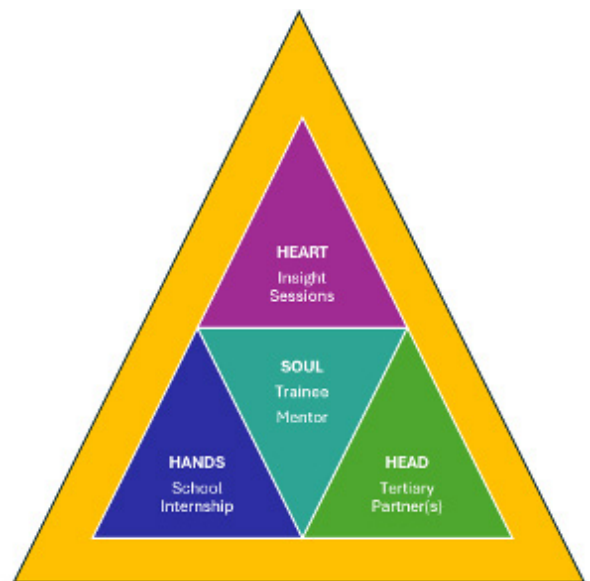


CHARIS Teacher Training School's Embedded Practice Model

There are five components to the embedded practice model as portrayed below.

- **CHARIS Teacher Training School** is the **BODY** having primary responsibility for coordinating, connecting and caring for all aspects of the program oversight, professional development, integration, and welfare of all involved.
- **The Trainee – Mentor Relationship** is the very **SOUL** of the model.
- **The School Internship** arrangements reflect the **HANDS**-on aspect of the model.
- **The 'Insight' Sessions** make up the complete package, viewed as the **HEART** of the program that keeps everything connected, flowing and full of life.
- **The Accredited Tertiary Partnership** provides the solid scholarship (the **HEAD**) part of the model.



CHARIS Teacher Training School

CTTS creates a unique “third space” that provides many services and benefits. Its three key tasks are:

- 1) **Coordination:** Ensuring professional coordination of all aspects of the embedded practice model
- 2) **Connection:** Ensuring all relational and administrative connections are in place and effectual in practice.
- 3) **Care:** Ensuring the pastoral care of the trainees right from expression of interest, through the program, and as alumni.

Some of the key tasks of the Teaching School, through its Head, are the design, planning, facilitating, liaising, delivering and evaluating of:

- A Christ-centered professional community for all trainees, mentors, coordinators
- Curriculum resources and modules aligned with AITSL Teacher standards providing structured reflection on theory and practice
- Full process of trainee recruitment and retention
- Personalised pathways for trainees
- Partnership with the accredited Tertiary provider, Christian Heritage College



- School internships for all trainees (1-2 days per week)
- The 240-350 days of supervised professional practice (for Undergraduate Degree)
- The Weekly 'Insight' training session
- Regular pastoral care and mentoring of trainees
- Comprehensive mentor training and support
- Operation of the Mosaic management system
- Continued connection with alumni of the program

Trainee – Mentor Relationship

The Trainee – Mentor Relationship is the very SOUL of the model. It is to be viewed as a mutually beneficial experience for both parties.

- The mentor teacher plays a vital role in the formation of the trainee teacher, modelling exemplary teaching, encouraging deep reflection on practice, and shaping the trainee teacher's understanding of authentic Christian education.
- The relationship between mentor and trainee is significant, benefiting both as they journey together, honing the craft of teaching and improving student outcomes and experience
- Each pre-service teacher is paired with an experienced teacher
- The trainees are viewed as a Teacher in training and therefore as a second teacher in the classroom
- The goal is to create a deep, ongoing relationship where pre-service teachers feel supported in both their professional development and personal walk with Christ
- All trainees are working against the AITSL Graduate Standards
- The choosing of mentors is deemed crucial, and processes are well developed for training and support
- Mentors meet with their trainees regularly
- The symbiosis of study whilst in a school environment helps the student to be classroom ready, at a higher capacity with an immediate understanding of the school and its systems.
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School Internship

The School Internship arrangements centre on the school management aspect of the model.

- **Undergrad Interns.** 4-year course. 1st year = 1 day placement, 2nd Year+ = 2- or 3-day placement. Eligible for Limited Registration (WA) from 4th Year.
- **Postgrad Interns.** 2-year course. 1st year = 1 day placement, 2nd Year+ = 2+ day placement. Eligible for Limited Registration (WA) from 2nd year.
- Trainees are paid according to the Educational Assistant (EA) remuneration schedule. Importantly they are recognised and named as trainees even when employed as EAs. All schools pay the cost of such employment from their budgets, viewing it as an investment in the future of Christian schooling.
- Ideally all undergraduate secondary trainees are placed in an upper primary class for their first six months of training. Advantages to this arrangement include: experience with one mentor with one class, consistent classroom management, sound pedagogy especially in literacy and numeracy, and an appreciation of readiness for secondary.
- Preservice teachers can fulfil a range of roles e.g., playground duties, camps, carnivals.

Insight Sessions

The 'Insight' training sessions provides the 'vital link' between the Teaching School, the trainees, mentors and tertiary partner. This is to be held fortnightly during term time on a Thursday afternoon based out of the training centre at SCEA Central Office, Midlands. The common components and curriculum making up these sessions are:

- **Spiritual growth and character formation:** Central to the program, trainees participate in faith-building workshops, student-led devotions, prayer, guided reflection, and mentoring sessions to foster their personal relationship with Christ.
- **Christian Foundations:** Grounding students in biblical principles of teaching, the philosophy of Christian education, and how their faith can shape their professional identity as educators. Examples include speakers with expertise in Biblical Literacy and readings from Parker Palmer's *Courage to Teach*.
- **Social connection and pastoral care:** A critical component of each teaching school, encompassing engagement, retention, counsel, alumni relations, and special events.
- **Teacher skill building:** Always integrated, linking current tertiary studies with school placements wherever possible. Linking essential educational theory with student development, teaching strategies, and classroom management. Examples include key texts such as Doug Lemov's *Teach Like a Champion* and the *Walk Thru* resources from the UK.
- **Progressive structure:** The program follows a detailed and layered progression, allowing pre-service teachers to engage deeply with educational theory, practical teaching techniques, and faith-based pedagogies. Wherever possible, they link what is being studied in the B.Ed or M.Ed with their school placement experiences.
- **Integration:** Combining all aspects of training, emphasizing reflective practice, advanced instructional strategies, and leadership development within the context of faith-based schools.

Accredited Tertiary Partner – Christian Heritage College (CHC)

CHC provides a solid scholarship part of the model. They are responsible for the delivery of all components of a high quality, proven, fully accredited Christian teacher education program, in online, synchronous and asynchronous modes as appropriate for the school, which are required to meet the requirements of Professional registration in all states.

The choice to partner with CHC is based upon a number of important factors.

- CHC has been providing quality initial teacher education for 37 years
- SCEA has had a strong relationship with the College since 2021
- CHC has actively worked with schools in Western Australia since 2022
- Average lecturer to student ratio is 1:14 with trainees having 12 contact hours per week
- CHC in conjunction with CTTS arranging practicum placements offering 25% more practicum days than the prescribed for the Bachelor program
- CHC charges no fees to schools with trainees
- CHC offers Commonwealth Supported Places (CSPs) ensuring the lowest fees
- CHC has excellent satisfaction rates as reported by QILT (Quality Indicators for Learning and Teaching)
- Other Teaching Schools based in Queensland and New South Wales have expressed their full support for CHC and consider them sound business and strong educational partners