

PROFESSIONAL EXPERIENCE PROCEDURE

Section 1 - Purpose and Scope

- (1) This Procedure implements the Professional Experience Policy by setting out:
 - a. the processes and requirements associated with the College's Professional Experience program for students studying Initial Teacher Education degrees; and
 - b. the roles and responsibilities of relevant staff in the College and the host school in terms of delivering the Professional Experience program.

- (2) This Procedure should be read in conjunction with the following documents for students and staff:
 - a. Professional Experience Handbook
 - b. Professional Experience Supervisor 1 Handbook
 - c. Professional Experience 1 – 3 Student Guidebooks
 - d. Professional Experience 4 Teaching Performance Assessment

Scope

- (3) This Procedure applies to:
 - a. all students undertaking an Initial Teacher Education course;
 - b. School supervising teachers of students undertaking professional experience; and
 - c. College staff.

Section 2 - Definitions

- (4) In addition to the definitions in the Professional Experience Policy:
 - a. **ACPE Tertiary Supervisor** means an educator with a relevant degree contracted by the College to supervise a teacher education student during a Professional Experience placement.
 - b. **LANTITE** means the Literacy and Numeracy Test for Initial Teacher Education students, overseen by the Australian Council of Educational Research (ACER).
 - c. **PDHPE** means Personal Development, Health and Physical Education.
 - d. **PEX** means a Professional Experience placement.

Section 3 – Procedure

Student pre-placement requirements

- (5) Students must:
 - a. satisfactorily complete all pre-requisite units prior to commencing each Professional Experience placement; and
 - b. attend all pre-placement orientation sessions conducted by the ACPE Education Department.

- c. Students are required to sit the LANTITE test in the first year of their education course.
 - d. Before being placed in the final Professional Experience placement (PEX4), students must have passed the LANTITE.
- (7) Students are legally required to complete, at their own cost, all mandated authorisations prior to undertaking placements. These mandated requirements are outlined in the [NSW Department of Education mandatory pre-requisites for pre-service teachers](#). These include:
- a. Working with Children Check (WWCC)
 - b. Declaration for Child-Related Work – Tertiary Practicum Students (in relation to undertaking a placement in a NSW Department of Education (government) school).
 - c. Child Protection Awareness Training (CPAT) (online)
 - d. Mandatory Child Protection Training (updated annually)
 - e. ASCIA - Anaphylaxis e-training program
 - f. NSW Department of Education Code of Conduct (online)

Placement requirements ~ general

- (8) Students must satisfactorily complete a total of **85 days** across four supervised Professional Experience placements to be eligible to complete the requirements of the ITE course the student is enrolled in.
- (9) All students must complete in-school professional experience placements in at least two different school settings not including Professional Experience 1 (PEX 1).
 - a. A minimum of one placement in PEX 2 - 4 must be in a government secondary school.
- (10) Students enrolled in the Bachelor of Dance Education are required to complete at least one Professional Experience placement, not including PEX 1, teaching in the Key Learning Area of PDHPE.
- (11) Students are required to complete their Professional Experience program in the block that is allocated to them to be considered eligible for a satisfactory grade.

Placement Process

- (12) The Head of Department (Education and Dance) and Career Development Advisor are responsible for advising students about the Professional Experience program, through the pre-placement orientation sessions and the Professional Experience Handbook and Guidebooks.
- (13) The Career Development Advisor is responsible for managing the administrative processes associated with the Professional Experience placement program (such as liaising with the placement (host) school, recording the Interim and Final Reports and other required documents).

- (14) Students must submit all required placement documents to the Career Development Advisor by the requested due date and receive a confirmation of placement notification before starting a placement.

Note: PEX placements should be completed in schools in Australia. Any request to complete a placement outside of Australia would need to be in accordance with NESAs' *NSW Supplementary Documentation: Professional Experience in Initial Teacher Education* and requires approval by the Head of Department (Education and Dance).

- (15) Reasonable efforts will be made to place a student in a student's preferred geographical location; however, this cannot be guaranteed.
- a. Students may be required to travel for placement at a distance set by the Career Development Advisor. This distance will not exceed 90 minutes of travel time from area of residence.

Note: Students requesting a rural placement are considered on a case-by-case basis. A decision will be based on ensuring the integrity of the placement and the support available to the student.

- (16) Variations to placements are at the discretion of the Head of Department (Education and Dance) and Career Development Advisor after discussion with the Professional Experience Coordinator (School).
- (17) Students must inform the Career Development Advisor and Head of Department (Education and Dance) in advance of the placement of any circumstances that may impact on their undertaking of the placement including physical or mental health issues.
- a. This information allows for reasonable adjustments to be made to maintain the integrity of the Professional Experience placement.
- (18) The placement request is sent to the school's Professional Experience Coordinator by the ACPE Career Development Advisor.
- a. Students are not to approach the school directly; however, they may provide details of a contact at the school.
- (19) Once students are informed of their confirmed school placement, they are responsible for making the initial contact with their assigned School Supervising Teacher to arrange a pre-placement visit.
- (20) Students must notify the Career Development Advisor or Head of Department (Education and Dance) of any potential or actual conflict of interest of the proposed placement setting including, but not limited to, current paid employment, family members enrolled in or on staff.
- a. Students may only be placed in a setting in which a conflict of interest may occur when the proposed host school principal, or delegate confirms that the

concerns will not burden staff or affect the outcome of the Professional Experience placement.

- b. Failure to notify the Career Development Advisor or Head of Department (Education and Dance) of a potential or actual conflict of interest may result in the placement being terminated and/or an Unsatisfactory result being recorded for the placement.

- (21) Students are allocated an ACPE Tertiary Supervisor who will liaise with and assess the student during the placement.
- (22) Students must obtain the approval of the Head of Department (Education and Dance) if they seek to withdraw from the allocated placement.
- (23) Students must submit the required materials and reports at the end of the placement as set out in the respective Professional Experience Student Guidebook to satisfactorily complete the placement.

Final placement (PEX4)

- (24) Students completing their PEX4 must undertake completion of a Teaching Performance Assessment (TPA).
 - a. The final PEX placement must be completed in a block of no less than 6 weeks (30 days) for completion of the TPA to be undertaken.
 - b. A student who does not receive a Satisfactory grade for the TPA will be required to repeat the placement.
- (25) Students who have been granted conditional accreditation and are contracted to teach in a school in their final year of the ITE course may request a reduced PEX 4 from 40 to 30 days, in accordance with NESAs *NSW Supplementary Documentation: Professional Experience in Initial Teacher Education* and subject to approval by the Head of Department (Education and Dance).
- (26) PEX 4 may be undertaken as a partial paid placement in a school if it is in accordance with NESAs policy: *NSW Supplementary Documentation: Professional Experience in Initial Teacher Education* and meets all the requirements for a comparable final Professional Experience placement. The placement must be approved by the Head of Department (Education and Dance).

Professional Experience Placement Requirements

- (27) Students are required to attend the entire placement that is allocated to them. Any time missed must be completed in full at a negotiated time, in consultation with the school and the ACPE Education Department.
- (28) A student who does not satisfactorily complete the Professional Experience placement with 100% attendance will receive an Unsatisfactory grade.

- (29) Students affected by unforeseen circumstances during the period of the placement must advise the Career Development Advisor and Head of Department (Education and Dance) as soon as feasible.
- (30) Students must submit an Application for Special Consideration to the ACPE Education Department with supporting documentation if they take leave/missed days during their placement.
- Any medical absences must be verified with the ACPE Medical Certificate.
 - Any request for leave other than illness will be considered on a case-by-case basis.
- (30) Students who are unable to attend a placement on a particular day (due to illness or misadventure) are expected to advise the school and inform the Career Development Advisor and Head of Department (Education and Dance) as soon as possible (before 7.30am on the day).
- (31) Students cannot leave the school premises during standard school hours unless permission is given by the School Supervising Teacher or in the case of emergencies.

Professional Expectations

- (32) Students must:
- be professional in their behaviour, choice of language and speech at all times during their placement; and
 - ensure they follow the school policies, procedures and reasonable directions.
- (33) Students:
- Are prohibited from taking unauthorised photographs within a school setting. Students in breach of this requirement will be immediately withdrawn from their placement.
 - Must not use mobile phones in any manner or place that is disruptive to the normal routine of the school or otherwise set out in the school's policy, including on school excursions, camps and extra-curricular activities.
 - Are prohibited from engaging in Facebook activity or any other social media sites to link or make comments about the school, the school students or staff.
- (34) Students are required to equip themselves with the basic resources of a PDHPE and/or Dance teacher including having the appropriate attire and footwear and follow school dress code requirements.
- Students are required to meet the dress and personal presentation standards as set out in the ACPE Professional Experience Handbook.

Grounds for withdrawing a student from a placement

- (35) Grounds for withdrawing a student from a Professional Experience placement include but are not limited to:

- a. failure to reasonably co-operate with staff and work effectively in the placement setting;
- b. demonstrated attitudes and actions adversative to the profession of teaching;
- c. absence from the professional experience placement without satisfactory explanation, approved leave or the necessary documentation;
- d. deficiencies in knowledge and understanding of subject disciplines, the curriculum and/or planning for learning;
- e. failure to communicate adequately;
- f. no demonstrated improvement after an At-Risk Action Plan has been implemented;
- g. breaches of College regulations, policies and/or procedures; and/or
- h. breaches of applicable policies, procedures and protocols of the placement setting and/or the [NSW Department of Education Code of Conduct](#) and/or regulations or the law.

Professional Experience Assessment

- (36) A student will be assessed against the AITSL *Australian Professional Standards for Teachers*.
- (37) A grade of Satisfactory or Unsatisfactory will be awarded for the Professional Experience placement.
- (38) Upon completion of the placement, the School Supervising Teacher will recommend the student receive a Satisfactory or Unsatisfactory grade for the professional experience.
- (39) The College is responsible for determining the final grade in consultation with the School Supervising Teacher and ACPE Tertiary Supervisor.
- (40) If a student receives an Unsatisfactory grade or is withdrawn from a Professional Experience placement, they will not be permitted to undertake a future placement until they have demonstrated that they have undertaken a remediation program.

Supervisor Guidelines

- (41) The school Professional Experience Coordinator, School Supervising Teacher or delegate takes overall responsibility for the successful operation of placements, including:
 - a. Coordinating orientation, induction and practicum programs for students, as well as nominating appropriately qualified teachers as the School Supervising Teacher.
 - b. Reading the relevant Professional Experience Handbook and student Professional Experience Guidebooks.

- c. Ensuring that adequate and appropriate information is provided to the student about the applicable policies, procedures and protocols of the placement setting.
 - d. Liaising with the ACPE Career Development Advisor and/or Head of Department (Education and Dance) on issues relating to placements.
 - e. Ensuring the school returns to the Career Development Advisor all the required information and the Interim and Final Reports at the conclusion of the placement.
- (42) The School Supervising Teacher is the main teacher assigned by the school to mentor the student. The School Supervising Teacher is responsible for modelling the competencies, qualities, professionalism and attitudes expected of a professional teacher. The guidelines for a School Supervising Teacher include:
- a. Reading the relevant Professional Experience Handbook and student Professional Experience Guidebooks.
 - b. Maintaining regular contact with the student and keeping them informed about content, classroom management and behaviour. The School Supervising Teacher supervises all classroom activity undertaken by the student as part of their placement.
 - c. Giving regular written and verbal feedback, including reference to the *Australian Professional Standards for Teachers* and the evidence that may be suitable for these Standards.
 - d. Completing the required forms and reports in a timely manner and sharing the input with the student as required.
- Note:** While the appointment of a teacher as the School Supervising Teacher is ultimately the responsibility of the host school, the ACPE Education Department recommends that School Supervising Teachers have completed professional learning related to servicing pre-service teachers, such as the AITSL *Supervising Preservice Teachers* on-line training program.
- (43) The School Supervising Teacher or ACPE Tertiary Supervisor is required to immediately notify the College (via the ACPE Education Department) if they become aware of a concern about a student being 'at risk' due to a perceived lack of competence or inappropriate professional behaviour.
- (44) ACPE Tertiary Supervisors are responsible for:
- a. Monitoring the progress of the student allocated to them as part of a Professional Experience program.
 - b. Liaising with their allocated student, the School Supervising Teacher and the ACPE Education Department as required, including reporting 'at risk' performance or behavioural concerns.
 - c. Undertake a minimum of one session with the student at the allocated host school, which includes pre-lesson discussions, lesson observation, post-session feedback and review, and discussions with the School Supervising Teacher.

Note: The ACPE Education Department requires ACPE Tertiary Supervisors to have completed the AITSL *Supervising Preservice Teachers* online training program and to participate in annual orientation and professional development activities organised by the ACPE Education Department.

Related documents

This Procedure should be read in conjunction with but not limited to:

- Professional Experience Policy
- Student Code of Conduct
- Staff Code of Conduct
- Special Consideration Policy
- Professional Experience Handbook
- Professional Experience Supervisor 1 Handbook
- Professional Experience 1 – 3 Student Guidebooks
- Professional Experience 4 Teaching Performance Assessment

Legislation and other guidelines

- New South Wales Education Standards Authority (NESA):
 - Professional Experience Framework's Best Practice Guidelines - [Professional Experience Framework](#)
 - Graduate Teacher Standards Evidence Guide To Support Professional Experience - [Professional Experience - Evidence Guide for Supervising Teachers](#)
 - NSW Supplementary Documentation: Professional Experience in Initial Teacher Education - [Professional Experience in Initial Teacher Education](#)
 - Australian Professional Standards for Teachers - [Australian Professional Standards for Teachers](#)
- [Fair Work Ombudsman – Student Placements](#)
- Australian Institute for Teaching and School Leadership – Supervising Preservice Teachers – On-Line Training Program - [Supervising Preservice Teachers](#)
- Tertiary Education and Quality Standards Agency – Higher Education Standards Framework (Threshold Standards) 2021 - [Higher Education Standards Framework](#)

Document Administration

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Unless otherwise indicated, this Procedure will still apply beyond the Review date