2018 USQ L&T STAFF SCHOLARSHIPS FINAL REPORT

DECEMBER 2019

PROJECT TITLE: Strengthening preservice teachers' school based experience while providing in school, face-to-face support to secondary students studying early tertiary programs with USQ

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PROJECT TEAM MEMBERS: Kirsty Silk (2018-19) Kirstie Penton (2019)

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PROJECT SUMMARY

Project Details	
Project category	Early Career Category
Project title	Strengthening preservice teachers' school based experience while providing in school, face-to-face support to secondary students studying early tertiary programs with USQ.
Project ID	1006928
Amount funded (ex-GST):	$10 000
Amount expended:	$8890.45 (additional approx. $300 pending = $9190.45)

Prior to completion of their degree, all students studying Teacher Education courses within Australia, must demonstrate capability in all areas of the Australian Professional Standards for Teaching (APST) (AITSL, 2011). These standards include essential knowledge and skills that teachers must have to ensure quality of graduates teaching in Australian classrooms. To ensure classroom readiness, Education students (preservice teachers) are required to complete compulsory professional experience; an assessment focussed experience, whereby capability is continuously assessed against the APST (AITSL, 2011).

To complement this professional experience, preservice teachers can improve their readiness and graduate employment opportunities by immersing themselves in local school contexts, observing teachers and students in a school environment. Additional exposure to service learning facilitates supplementary opportunities to demonstrate capability in teachers' knowledge and practices embedded in the Australian Professional Standards for Teaching (Santoro, Reid, Mayer, & Singh, 2012).

To facilitate this additional experience, our project aims to connect preservice teachers studying secondary education at USQ with secondary schools who would like to embark on Head Start, USQ's early tertiary entry program. Head Start offers a number of tertiary courses to high achieving students, studying at secondary school. Offering these tertiary subjects is attractive to secondary schools as it allows secondary students the opportunity to make a head start on their tertiary subjects and is also included as external study in their Senior certificate. However, often the opportunity can not be afforded due to lack of staff to support the students, or concerns with how to support the Head Start students due to unfamiliarity with USQ StudyDesk and content.

The project connects preservice teachers to local schools, by partnering them with a student studying the USQ Head Start program to support the student in a one on one situation for approximately one to two hours each week. Preservice teachers will support Head Start students with navigation of USQ content in Studydesk and provide mentorship and support throughout the course.

This project aligns with USQ strategic plan Education objectives as it broadens higher education attainment and social impact that makes a difference to communities. Secondary students will be enrolled in USQ tertiary programs and our preservice teachers will make a difference to the school, through providing support to the students to navigate their course.

This project also aligns to USQ EEP Educational objectives, whereby learning and teaching at USQ is to be characterised by flexibility and accessibility, enhancing opportunities for learner access, engagement and learner defined success. This provides preservice teachers with experience in local secondary contexts throughout Queensland which will support them with connections within schools and opportunities to obtain competence in the APST (AITSL, 2011). The secondary students will be supported to study in the Head Start program, with the intent for these students to gain more rigorous academic skills and have a positive experience of higher education leading to enrolments in USQ programs upon completion of secondary school.

AIMS, APPROACH AND OUTCOMES

PROJECT CONTEXT & AIMS

The data from Quality Indicators for Learning and Teaching [QILT] (2017) showed many USQ students did not feel prepared to teach in schools upon completion of their degree. According to Burton, Brown, Dashwood, Lawrence & ProQuest (2013) effective tertiary institutions are those which engage with the community to create authentic teaching and learning situations. Research has shown, the more positive experiences a pre-service teacher has in schools, the more confidence they develop in their abilities (Gallagher et al., 2009; Izadinia, 2015; Karnovsky et al., 2015; Kearney et al., 2014; MacNeela & Gannon, 2014; Peterson & Treagust, 2014).

Being involved in local schools gives preservice teachers exposure to the intricate natures of the community of school (Coffey, 2010) and the setting-specific culture of behaviour consequences (MacNeela & Gannon, 2014). Preservice teachers can view how experienced teachers interact with the students (Santoro et al., 2012; ten Dam & Blom, 2006). Gallagher, Woloshyn, & Elliott's (2009) study of beginning teachers who had previously volunteered in classrooms found that when teachers where under pressure in the classroom situation, they compared experience to similar situations during their service learning and used knowledge of how mentor teachers had managed a situation to apply to their own classroom.

In a volunteer capacity, preservice teachers gain informal important feedback on teaching and learning performance (Hanline, 2010) from the teachers and students. Watching as an observer, while not being assessed, is a powerful tool to understand the learner and begin to identify skills and attitudes of teachers to develop professional identity (Conner & Sliwka, 2014; Izadinia, 2015; Timperley, 2011). This approach to professional identity (ten Dam & Blom, 2006) is authentic and allows for self-awareness of aptitude toward teaching (Kearney et al., 2014).

The Head Start program connects Years 10-12 students throughout Queensland with USQ by involving secondary students in a number of early entry courses to USQ. It is intended that upon completion of the Head Start courses, the students will preference USQ as first choice for university. However, not all students have access to Head Start. Some schools are unable to accommodate the Head Start program due to a lack of personnel and/or experience to support students on the USQ StudyDesk platform.

This project aims to provide opportunities for preservice teachers to gain experience in schools to develop their Australian Professional Standards for Teachers (AITSL, 2011) and prepares preservice teachers for their employment. Secondly USQ preservice teachers support secondary students studying the USQ early tertiary courses, Head Start, so that schools feel supported by the University and secondary students enjoy and succeed in their studies and preference USQ for tertiary entrance.

PROJECT APPROACH

To achieve our program aims we:

- Created a *Project Action Plan* ([Appendix 1](#)) which included key activities, person responsibly, key stakeholders, communication and success indicators.
- Meet at least monthly to plan, discuss actions, implement key activities and discuss issues arising. Actions and progress were recorded and updated on the *Project Action Plan*.

We had two focuses to the project:

1. Student recruitment: Inviting preservice teachers to be involved with the project and see the benefits to themselves and their career by participating.

2. School recruitment: Making connections with local secondary schools to offer preservice teachers to support their Head Start programs and to include their secondary students in the Head Start program.

To achieve student recruitment we have:

1. Advertised the opportunity to preservice teachers to be involved in this project through the Initial Teacher Education website (MyITE) which is an internal USQ platform to communicate with all Education students.
2. Advertised the opportunity to preservice teachers to be involved in this project through in class and online information sessions directly to Education students.
3. Advertised the opportunity to preservice teachers to be involved in this project through creation of postcards advertising the opportunity to all preservice teachers.
4. Providing professional development for preservice teachers to attain information about the Australian Professional Teacher Standards (AITSL,2011) and how participation in this program can be used to show development of the Australian Professional Teacher Standards (AITSL,2011).
5. Developed a partnership with Queensland Government Ready Reading initiative who will manage our PLaN students on an ongoing basis, by intaking, training and certifying all of our students who wish to volunteer and organise school placements.
6. Created training videos for students.

To achieve school recruitment we have:

1. Identified schools that have not been able to offer Head Start because of barriers at the school.
2. Contacted the schools and explain the benefits of Head Start in conjunction with the School Engagement and Marketing team.
3. Partnered with [Education Queensland Future Teachers' Program](#) who have organised for secondary students in State Schools thinking about becoming teachers to undertake introductory teacher education subjects at USQ (Head Start). The Future Teachers Program advertised the opportunities to do Head Start and provided "Financial assistance in the form of a one-off bursary provided to secondary students that enrol in an approved unit of study towards an ITE program". Participating schools receive payments from Future Teachers equivalent to 0.5FTE teacher for the duration of the course to coordinate the program within the school.
4. Hosted Head Start Future Teachers on campus to share the University experience.

PROJECT OUTCOMES

Student recruitment:

1. The program was advertised to preservice teachers through MyITE (Initial Teacher Education website), and on campus through displays and postcards that we had printed. These postcards were paid for by Marketing.

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2. Our faculty marketing team created a webpage https://www.usq.edu.au/plan for students to register for the program.
3. A Moodle page was created to communicate with the Education students involved in the program https://usqstudydesk.usq.edu.au/m2/course/view.php?id=14543
4. We established a research team and obtained ethics (HI8REA181) to write about the experiences of preservice teachers involved in mentoring students in schools.
5. We worked with Student Life to establish an opportunity to have volunteer hours count towards the Phoenix Award to show future employers that students have gone over and above, increasing employability. https://www.usq.edu.au/current-students/life/leadership/usq-phoenix-award
6. We developed a partnership with the Queensland Government; Volunteering Queensland Ready Reading https://volunteeringqld.org.au/volunteers/ready-reading
7. Using USQ Media and Design Team, the Ready Reading team filmed training videos for our preservice teachers to complete before supporting students in schools.
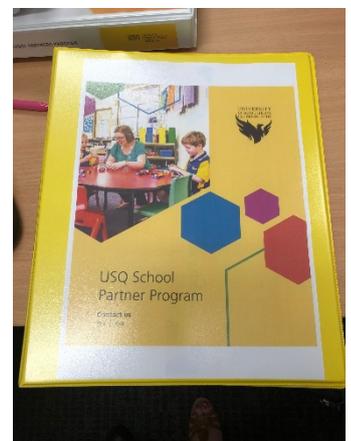
School recruitment:

1. Our faculty marketing team created a webpage where schools can register for the program https://www.usq.edu.au/plan.
2. Faculty marketing organised a launch of the program to schools.
   a) In Springfield the launch was at Bookface on 10th August, 2018 https://www.usq.edu.au/news/2018/08/springfield-education-breakfast
   b) In Toowoomba the launch was 12th September, 2018 at a local hotel, 'Fitzy's' attended predominately by established private schools in the area.
3. The Regional Directors of Education (Metropolitan & Darling Downs) provided support for the program and emailed all schools to make them aware of the program.
4. The School Engagement team have also promoted the program to secondary schools on school visits.
5. We have collaborated with Education Queensland's Future Teachers Program to increase numbers of students participating in Head Start courses. https://education.qld.gov.au/about-us/budgets-funding-grants/grants/state-schools/core-funding/future-teachers

Other:

Collaborative school engagement: all the key players who engage with schools were invited to share their relationship between USQ and schools on 11th October. 2018. This included School engagement managers, careers and employability team, marketing, professional experience, student attraction, Indigenous Outreach and Engagement Officer, Open Access and Campus Services.

This had four key outcomes

a. Key players discussed their roles with schools
b. Discussions were initiated into how these different groups can collaborate
c. A *Schools Engagement Package* produced. Although funding had been approved from the scholarship to print this package to supply to schools, this was provided for ongoing production by Marketing.
d. *A Key Dates for School Engagement Calendar* was recommended. This was produced and given to schools. The calendar includes Head Start application & graduation dates – keeping the program visible in schools year round.

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EVALUATION AND IMPACT

PROJECT EVALUATION

We believe this project has been incredibly successful, and has included a number of unexpected opportunities which have delivered on-going sustainability.

Student Impact:

An evaluation, with Ethical approval, of the program in 2018/19 consisted of 30% of student who had participated, who completed an anonymous, online survey. The data shows that students perceive that the program has:

i. improved their teaching confidence; *"Thank you so much for providing me with the PLaN opportunity. Without it I would not have the confidence, experience or exposure to the real life of a teacher which for my degree is invaluable (email, student, 2019).*

ii. influenced student learning and engagement*; " It has helped me reflect on my professional knowledge and practice. Each time I go in and work with the students, I come away with new ideas"* (survey, student, 2019)

iii. connected them to their local school (and for some, provided employment); *"I love that I have been able to stay with a prac class and continue to learn with my mentor and continue the relationship within the classroom"* (survey, student, 2019).

iv. improved their overall experience of their degree; 100% of students surveyed (2019) believed that PLaN impacted positively on their overall experience. *"When I am bogged down with uni and assignments, it is so nice to go to my school and work for the teachers for an hour. It is a reminder of why I am doing the MOLT program and why I want to be a teacher when I am feeling overwhelmed and wondering why I am studying"* (Survey, student, 2019).

Or, in the words of our PLaN student, supporting 3 Head Start students at a local Secondary College *"For me it was realizing that I did actually, I could actually do it [teach]. You get in your head too much and think I can't do this it's going to be too hard, I don't know what I am doing. You feel like an imposter. I felt like it prepared me, it cemented that I really wanted to do it. So it was good for m*e.'

We asked a graduate teacher who participated in PLaN into Head Start, who had supported Future Teacher, if the program had influenced her learning. She summed up her response with: "I will forever be grateful for the support and experience you provided… which meant that I was better prepared to begin my teaching career" (email, past student, 2019). This project creates "a source of graduates who are highly regarded as practical, innovative and connected professionals" (USQ strategic plan, p.4)

School Impact:

Schools have been impressed with high quality pre-service teachers who have been volunteering in their schools to support their students. Queensland schools have provided unsolicited feedback about the quality of students and promoted USQ links in their newsletters and Facebook sites.

Senior managers in the Queensland education system, such as Regional Director, Mrs Helen Kenworthy, wrote that she was '"very impressed about the project, the number of schools involved and how it links to APSTs as well as working with Queensland College of Teachers" (unsolicited email, 24/6/2018).

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The Queensland College of Teachers, concur that "this is an important activity that strengthens preservice teacher capability and student performance" (unsolicited email, Deanne Fishburn, Executive Manager, 06/11/2018).

Sustainability:

Perhaps the greatest success of this project is creating internal and external partnerships, which will see this project being fully sustainable in the future.

a. Materials and Marketing: All materials and marketing that were going to be created through this project were provided internally through the university with no cost. Including but not limited to
    i. *PLaN* postcards (Marketing)
    ii. *PLaN* launches (Marketing)
    iii. *Schools Engagement Package* (Marketing)
    iv. *A Key Dates for School Engagement Calendar* (Marketing)
b. Ready Reading: We established and made connections with Queensland Government Ready Reading initiative who will manage our PLaN students on an ongoing basis, by intaking, training and certifying all of our students who wish to volunteer and organise school placements (state and non state). Thus saving USQ School of Education a cost in time and administration and making it a sustainable ongoing option for our students.
c. Meet-up: After recognising the importance of supporting HeadStart students within the courses from our questionnaires and interviews data, we have arranged a Meet-Up Trial for Sem 3 2019. Meet-Up is an established USQ funded program. Using Meet-up students to support HeadStart students within courses, will ensure sustainability of supporting HeadStart students. Head Start has a 60% conversion rate to USQ and higher again if they pass the subject - so this is a great long term solution.
d. Future Teachers Project: *The Queensland Department of Education and Training (DETE) want to foster and nurture the sparks of future teachers by identifying students in secondary schools who are considering teaching as a future career. DETE has a pilot program and USQ was invited as one of three Universities to be involved. This program involves students in secondary schools studying our Education courses and receiving bursaries and support from DETE to do this. We have managed this program within the University, gaining legal approval for the contracts and managing the communications.* DETE are offering to support the project with a 0.5 full time equivalent allocation of a registered teacher to support the secondary students doing Head Start in schools over two years.

> "*The team at USQ have been supportive of the Program and project team throughout the year, welcoming visits to observe learning in action and responding promptly to requests. Strong support was also provided by USQ to enrolled students through both face to face and online support. We thank USQ for their support of the program to date and look forward to continuing the partnership into 2020 and beyond*" (Alex Wills, Principal Project Officer, Future Teachers, 27/11/19).

PROJECT IMPACT

Changes (evidenced & anticipated) at/for:	Project completion	6 months post-completion	12 months post-completion	24 months post-completion
1. **Team members**	We have developed stronger collegial links with each other and other members of USQ who directly work with schools. Conference presentation given	Team members continue to collaborate to improve USQ student outcomes	Project work provides evidence for team member promotion	Project work assists team members in participating in new projects/scholarships to improve USQ student outcomes
2. **Immediate students/graduates**	As per research, students feel more equipped to teach in State Schools. Secondary students feel supported in Head Start courses which increases likelihood of studying at USQ.	Good participation of education students engaged in volunteering through Ready Reading to improve employability. Increase in students engaged in Head Start through Future Teachers.	Education Students are utilising knowledge and skills gained in schools to meet APST and get jobs. Head Start students are choosing USQ as first preference.	QILT data reflects the satisfaction of students with opportunities provided within USQ program.
3. **Spreading the word**	The project has been supported internally by USQ marketing, publishing materials and launching this to Springfield and Toowoomba schools. The project has also been supported by DETE and the Regional Directors and has been shared at National NAPSA Conference and Edith Cowan University.	Paper submitted to Q1 journal	Paper published in peer-reviewed journal	Other Universities establishing similar programs
4. **Narrow (focused) adoption**	Project promoted through district and schools expressed interest Schools Engagement package produced Calendars distributed through schools	Areas within the university are sharing information through continuation of Collaborative school engagement workshop	A streamlined process is within USQ for working with schools	USQ highlights best practice for other HE institutions for working with schools within the community.
5. **Broad adoption**	Partnerships with DETE (Future Teachers) and Queensland Government Volunteering Queensland	Future Teachers is extended to online students Ready Reading training packages are being used	USQ offers more HeadStart subjects to cope with increased demand of Future Teachers	This project is common across schools throughout Queensland.

RECOMMENDATIONS AND OUTPUTS

PROJECT FINDINGS & RECOMMENDATIONS

Key Findings:

1. For USQ students:

The research assistant reported that the student and teacher data found "overall the students appear to report finding PLaN a positive experience where they felt confident and were able to begin to view themselves as a teacher. I think the modeling they were able to observe had a positive impact on their growing identity as a teacher as they were able to observe without pressure and seemed to develop meaningful relationships with their mentors when they were not being assessed by them. There was also an interesting dynamic where the teachers seemed to appreciate them more when they were seen to donate their time rather than it being a requirement" (personal correspondence, research assistant, 18/12/2019).

The data also suggests that engaging in this program:

   i.   improved teaching confidence
   ii. influenced student learning and engagement
   iii. connected students to their local school (and for some, provided employment);
   iv. improved their overall experience of their degree

2. For Secondary Students (Head Start students)
Having support for Head Start has been shown to benefit students as it
   i.   Developed academic skills
   ii. Students became familiar with university
   iii. Provided support within schools for Head Start

Head Start students also gain entry straight into USQ, upon satisfactory completion of a subject and receive two credits towards their Queensland Certificate of Education, thus making Head Start a valuable way of getting ahead at University, before they graduate. We found that 60% of students who do a Head Start course, attend USQ. Therefore the support for Head Start as a valuable student attraction tool is evident.

This project has created partnerships that promote high performance and standards of conduct; whilst building capacity, identity and partnerships for USQ pre-service teachers to excel in their teaching careers. The Deputy Director General of Education, Queensland praised USQ, "as going above and beyond the program in preparing future teachers... *leading the way in developing a culture in pre-service teachers to be engaged with schools beyond Professional Experience and having the ability to collect evidence of meeting the Graduate Teacher Standards* [email, 12/11/2018].

Key Recommendations:
1. Continue to foster the partnership with Future Teachers. This will advertise the program for USQ and potentially increase our admissions and enrolments in the near future.
2. Use Meet up Leaders to support Head Start Students. Meet Up leaders to be advised who Head Start students are and can provide them with additional experience to support school-aged students completing university subjects. This will provide support and hopefully encourage the student to join USQ upon completion.

3. Use Volunteering Queensland (Ready Reading) to place majority of students: This will ensure sustainability and link our students with schools throughout Queensland.
4. Create central database of school contacts: The opportunities to collaborate and bring together all parts of the University that deal with schools has created more knowledge between departments has been useful. This needs to continue and a central database that can be shared is advised to create better knowledge of dealings in schools.

PROJECT OUTPUTS

This project has created benefits to so many students, that we wish to share this initiative as best practice for all Higher Education students globally. We have done this, to date, through:

a) Marketing: Have produced marketing materials; postcards to advertise the project to USQ students and schools. Created a website for students and schools to register and have launched the project through breakfasts in Springfield and Toowoomba

b) USQ recognition: Student Life have recognised the program providing two points towards the Phoenix Award for every hour spent in the school; this is twice the usual points, due to the complexity of planning and preparation.

c) Publications: The research team (Professor Sue Saltmarsh, Dr Ellen Larsen, Professor Stephen Winn and Melissa Fanshawe) have written a paper entitled *Experience, confidence and making a difference: Preparing for teaching in the Partners in Literacy and Numeracy (PLaN) program*, which is in the final stages of editing to be submitted to a Q1 journal Teacher and Teacher Education. This aims to disseminate the success of the leadership of this PLaN partnerships, with the wider Higher Education community so that other pre-service teachers may also share the benefits of additional opportunities within schools.

d) Recognised by Other Universities: Melissa was flown to Edith Cowan University to Perth to share the program "*Thanks again for yesterday. It was a very successful day highlighted by such strong attendance across all the key stakeholders. We are looking forward to working with you more as we progress*" (email, Associate Dean Primary Education, 2019).

e) Presentation at National Conference: Melissa and Kirstie were able to share the benefits of PLaN into Headstart at the [National Association of Prospective Student Advisors](#) conference 6-8 Nov, 2019 where USQ were invited speakers for the first time. Conference feedback included "*you were the highlight of the conference*" (Kamind Chand, 08/11/19).

ONGOING IMPLEMENTATION

The research evidence shows that additional school based experiences can help pre-service teachers gain confidence, practice APST skills and make connections with their local schools through non assessed placements. This a model that can be adapted across the higher education sector with benefits for the pre-service teachers, the schools and school students.

This project, although it has come to a close, all of elements will be sustained through strategic development of partnerships which will meet the project outcomes into the future:

1. Volunteering Queensland: The Queensland Government Ready Reading initiative will manage our PLaN students on an ongoing basis, by intaking, training and certifying all of our students who wish to volunteer and organise school placements (state and non state). Thus saving USQ School of Education a cost in time and administration and making it a sustainable ongoing option for our students.
2. Meet-up: Meet-Up is an established USQ funded program. Using Meet-up students to support Head Start students within courses, will ensure sustainability of supporting Head Start students. Head Start has a 60% conversion rate to USQ and higher again if they pass the subject - so this is a great long term solution.
3. Future Teachers Project: *The Queensland Department of Education and Training (DETE)* want to foster and nurture the sparks of future teachers by identifying students in secondary schools who are considering teaching as a future career. *This program involves students in secondary schools studying our Education courses and receiving bursaries and support from DETE to do this. We have managed this program within the University, gaining legal approval for the contracts and managing the communications.* DETE are offering to support the project with a 0.5 full time equivalent allocation of a registered teacher to support the secondary students doing Head Start in schools over two years.
4. Dissemination of project: Our research team will continue to unpack and disseminate findings from the data to Q1 journals, to share best practice with other Higher Education Institutes.

PROJECT REFLECTIONS

PROJECT EXPERIENCE

The project has been an excellent experience for us to identify and network with different people throughout the University that connect with schools. The *Collaborative School Engagement Workshop gave us all a sense of how different key players interacted with schools, how we can collaborate to grow the USQ brand.*

A Schools Engagement package was recommended to explain to schools how they can connect with USQ. Kirsty has been working on the package, with each key stakeholder contributing to the package, which will be rolled out in schools. We have worked closely with marketing to promote these products and Film and Media, USQ School of Arts & Communication, developing podcasts.

The opportunity to understand our client's needs, see the products and services USQ has to offer from a big picture and endeavouring to breakdown the silos to afford the best possible community engagement and service provision has been invaluable.

The community meetings have been very interesting, learning about MDD and the services they provide within the university. Trisha's guidance has also been a big part of the experience, as we learn from and listen to her wisdom. We have also enjoyed the joint sessions and listening to the other great projects that are part of the USQ scholarships.

The amazing opportunity to create and develop relationships with Government, to the point where we were able to negotiate not just one, but two partnerships, will stand us in good stead for our future careers.

Finally, the affirmation that USQ is a great place to work. We feel pride in what we offer to schools and excited to be part of making a difference to USQ students and our future students.

PROJECT BARRIERS & ENABLERS

The biggest barrier to our project has been the difference between the project start date/ university Semesters/ school terms and semesters. The "Lunch and Learn" we had planned was set for a date in Week 6 and the timing did not work as there were hardly any students on campus.

Changes in staff and contacts in schools were also a barrier. Time taken to build up relationships with a school is lost if the person moves schools. Such an example of this is Rosewood SHS, where we had spent time engaging with the Deputy from the schools team about when we went to place the preservice teacher, the staff had changed. Recognising the School Engagement Team is constantly working on ensuring contacts in schools are updated means we continue to work closely moving forward. The School Engagement team are investing time in the Oracle Cloud Service CRM to ensure they have an up to date data base.

The *Project Action Plan* (appendix 1) was a big enabler into organising our project. It created a list of activities, stakeholders, communication and success indicators so we had a clear understanding of where our project is headed, who is responsible and how we are measuring success. It also enabled us to record the progress for the report.

The partnership with Queensland DETE and Volunteering Queensland are the biggest enablers as they will allow us to fulfil the intentions of the project in an ongoing and sustainable way. This means our project has become bigger than us, and the University.

PROJECT REFLECTIONS

The acclaim from others about the project is excellent to see and shows the real need for the programs.

Placing preservice teachers in schools to assist students is described by the Queensland College of teachers as "outstanding and represents innovation, student engagement, a "signature pedagogy" (of USQ) and leadership in the area of initial teacher education" (Winn,S., personal correspondence, 23rd October, 2018).

DETE are incredibly excited for Head Start in their schools; "USQ is particularly advanced in this space with this wonderful program" (Swinton, D. personal communication, 28th November, 2018).

We feel that we have far surpassed our expectations in this project by having DETE come aboard with the Future Teachers program and Volunteering Queensland. We recognise that Future Teachers value the importance of the

Head Start program, but also the key factor of support to implement the program, which is what they are offering to complement the project.

We feel that the Schools Engagement Package is a major highlight of the project and is a reflection of working together as one USQ to showcase what we can provide to schools. This product will be an excellent document in schools for them to know and understand the products that USQ provide, including, but not limited to this particular project. It has been a great joy to be part of a project where it will make a difference to students studying Head Start, our Preservice teachers, and schools. To be making a difference which completely aligns with the USQ strategic plan of creating "a source of graduates who are highly regarded as practical, innovative and connected professionals" (USQ strategic plan, p.4) is very rewarding.

ACKNOWLEDGEMENTS

As a team leader I would like to thank Kirsty Silk for her dedication and many unpaid hours working on this project to ensure the success for the schools. Her initiative in the Collaborative Schools Engagement workshop is going to make a large impact on USQ collaborative engagement with schools, as evidenced by the Schools Engagement Package and Key Dates for School Engagement Calendar. Our ability to work together so fluidly and have a sole purpose of supporting schools has been exciting and rewarding. I would like to thank Kirstie Penton for stepping in, after Kirsty Silk left and bringing her own passion and expertise to the program. Her understanding of schools, education and desire to make a difference, was a wonderful addition to the program.

Our team would like to acknowledge the work of the scholarship support team, especially Trisha Poole, Professional Learning Consultant, Office for the Advancement of Learning and Teaching for tirelessly editing our application, progress report and making suggestions to improve our personal scholarship of the project. Janice Kann, coordinator Awards and Grants, Educational Excellence and Innovation, whose efficiency and helpfulness has been gratefully appreciated. Professor Shelley Kinash, who has overseen our project, supported it, shared it, believed in it, (and provided constant approvals for our changes). We would like to thank Future Students Team and Faculty Marketing who have taken our project under their wing and provided marketing and opportunities we would never had access to.

The following people/departments (past and present) have also been involved in our project and their input gratefully acknowledged.

- Professor Lindy Abawi, Head of School of Education
- Professor Stephen Winn, Immediate past Head of School of Teacher Education
- Professor Sue Saltmarsh, Research Coordinator, School of Education
- Dr Ellen Larsen, Academic Coordinator, School of Education
- Associate Professor Geoff Slaughter BELA Associate Dean Academic
- Professor Alfio Parisi HES Associate Dean Academic
- Michael Healy, Careers and Employability team
- Tessa McCredie, Careers and Employability Manager
- David Silk and Raylene Jones, Faculty Marketing
- Future Students Team
- Tim Carney, Administrative support

- Luke Stephenson, , Office for the Advancement of Learning & Teaching
- MDD team, Office for the Advancement of Learning & Teaching
- Erin Byles, Marketing and Student Attraction
- Helen Nolan, Pro Vice-Chancellor (Student Services)
- Sylvia Gett, Executive Director Faculty Marketing
- Philippa Garmany, Associate Director (Future Students)
- Alex Wills, Principal Project Officer, Future Teachers Project, Attraction, Human Resources Branch, Department of Education
- Mary Neville, Director, Reading Centre, Disability & Inclusion Branch, Department of Education
- Maureen Mendelewski, Manager, Ready Reading
- Michelle Mills, Project Officer, Ready Reading

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APPENDICES – PROJECT ACTION PLAN

Activities What are you going to do to support the Key activities?	Finished by when? When do you think your team will be able to complete this activity?	Activity Leader Who in your team will lead this activity?	Stakeholders List the staff in MS&A or in USQ that will need to be involved or at least communicated with about this activity	Communication (What are you going to communicate to the stakeholders? How will you communicate and when will you communicate about this activity?)	Success indicator (What result do you expect to see that will provide an indication that this activity has been successful?)	Progress What progress has been made for each of the activities outlined?	Activities What are you going to do to support the Key activities?
Student Recruitment:							
MY ITE (My Initial Teacher Education)	Week 1 of Semester 2	Melissa	IT	Communication to Education students regarding the PLaN program	More enquiries to join	Actioned	**MY ITE (My Initial Teacher Education)**
In class presentations	Week 2 of Semester 2	Melissa	Education Lecturers	Presentation style to advise students of PLaN	More student numbers	Actioned	**In class presentations**
Lunch n Learn - cancelled see below webinar • What is PLaN • What is Head Start at USQ • Why should I join PLaN • How can my involvement in the program be captured on my resume • How will this assist me in my future career	Week 6 of Semester 2 Springfield Tues 21 August B209 Toowoomba Wed 22 August Gblock	Michael Healy	Melissa Kirsty Michael Tessa McCredie Sylvia Gett (rego) L & T team budget approval for catering	Meet with Michael and Melissa to discuss topics for lunch Set up a registration page through Faculty marketing Have zoom on stand by to record.	Increased engagement and understanding of program Supportive culture established for students More student numbers Introducing Michael in the employability team for future career advice and support	19/7 Kirsty met with Michael to introduce idea. Michael to catch up with Melissa to discuss content 31/7 Michael, Melissa and Kirsty discussed dates and format.	**Lunch n Learn - cancelled see below webinar** • What is PLaN • What is Head Start at USQ • Why should I join PLaN • How can my involvement in the program be captured on my resume • How will this assist me in my

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Registration system, links to rego on study desk and MY ITE.						16/8/18 group chat, lunch n learn not possible–prac placement time. See webinar below as alternative proposal	future career Registration system, links to rego on study desk and MY ITE.
ZOOM Webinar • What is PLaN • What is Head Start at USQ • Why should I join PLaN • How can my involvement in the program be captured on my resume • How will this assist me in my future career	Week 7 of Semester 2 Toowoomba	Michael and Kirsty	Careers & Employability team School team (Head Start) SOTEEC MDD	Discussed date to record webinar Script to be developed by Melissa so that all topics are covered	Increased engagement and understanding of program Supportive culture established for students More student numbers Introducing Michael in the employability team for future career advice and support	16/8/18 complete	**ZOOM Webinar** • What is PLaN • What is Head Start at USQ • Why should I join PLaN • How can my involvement in the program be captured on my resume • How will this assist me in my future career
Training Modules	Week 6	Melissa	Michael Kirsty		Modules for future learning developed from content and housed on PLaN moodle page	19/7 Kirsty discussed concept	**Training Modules**

School Recruitment:							
Prepare a list of 10 Schools to target for Semester 2 2018	End Week 2	Kirsty	Jaimie/Michelle/Emma from school team to work on data	Advise and consult on possible schools to be involved Provide access to school team PLaN moodle page for easy tracking of which schools are involved	Increase in Head Start Applications Schools are matched with preservice teachers to support Head Start students Re-occurring engagement for USQ Possible future employment for preservice teachers	Access to School team SharePoint page give to Melissa to see schools for head start in S2	**Prepare a list of 10 Schools to target for Semester 2 2018**
School team relationship building	End week 3	Kirsty	Jaimie/Michelle/Emma/Damian/ Lauren/Ally	Consult with schools identified and arrange a meeting for Melissa	Brand utility – supporting high schools to reach their goals of high academic achievement outcomes and 21st century skills for students		**School team relationship building**
Student conversion pipeline established	Head Start application close dates – increase in students per school QTAC Offer rounds – increase in 1st pref for USQ over 3 year pattern	Kirsty	Helen Nolan ED Marketing Robyn Evans AD Marketing Sylvia Gett AD Faculty Marketing Philippa Garmany Domestic Admissions Manager	Reports on activities in schools and data on Head Start numbers for 2nd courses and conversion to USQ	Students have a positive academic enrichment experience with USQ and apply to study post school as No.1 preference.		**Student conversion pipeline established**

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