### Morayfield Cluster

<table>
<thead>
<tr>
<th>Feature</th>
<th>Morayfield</th>
</tr>
</thead>
<tbody>
<tr>
<td>University partnership</td>
<td><strong>Central Queensland University; University of Southern Queensland; University of Queensland; University of the Sunshine Coast; Queensland University of Technology; Australian Catholic University, Griffith University</strong></td>
</tr>
</tbody>
</table>
| School partners/ cluster participants | **CLUSTER SCHOOLS:** Morayfield East SS (Lead)  
Jinibara SS  
Jinibara SS  
Burnside State School  
Goodna State School  
Alexandra Hills State School  
Nambour State School  
Durack State School  
Woodridge North State School  
Marsden State School  
Mabel Park State School  
Beenleigh State School  
Maryborough Central State School  
Blackwater State School  
Woodridge State School  
Bundaberg State High School  
Bundaberg West State School  
Gin Gin State High School  
Avoca State School  
Walkervale State School  
Norville State School  
Gympie State High School** |
| Pre-service students eligible to participate | Number of preservice participants in 2012: 21, 2013: 20, 2014: 20, 2015: 25  
Recruited in 1st semester of 3rd year of study for participation in the centre for the duration of 4th year and for first two years of teaching. |
| Head of mentoring               | Suzanne Clifton – based at Morayfield East State School                   |
| Focus                           | **Literacy and Numeracy, low SES, mentoring pre-service and beginning teachers and beginning teacher induction**  
There are 5 key aspects of the program:  
- Preservice teacher development program  
- Best practice practicums and internships with trained teacher mentor  
- Supported transition to employment in state schools  
- Quality assured induction program  
- Professional development for existing staff and preservice teachers.  
**Quality sustained mentoring is the key deliverable of the centre. Program delivery is individualised to meet the needs of the preservice teacher and guided by the Professional Standards for Queensland Teachers and an individual learning plan for each preservice teacher that will be regularly reviewed.** |
| Years of schooling focus       | P – 12 focus  
Participants can be from Early Childhood, Primary, Middle School or Senior School teacher education courses. |
<table>
<thead>
<tr>
<th>Feature</th>
<th>Morayfield</th>
</tr>
</thead>
</table>
| Employment-dependent upon maintaining GPA, EQ graduate selection process | • Employment dependant on meeting DET criteria and QCT requirements  
• Early offers of employment in Term 3 and 4 of final year undergraduate  
• Outstanding applicant ranking for eligibility for early offer of permanent employment  
• Permanently appointed to a school in North Coast region or their current home base region to begin in their 3rd year of teaching.  
• First 2 years of employment will be a RAL in a NP or difficult to staff school in North Queensland and Far North Queensland region (rating of 3 points or higher).  
• Teachers who do not undertake the RAL placement and are appointed within North Coast, metropolitan region or a preferred location will be subject to standard transfer procedures.  
• Students eligible to apply for grants such as Beyond the Range. |
| Mode/time of program delivery | Program of the centre will encompass:  
• Summer school program of 7 days (core): 3 days group professional development; 2 days student free days with mentor and base school professional development options; first 2 days of school with mentor teacher observing establishing a classroom  
• Other professional development throughout the year (including on line) – **minimum** of 3 days (core)  
• Classroom experience with mentor teacher: minimum of 12 days (core)  
• Winter school program of 3 days (core): group professional development  

Each participant will have an individual learning plan that guides their learning and development during this program |
| Practicum details | Preservice teachers will complete their practical placements with their mentor teacher or another suitable teacher in their base school. This will also apply to internships, except where early offers of employment have been made and where able to, when the preservice teacher will complete their internship in the school where they will commence their teaching career. |
| MTECE Site | • HoM is based at Morayfield East SS.  
• Summer and winter school group professional development sessions will be delivered from a cluster school.  
• Classroom experience will be at the teacher mentor’s base school.  
• On-line instructional units and professional reading will be offered through the MTECE website and the Learning Place. |
<table>
<thead>
<tr>
<th>Feature</th>
<th>Morayfield</th>
</tr>
</thead>
</table>
| Trained mentors                 | • Participation as a teacher mentor in the program is voluntary.  
• All teacher mentors throughout the program must have completed or be willing to complete the Mentoring Training.  
• Initial mentor training will be through the MET program. This training will be offered within the cluster or base school by the HoM.  
• MET training will be offered through the centre to schools employing centre graduates.  
• Teacher mentors are required to undertake the expression of interest process which includes an application and interview process and have their Principals endorsement as a suitable and qualified mentor.  
• The role of the mentor and their entitlement to incentive for service delivery are outlined in the DET and QTU Memorandum of Agreement. |
| Mentor incentives               | As per the DET and QTU Memorandum of Agreement, teacher mentors will be entitled to appropriate non-monetary incentives such as:  
• PERT – Professional Experience Release Time  
• Professional development opportunities  
• Classroom resources  
• Post graduate studies  
• Professional resources  
• Professional association memberships  
Incentives will be negotiated between the teacher and their Principal. The HoM will contribute only to the extent of the entitlement of the mentor. Mentors and mentees will keep their own logs of the time engaged in the mentoring process. These documents will be used for accountability for claiming of incentive funds.  
**NOTE:** incentives apply for mentors working with preservice participants only; based on one hour of additional non-contact time (or equivalent incentive option) for every 5 hours engaged in mentoring (outside of the practical placement period) to a maximum of 18 days. |
| Core PD for mentors and mentees | Mentor training is a minimum requirement for all teacher mentors.  
A Framework for Understanding Poverty training is highly desirable for all teacher mentors. All preservice teachers will complete this training as part of their program.  
All Centre graduates, in their second year of teaching, will be mentor trained to perpetuate these skills throughout schools in the state. |