liaising with the university;
- Coordinating the internship placement including induction;
- Ensuring the effective implementation of the internship;
- Providing copies of policy and procedure documents to the intern; and
- Supporting the intern and mentor as appropriate throughout the duration of the internship.

The Mentor (Supervising teacher):

- Acts as a mentor by providing a role model of ethical and highly developed professional practice;
- Provides ongoing support and guidance to the intern;
- Develops a supportive, collegial relationship with the intern;
- Prepares the assessment profile at the conclusion of the internship; and
- Completes a form indicating satisfactory completion of the internship.

The Colleague Teacher(s):

- Teacher(s) released from some classroom duties by intern;
- May or may not be the mentor; and
- Will be more than one colleague teacher if intern undertakes teaching in more than one class

The University:

- Liaises with the staff in the school regarding the intern placement;

- Supports the negotiation process between the intern and the setting;
- Provides opportunities for reflection and support at the mid-point and end of the internship period;
- Assesses successful completion of the internship in collaboration with the intern and relevant personnel from the setting; and
- Provides a statement of completion of the internship on receipt of the assessment profile.

The Intern:

- Participates in induction and preparation activities as determined by the university and/or school;
- Prepares and submits to the school a summary curriculum vitae which outlines their professional goals and provides details of strengths and interests;
- Prepares, in consultation with the mentor, and submits to the university a negotiated duty statement for the internship in which objectives for all stakeholders are made explicit;
- Diligently and professionally carries out all duties assigned to them by the Principal or mentor; and
- Completes all tasks assigned by the University.

Successful completion of the Internship:

The assessment of the performance of the intern should reflect the capabilities required of a beginning teacher and is an integral component of all internships. This responsibility is undertaken in cooperation with the mentor, colleague teacher(s), principal and other staff of the school. If at any stage a judgement is made that the intern is not meeting requirements the university should be contacted.

Progress fax sheets (Appendix 1) will be completed and be sent to the University by the intern at the end of weeks 2 and 4.

Staff in the educational setting will provide an assessment profile for the intern signed by the mentor and the Principal. Provided the intern is performing at a satisfactory standard, the school will also sign a form indicating satisfactory completion of the internship. This letter can be used by the intern when applying for temporary casual approval by the New South Wales Department of Education & Training to seek employment until the end of the year (Appendix 2).

Internship Assessment Profile

The profile is directly related to the NSW Institute of Teachers' Professional Teaching Standards Framework. Teachers (mentors and/or supervisors) will be asked to assess the interns on each of the listed aspects. Teachers will also have the opportunity to write a more personalised commentary on the intern's achievements within their school.

The assessment profile should be sent to the University within **one week** of the completion of the internship.

Frequently asked Questions (FAQ)

1. *Will the intern do playground duty?*
Interns can only carry out playground duty under the supervision of a teacher of the school.
2. *What payment is made to the mentor?*
Under the agreements with the NSW Dept of Education and Training, the Diocese of Bathurst & Riverina Catholic Education Offices and the Archdiocese of Canberra-Goulburn Catholic Education Office, payment for supervision and coordination will be paid at the normal rate provided for internships.

There are two payments options:-

- Payment to the Mentor (supervising teacher) – please complete payment voucher and tax declaration form which is in the material you will receive.
- Payment to School – please send in a tax invoice to the university (a copy of “how to set the invoice out” is in the material you will receive).

At the end of the internship please send in the pay claim form or tax invoice with the student's timesheet, leave of absence forms if used, statement of completion of internship and the assessment profile.

3. *We are often unable to get casual staff. Can the intern be employed by the School?*
Please contact the University if this is an emergency situation. Interns can not be paid as an employee and be an intern on the same day.
4. *Return of forms, assessment profile and statement of completion at end of internship*
Please return to:

Bathurst		Wagga	
(02) 63384620	Direct line to Professional Experience Liaison Officer (Primary)	(02) 69334417	Professional Experience Administration Officer
(02) 63384442	Sub Dean Professional Experience	(02) 6933 2413	Professional Experience Coordinator
(02) 63384410	School of Teacher Education Secretary	(02) 69332803	<i>Facsimile</i> Professional Experience Office
(02) 63384134	<i>Facsimile</i> Professional Experience Office		
Postal address	Professional Experience Unit School of Teacher Education Charles Sturt University Panorama Ave Bathurst NSW 2795	Postal address	Professional Experience Unit School Education Charles Sturt University PO Box 588 Wagga Wagga NSW 2678

Appendix 1

No Coversheet Required

Bathurst Campus Students

Fax To: **02 63384134**
Internship Co-ordinator
School of Teacher Education
Charles Sturt University
Bathurst 2795

SECONDARY INTERNSHIP

Week Two Report (Send this in at the end of your second week)

Intern's Name: _____

Name of Professional Experience Setting: _____

During this fortnight I have achieved the following in relation to my professional experience program:

My program for next fortnight is as follows:

Based on the discussions with my mentor, my main teaching/professional goal for next fortnight's teaching is:

[USE THIS ONE ONLY IF APPLICABLE]

I urgently need advice/help about the following:

Suggested contact time: _____ Phone Number: _____

Service Fax Number: _____ Date: _____ Signature: _____

COMMENTS FROM MENTOR _____

Mentor Signature: _____ Date: _____

If you have any concerns, please inform the Subject Co-ordinator immediately.

Bathurst Campus Students

Fax To: **02 63384134**
The Internship Co-ordinator
School of Teacher Education
Charles Sturt University
Bathurst 2795

SECONDARY INTERNSHIP

Week Four Report (Send this in at the end of your fourth week)

Intern's Name: _____

Name of Professional Experience Setting: _____

During this fortnight I have achieved the following in relation to my professional experience program:

My program for fortnight week is as follows:

Based on discussions with my mentor, my main teaching/professional goal for next fortnight's teaching is:

[USE THIS ONE ONLY IF APPLICABLE]
I urgently need advice/help about the following:

Suggested contact time: _____ Phone Number: _____

Service Fax Number: _____ Date: _____ Signature: _____

COMMENTS FROM MENTOR

Mentor Signature: _____ Date: _____

If you have concerns, please inform the Subject Co-ordinator immediately.

Use School Letterhead

This is to attest that *[Insert Interns's Name]* has satisfied requirements of the internship program in the Bachelor of Education (Health & PE) course at *[insert name of school]* from *[Insert dates of program]*

Signatories:

Principal: _____

Mentor: _____

Date: _____