

# UNSW Professional Experience Overview, Policy, and Procedures

**UNSW Art, Design & Architecture**  
**Work Integrated Learning - Education**

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# Overview, Policy, and Procedures

Version	Approved By	Approved Date	Effective Date	Next Full Review
2.0	Learning and Teaching Committee	October 12 2022		February 12 2023

## Policy Statement

**Purpose** This Policy and procedure outline the management of students, expectations, and requirements for placements and Internships. It is based in the UNSW Code of Conduct, and Legislation and policies provided by the Department of Education and NESAs

**Scope** This Policy applies to all staff and students in courses for which Arts, Design, and Architecture is the Course Authority and to all staff of the University who are engaged in developing, reviewing, and retiring such documents. Likewise, this is an informative document to all NSW schools who partner with UNSW to support UNSW TES in their placements.

## Summary of Professional Experience Placements Throughout Teachers Education Programs

Professional Engagement	Professional Experience 1	Professional Experience 2 & Internship
<ul style="list-style-type: none"> <li>• Provide support to teacher's classroom, and other school duties</li> <li>• Unpaid</li> <li>• <b>EDST2002 undergrad</b></li> <li>• Secondary 15 days</li> <li>• <b>INSTEP Postgrad</b></li> <li>• Primary: 8 days x 2</li> <li>• Secondary: 5 days x 1</li> <li>• Instep is a course hurdle</li> </ul>	<ul style="list-style-type: none"> <li>• 30% Teaching placement</li> <li>• 20 consecutive in school-working days</li> <li>• Unpaid</li> <li>• Close supervision of a classroom teacher</li> <li>• Integrated with regular lesson observation of supervising teacher or other teachers</li> <li>• EDST6760</li> </ul>	<ul style="list-style-type: none"> <li>• 60% Teaching placement</li> <li>• 45 consecutive <u>school working days</u></li> <li>• Unpaid</li> <li>• After 25 days in-service teachers move from close supervision to absence of in class supervision and to the internship phase.</li> <li>• GTPA assessment</li> <li>• EDST6765</li> </ul>

## Placement of Teacher Education Students (TES)

Professional Experience is the central component of all teacher education programs at UNSW. It is where theory and practice are integrated and inter-related. This critical

component sees the School of Education and our partner schools working collaboratively to ensure Teacher Education Students can develop the knowledge and skills to demonstrate achievement of the Australian Professional Standards for Teachers at Graduate level.

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS
<b>Professional Knowledge</b> Standard 1: Know their students and how they learn Standard 2: Know the content and how to teach it
<b>Professional Practice</b> Standard 3: Plan for and implement effective teaching and learning Standard 4: Create and maintain supportive and safe learning environments Standard 5: Assess and provide feedback and report on student learning
<b>Professional Engagement</b> Standard 6: Engage in professional learning Standard 7: Engage professionally with colleagues, parents/carers and the community

Professional experience needs to be undertaken within a variety of settings, as stipulated by [The NSW Education Standards Authority \(NESA\)](#). Placement diversity includes variation in the year levels and subjects taught, different educational sectors (DoE, independent, Catholic and other denominations), geographical locations (inner city, outer suburbs, rural) and socio-economic profiles.

The Work Integrated Learning Education (WIL Ed) team liaises with a wide range of schools to negotiate placements. Teacher Education Students (TES) will not be placed in schools where friends or relatives are teachers, students, or school community members, where they are employed\*, or to where they themselves have been a student, as it may be considered a conflict of Interest.

NESA states that TES must not cold contact any NSW schools requesting placements themselves at any time. Students who contact schools directly are in breach of this policy and this may result in a placement deferral request by WIL ED and Professional Experience Director. However, TES can provide school leads to WIL ED within a timeframe provided by WIL ED. This lead must be acquired through their network, and never through cold calls. All placements must be arranged through WIL Ed for Accreditation and Insurance purposes.

TES are highly encouraged to enrol in their practicum courses by October each year, or at the latest, at the beginning of the preceding university Term to which the TES intend to undertake their placement. e.g., Enrol in your T2 placement course at the beginning of T1. Once enrolled, WIL-ED starts communicating with TES providing further information in preparation to their placement. At the same time of enrolment, students must fill their placement profile in the Student Placement Management System [InPlace](#). Their profile is used for finding and allocating schools as close as possible to their location, and to collect all [Mandatory Compliance pre-requisites for pre service teachers](#) in Inplace system. This documentation is mandatory in NSW and must be provided to schools before placement commences. Some of the required documentation can take up to a month to be completed.

The cut-off date to amend any personal information for placement in the [InPlace](#) system is two months before placement starts\*\* unless extenuating circumstances arise which can be demonstrated.

\*TES will be placed in School where they are employed when they apply for a [Waiver B](#)

\*\* Please see placement schedule in appendix

If this is the case, the student must contact and inform the changes as soon as possible via email at [professionalexperience@unsw.edu.au](mailto:professionalexperience@unsw.edu.au). The InPlace profile will be used for school placement allocations. Without a complete profile and mandatory documentation TES cannot be allocated to a school.

Be aware that without an enrolment WIL Ed does not know TES intention of enrolling in a placement course and cannot act in a timely manner to guarantee a placement for the TES. Likewise, Universities and students are not allowed by NESA to contact schools during NSW holiday periods, and as such students' allocation to a school must be organised and released prior to each holiday period.

Two months before placement commencement, consent for enrolment will be applied by the School of Education (SED). Students intending to enrol during this period will need to reach out to [education@unsw.edu.au](mailto:education@unsw.edu.au). Although enrolment may be granted, a placement is not guaranteed for students who enrol this late.

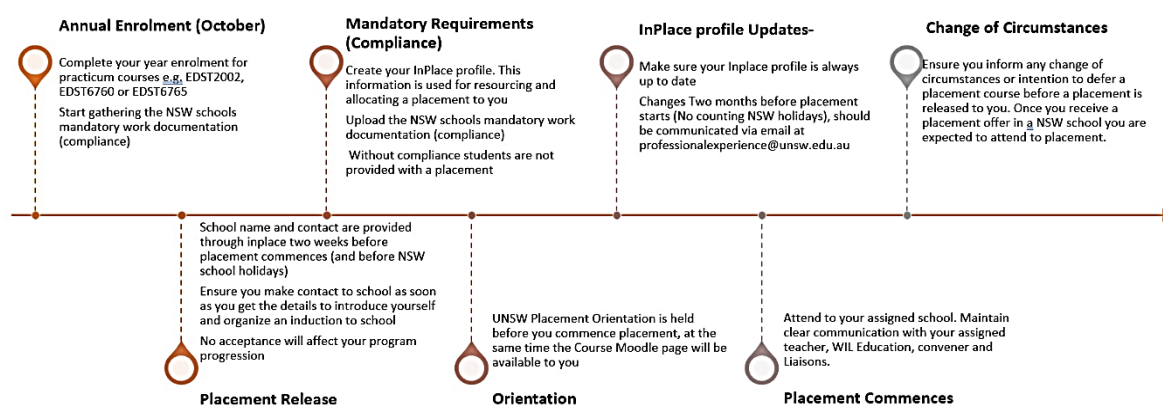
The WIL Ed will try to source placements close to students' location, However TES must be ready to travel up to 2 hours via a maximum of three modes of public transport, to their placement school as calculated using the Transport NSW website.

TES who has concerns about their placement should contact the WIL Ed Officer directly via email at [professionalexperience@unsw.edu.au](mailto:professionalexperience@unsw.edu.au)

TES are normally informed of their allocated school no later than two weeks before the commencement placement date (excluding NSW school holidays). TES are encouraged to inform their change of circumstances or need to defer their course no later than a month before placement release date unless extenuating circumstances arise. Once School placement is released all TES are expected to contact their schools and fulfill their placement requirements. If a TES refuses an allocated placement, this will result in a request of deferral to the next year academic program plan.

Special or extraordinary placement windows are reserved for students who were unplaced due to COVID-19 disruptions or needed to defer due to extreme circumstances. Should a TES be unplaced, WIL ED will work collaboratively with SED to provide a special arrangement to try and minimise any impact on graduation. Some placements may then occur at another time of the academic year that is different to the published calendar scheduled.

The graph below provides a visual summary of the steps and timeframes TES must complete before school information for their placement is released.



Any changes should occur no later than two months prior to placement release date

**Graph 1: Steps and Timeline Informing pre-placement completion task deadlines.**

## Rural Placements

UNSW offers the opportunity for students to experience rural school locations for their practicum where there is a higher demand for new teachers. To participate in this program, TES Students should identify their interest in Rural placements in their InPlace profile.

Applications process will be open in May each year for a month, for students who are completing PE2 within the same year, or Master of Teaching completing the placement in Term 1 School Term 1 in the following year. Students will be assessed based on the student's commitment to teaching in public schools in rural settings, their previous professional experience reports, and academic record.

The Department of Education (DoE) will pay \$500 per week and provide a shared accommodation to TES to assist them with their expenses while placed remotely. Successful applicants will have their placement confirmed by WIL ED and the Department of Education around August each year.

## Attendance and Absences

TES must attend 100% of allocated days to successfully complete each professional experience or engagement block. TES who are absent from school, for whatever reason, are required to notify their Supervising Teacher in a timely manner. All missed days must be negotiated with the school and made up. Students are also required to communicate to WIL-ED and provide the supporting documentation for absence in accordance [to UNSW special considerations policy](#) and [WIL008 procedure](#). The TES will be considered as 'Not Assessed' until supplementary teaching experience is completed. Failure to provide medical certificates for absences and make up days missed may result in an 'Unsatisfactory' assessment for Professional Experience. The Professional Experience [Attendance/ Leave of Absence Sheet \(WIL001\)](#) must be signed daily by the Teacher Education Student and countersigned by the Supervising Teacher. For Master of Teaching (MTeach) students, attendance and completion of the full INSTEP placement days must be fulfilled.

TES also must attend for the full school day, from the arrival time set for teaching staff to the concluding time specified, normally 8:00 am to 4:00 pm. TES must also allow adequate time after school for debriefing.

TES are expected to be present for, and to use, all non-teaching periods for preparation, observation, or consultation with Supervising Teachers. Professional Experience, placements and Internship are fulltime commitments, so TES should not commit to other part-time work during a placement. Professional Engagement placements are also a full day commitment within the provided schedule during their term.

In rare situations, a TES may be granted permission by WIL-ED and Professional Experience academic Director to undertake Professional Experience at a different time to the University Placement Schedule window for reasons of ill health or death of close family members. Approval will be given on a case-to-case basis and evidence provided.

TES or Liaisons Concerns about Performance or Workplace

If there are concerns the TES will not meet the expected standards by the end of the placement, the TES is at risk of failure. Therefore, there is a need to be an open discussion with all involved parties. TES should contact their assigned university liaison and/or WIL ED immediately to raise concerns. Often, timely intervention allows more time to implement feedback and can lead to improved performance. Please refer to the [Procedures for Teaching Education Students Requiring Additional Support and/or at Risk of Failure](#) for more information.

## Schools Needing Additional Support with TES

If there is concern the TES will not meet the expected standards by the end of the placement, the TES is at risk of failure. Please refer to the [Concerns regarding students](#) procedure. Once the nature of the problem has been identified, the below steps should be taken:

The Supervising Teacher informs the TES that they are in need of additional support and requests a visit from the University Liaison as soon as possible.

In consultation with the University Liaison, the Host School Coordinator, Supervising Teacher and Teacher Education Student, document area(s) of concern and action needed for the remainder of the placement, using an [Action Plan](#).

The Action Plan is submitted to the WIL ED office by the Liaison, the Professional Experience Coordinator at the Host School, and the Teacher Education Student.

If required, the University Liaison and/or Director of Professional Experience may visit the school to monitor performance and/or determine ways to assist the TES. It is crucial to identify these cases as soon as possible so that the TES can be assisted in the best possible way.

## Unprofessionalism

Students are expected to always follow the University Code of Conduct and the Department of Education code of conduct when on placements.

In an extreme situation of demonstrated unprofessionalism, the host school and/or Professional Experience Director may withdraw the TES immediately from the school or during the pre-placements process. This may happen if the TES demonstrates:

Inability to cooperate with staff and work effectively in the school environment.

Attitudes and actions antithetical to the profession of teaching

Absence from Professional Experience without adequate explanation or documentation

TES who receives an unsatisfactory grade due to unprofessionalism will need to “show cause” as to why they should be allowed to re-enrol. In the first instance, this is referred to the WIL Education Office, who may consult with the Director of Professional Experience to determine further action.



## Students with a Disability

UNSW is committed to providing an inclusive educational environment for students with a disability. 'Disability' is a broad term used to cover a wide range of formally diagnosed conditions which may have permanent or episodic effects depending on their nature.

Student teachers may experience the functional impact of one or more of the following conditions including a:

- Learning disability
- Acute or chronic medical or neurological condition
- Physical disability including Sensory impairment.
- Psychiatric condition
- Psychological condition
- Having long-term caring responsibilities

As not all disabilities can be accommodated in an initial teacher education program, it is important that TES become aware of the Inherent requirements for Teacher Education Programs. It is also important to notice that regardless of experiencing a formally diagnose condition, all TES seeking enrolment in a professional experience or professional engagement course should read and understand the Inherent Requirements for Initial Teacher Education Programs as the absence of meeting them can result in no satisfying this program requirement.

TES who requires educational adjustments to be implemented on their placement are required to register with the [Equity Learning Services \(ELS\) Team](#). This will necessitate students to disclose in confidence (with supporting medical documentation) their condition. TES will need to upload an Equitable Learning Plan (ELP) in the [InPlace](#) System so WIL ED can act and provided the necessary provisions for placements.

Although the information disclosed with the ELS team will remain confidential, in some situations, relevant information may need to be disclosed to school by the student or with the student permission to ensure that the TES is appropriately supported in the school environment for their placement completion.

## Duty of Care

It is the responsibility of TES to be aware of their duty of care when working with students in schools. As temporary members of the school staff, they are expected to assist with management of students, playground duty, sports supervision, excursions, and other work specified by the host school. However, TES should not be left in sole charge of students at any time during their professional experience placement, unless they have been approved to move into an internship phase.

The law relating to negligence applies to TES in the same manner as it does in the community. A TES would be fully responsible for an injury to a student arising from negligence on his/her part.



## Occupational Health and Safety

TES must be aware of their own general health during professional experience. If a TES suffers chronic health problems, they should speak to the [Equity Learning Unit](#) as soon as possible to ensure they will be able to fulfil the requirements of the placement and upload their ELP at the Professional Experience Placement System [InPlace](#)

All students of UNSW who are participating in an approved teacher education professional experience have medical and liability insurance coverage through the University's Risk Management Unit. The insurance policy is called "Group Personal Accident Policy" and covers the student while engaged in campus and course related activities, including Professional Experience placement or community placement activities. This insurance only covers those placements arranged through WIL Education, and [policy details can be found at the Risk Management website](#).

Students are covered automatically; there is no need to sign up for this policy. Any event likely to rise to a claim should be immediately notified to the insurance officer, Risk Management Unit. Please address enquiries regarding Student Personal Accident Insurance to:

### **Dan Whiting**

**Risk officer, Risk Management Unit.**

[risk@unsw.edu.au](mailto:risk@unsw.edu.au)

[dan.whiting@unsw.edu.au](mailto:dan.whiting@unsw.edu.au)

Phone: + 61 (2) 9348 1138

Website: [rmu.unsw.edu.au](http://rmu.unsw.edu.au)

Please note that accidents to students during professional experience are the responsibility of the Supervising Teacher, in the first instance, and must be reported to them and the host school first.

TES should become familiar with the safety procedures at the school as early as possible. Student should receive a WHS induction at the host school to become familiar with the location of first aid kits, fire extinguishers, emergency exit and other safety procedures. Students who intend to complete their placements overseas, must contact the WIL Education team at [professionalexperience@unsw.edu.au](mailto:professionalexperience@unsw.edu.au) to arrange the placement and insurance. This also applies to students who intend to complete their placement interstate.

On occasions, a professional experience host school may ask the student to provide a letter of indemnity that outlines insurance arrangements. A letter of indemnity can be issued by the WIL Education Manager or Senior Officer. Please reach out to [professionalexperience@unsw.edu.au](mailto:professionalexperience@unsw.edu.au) should you need one.

## Jury Duty

Jury Duty service does not entitle TES to an exemption from Professional Experience either in part or in whole. TES are advised that if they are called for Jury Duty, an appeal may be lodged with the Sheriff's Office, together with a support letter from the WIL Manager, ADA, UNSW. If an exemption to Jury Duty is not granted, the Teacher Education Student will be required to fulfil their Professional Experience commitments at a later date.

## Industrial Disputes

If an industrial dispute occurs during the Professional Experience, Teacher Education Students should contact the WIL Ed immediately at [professionalexperience@unsw.edu.au](mailto:professionalexperience@unsw.edu.au). If the Teacher Education Student decides to attend a stop work meeting, they should inform the Supervising Teacher as a matter of courtesy. Where the Supervising Teacher is 'on strike', the TES cannot undertake practice teaching duties and should not go to the school.

Please note that interruptions to professional experience due to industrial action of one day or part of a day that occurs in a school do not need to be made up.

## Mandatory Compliance Pre-Requisites for Teachers Education Students

TES must complete all the [NSW mandatory compliance pre-requisites](#) before they set foot in a school and within the time frame provided by WIL-ED.

Without the completion of mandatory compliance documentation, LANTITE and other prerequisite courses, TES won't be provided with a placement, and they will need to complete their placement on a later date. [Mandatory compliance pre-requisites](#) are outlined in table 2: Mandatory Compliance Pre-requisites for TES in this document.

Ensure you are enrolled in the subject by October each year or no later than four months before the University term you are intending to undertake your placement. [Upload in Inplace](#) the latest compliance documentation at the same time of enrolment and no later than four months before the University term you are intending to undertake your placement (Please refer to Appendix 1&2: Placement Calendar). Your mandatory compliance requirements must be valid for the full duration of TES placement.

TES must present a hard or soft copy of all the mandatory compliance documentation, plus a photo ID for validation to the Host School before commencing placement. It is the TES responsibility to provide a copy to Schools. This step is completed by the student once WIL Ed release placement to TES.

Public, Catholic, and independent schools in NSW ask for the same mandatory compliance documentation. There may be a few exceptions for independent schools who may ask for extra compliance documentation. WIL ED or the School will inform students of these additional requirements in due course.

TES who completes placement in a different state of NSW must follow the state rules and regulations around pre-requisites and compliance documentations for placements in a local school. This also applies for students who complete their placements overseas under the [NESA appendix A](#).

**Table 2. Mandatory Pre-Requisites for Teachers Education Students**

Document	Description	Timing
Placement Profile Completion	Log into the <a href="#">InPlace</a> , update your personal details. Secondary students include your Method areas. Please upload your ELP if you have any, and make a note under special considerations in <a href="#">InPlace</a> . Special considerations such as placement location requires <a href="#">supporting documentation from the ELS team</a> e.g., carer responsibilities as the primary carer for a person with a disability. Note: work commitments are not special considerations.	5 minutes
Working With Children Check (WWCC), verified by the Probity Unit	In addition to completing <a href="#">a Working with Children Check</a> (WWCC), you must also have this WWCC verified by the Probity Unit at the Department of Education. To have your WWCC verified with the Probity Unit you must: Complete the <a href="#">Tertiary Practicum Student Application form</a> , attach your ID in the process and verify your application by clicking confirm on the email received once the form is submitted. Resources: <a href="#">Practicum students declaration</a> EDST6765 Professional Experient 2 must have a paid working with children.	Six weeks waiting period, once applied for WWCC
Child Protection Awareness Training (CPAT)	This induction training only needs to be completed once. A certificate is provided on completion. Resources <a href="#">Registering for MyPL as an external user</a> .	2 hours approx.
Mandatory Child Protection Training	The Child Protection update is to be completed annually. Access this training module by login into your MyPL account and select the quick link "Child Protection Update". Resources <a href="#">Log on to your MyPL account</a>	1 hours approx.
ASCIA-Anaphylaxis e-training course	TES must complete the anaphylaxis e-training module provided by the Australian Society of Clinical Immunology and Allergy (ASCIA)	2 hours approx.

	<p>A certificate is provided on completion of the training and will be validated at the host school once the TES demonstrates the correct use of a trainer EpiPen. This training is to be completed every two years.</p> <p>Resources <a href="#">Anaphylaxis e-training</a></p>	
Code of Conduct and Pre-service teacher acknowledgement	<p>Code of Conduct of the NSW Department of Education and the document Responding to Allegations against Employees in the Area of Child Protection through the Department's website.</p> <p>Read and acknowledge agreement to abide by the <a href="#">Code of Conduct</a> on the <a href="#">Pre-service teacher acknowledgement</a>.</p> <p>Resources <a href="#">Code of Conduct policy</a></p>	45 minutes approx.
COVID-19 Digital Certificate	<p>This requisite is not necessary for NSW Schools. However, some independent and religious school may ask for your vaccination. Indicate yes or no whether you are vaccinated in Inplace so that the school allocation can be in accordance with your vaccination status to minimise roadblocks for your placement.</p>	Vaccination status Yes/ No

## Common Roles and Responsibilities

The roles and responsibilities of all stakeholders (Students, Schools, University parties) are available to be viewed on the NESA website for the Professional Experience Framework. Please read them carefully to ensure you understand your role during professional experience placements.

[Click here](#) to read the common roles and responsibilities.

## Payments for Supervising Teachers and Coordinators

Supervising Teachers and Coordinators can find the UNSW Student Teacher Supervision Payment (PR4) and a Statement by a Supplier form [by clicking here](#). Please note that both documents MUST be returned together in order for claims to be processed smoothly.

Please ensure that the names of the Teacher Education Students and the school are entered on the form.

This facilitates the claim being processed quickly by the University. Pre-visit days, public holidays and strike action days will not be paid.

Please note that UNSW does not issue group certificates.

A payment information summary will be emailed to you from our Accounts Payable department.

For tax purposes, declare the amount received from UNSW in the 'Income earned' section of your tax return. Payment forms should be submitted to, [professionalexperience@unsw.edu.au](mailto:professionalexperience@unsw.edu.au) no later than 4 weeks after the completion of the supervision duty.

Payments will be processed within 4 weeks.

Any queries please contact [professionalexperience@unsw.edu.au](mailto:professionalexperience@unsw.edu.au)

### 2023 daily payment rates

The daily payment rates for 2023 are:

<b>Teacher Role</b>	<b>2023 Daily Rates</b>
<b>Cooperating Teacher (Professional Engagement/INSTEP)</b>	Voluntary
<b>Supervising Teachers (Direct in-class supervision)</b>	\$35.72
<b>Supervising Teachers (Internship phase – program oversight)</b>	\$7.14
<b>School Professional Experience Coordinator</b>	\$1.78

How is payment claimed?

Please download and complete the fillable PDF form. There are two (2) pages to be completed:

Student Teacher Supervision Payment PR4



# APPENDIX

## Appendix 1: Master of Teaching Placement Program Window Schedule

### Placement Schedule Postgrad (Primary) Programs

Course Code	Practice in	Uni Term	NSW School Terms	Deadline mandatory compliance doc submission	Students- School allocation info release	NSW Placement Starts	NSW Placement End	Week days Number of Days
EDST6781 (INSTEP 1)	Primary	UT1	ST1	Week 1 UT1	Week 2 UT1	Week 3 ST1	Week 10 ST1	Tuesday - 1 a week for 8 Weeks
EDST6760 (PE1)	Primary	UT2A	ST2	Week 7 UT1	4 weeks before UT2A starts	Week 4 ST2	Week 9 ST2	Mon to Fri- 5 days a week 8am to 4pm
EDST6782 (INSTEP 2)	Primary	UT3	ST4	Last week UT2A	Week 1 UT3	Week 1 ST4	Week 8 ST4	Tuesday - 1 a week for 8 Weeks
EDST6765 (PE2)	Primary	UT1	ST1	Third week of Dec previous Year	Third week of Dec previous Year	Week 1 ST1	Week 9 ST1	Mon to Fri- 5 days a week 8am to 4pm

# Placement Schedule

## Postgrad (Secondary) Programs

Course Code	Practice in	Uni Term	NSW School Terms	Deadline mandatory compliance doc submission	Students- School allocation info release	NSW Placement Starts	NSW Placement End	Week days Number of Days
EDST5112 - INSTEP	Secondary	T1	ST1	February	Week 2 T1	Week 4 ST1	Week 8 ST1	Thursday- 1 a Week -5 weeks
EDST6760	Secondary	T2A	ST2	Last week of March	4 weeks before T2A starts	Week 4 of ST2	Week 9 ST2	Mon to Fri- 5 days a week 8am to 4pm
EDST6765	Secondary	T1	ST1	Third week of Dec previous Year	Third week of Dec previous Year	Week 1 ST1	Week 9 ST1	Mon to Fri- 5 days a week 8am to 4pm





## Appendix 2: Undergraduate Teaching Placement Program Window Schedule

# Placement Schedule Undergraduate (Secondary) Programs

Course Code	Practice in	Uni Term	NSW School Terms	Last chance of mandatory compliance doc submission	Students- School allocation info release	NSW Placement Starts	NSW Placement End
EDST2002	Secondary	Summer	ST1	Dec previous year	First week of Dec	Week 1 ST1	Week 4 ST1
EDST2002*	Secondary	UT1*	ST1	Mid Jan	Mid Feb	Week 5 ST1	Week 2 ST2
EDST6760	Secondary	UT2A	ST2	Last week of March	First week of May	Week 4 ST2	Week 9 ST2
EDST2002*	Secondary	UT2B*	ST3	First week of May	Mid Jun	Week 2 ST3	Week 9 ST3
EDST6765	Secondary	UT2C	ST3	First week of May	Mid Jun	Week 1 ST3	Week 9 ST3
EDST2002	Secondary	UT3B	ST4	Last Week of July	Last Week of Aug	Week 1 ST4	Week 9 ST4
EDST6765	Secondary	UT3B	ST4	Last Week of July	Last Week of Aug	Week 1 ST4	Week 9 ST4

\*Only approved students can undertake placements within this window. 15 places available in one school near UNSW.



## Appendix 3: - Management of Students at Risk Prior to or During Placements, Internships and Practicums Procedure

UNSW POLICY ON STUDENTS AT RISK PRIOR TO OR DURING PLACEMENT APPROVED BY THE DEAN, ARTS & SOCIAL SCIENCES 5 JUNE 2017

**PURPOSE** This procedure outlines the management of students who are at-risk of being involved in reputational and other damage to themselves, the University and/or external organisations involved in practicum placements.

**SCOPE** All staff and students in courses for which Arts, Design & Architecture is the Course Authority.

### Suitability for Placement

Whether a student is suitable for placement will be assessed on the basis of a school's requirements, in conjunction with the requirements of an external accrediting body where relevant, and the nature of the program in which a student is enrolled. In general terms a student is unsuitable if the student is considered to be likely to act, or have acted, unprofessionally, inappropriately, or offer a risk of harm to people with whom the student may interact on the placement, internship or practicum, or otherwise be deemed unfit to practice in a professional manner. A student may also be unsuitable if the student will be unable to demonstrate required competency.

### Ongoing Monitoring and Support

Each School may determine its own process for identification and support of students who may be unsuitable for placements, internships, and practicums. However, such processes should include, at a minimum, the following.

Initial assessment of suitability Schools must ensure that students who will be placed with external organisations are suitable for the placements.

Continual assessment of suitability Schools must continue to monitor the suitability of students for placement throughout the duration of the placement.

Support and reasonable adjustments If there are concerns about a student's ability to engage in the learning experience provided by a placement, internship, or practicum the school will discuss the concerns with the student and discuss support options or reasonable adjustments with the student. Where appropriate, the same range of support options should be consistently available to all students.

Additional assistance in the form of reasonable adjustments should be available to students who, due to a disability, would be unable to meet the learning outcomes of a course without an adjustment. An adjustment is reasonable where the adjustment can be practicably implemented without compromising Course Learning Outcomes, Program

rules and relevant UNSW policies and procedure, and within the resourcing capacity of the University.

### **Refusal to Place, Suspension or Withdrawal of Students from Practicum**

An organisation offering a placement may exercise its right to refuse a student or terminate a placement at any time. When a student is refused a placement in or is withdrawn from a placement, internship, or practicum at the request of the placement organisation, the school must:

- Inform the student of the refusal or withdrawal and provide reasons for the decision; and
- Provide support options and/or reasonable adjustments where appropriate; and
- Perform other actions or referrals as appropriate, e.g., initiate a referral in line with the Student at Risk Procedure, or investigate allegations of breaches of the Student Code Policy, etc.

If, notwithstanding existing and potential support options and/or reasonable adjustments, a student remains unable to satisfactorily complete or be placed in a placement, internship or practicum, the school must inform the student of its intent to refer the student pursuant to the Student at Risk Procedure and provide reasons for the decision.

A student who is at risk of non-progression in the program of study should be referred to the Faculty Student Centre to obtain further advice about their study. Whether a student voluntarily withdraws from the Program or not, the school must:

- Refer the student in line with the student at risk Procedure if the student is continuing risk of non-progression; and
- Fulfill its reporting obligations pursuant to the Student Critical Incident Procedure if it is appropriate to do so; and
- Perform other actions or referrals as appropriate, e.g. initiate or investigate misconduct allegations, etc.

### **Complaints and Appeals Overview of Professional Experience at UNSW**

A student who is refused, suspended or withdrawn from a placement, internship or practicum is entitled to make a complaint or proceed to an appeal against the school's decision under the [UNSW Student Complaint Procedure](#). This Procedure supports the University's compliance with the following legislation:

**Tertiary Education Quality and Standards Agency Act 2011 (Cth)**  
[legislation.gov.au/Series/C2011A00073](http://legislation.gov.au/Series/C2011A00073)

**Higher Education Standards Framework (Threshold Standards) 2015**  
[legislation.gov.au/Series/F2015L01639](http://legislation.gov.au/Series/F2015L01639)

## Appendix 4: - Inherent Requirements for Initial Teacher Education Programs

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### Introduction

The University of New South Wales School of Education (SED) strongly supports the rights of all people who wish to pursue initial teacher education at the SED to achieve their potential and career objectives. The school is committed to making reasonable adjustments to teaching and learning, assessment, professional experience, and other activities to address the impact of students' disabilities so that they are able to participate in their program.

To support potential and current students' decision making, a series of inherent requirement statements has been developed (© University of Western Sydney 2013, used with permission). These statements specify the requirements of the teacher education programs for student admission and progression, with aspects associated with the study and the professional practice of teaching. The study and practice of teaching requires respect for diversity, knowledge of theories, legislation, policies and procedures, effective communication, inter-personal, critical thinking and problem-solving skills and stamina, to effectively work with children/young people, their families and communities.

### Inherent Requirements

If you are intending to enrol in an initial teacher education course, you should look at these inherent requirement statements and think about whether you may experience challenges in meeting these requirements. If you think you may experience challenges related to your disability, chronic health condition or any other reason, you should discuss your concerns with Equitable Learning Services (ELS) the WIL ED staff or SED staff, such as the Student Advisor or the Senior WIL ED Officer.

These inherent requirements should be read in conjunction with other course information and related material such as [NESA Professional Teaching Standards](#) and the [Australian Institute for Teaching and School Leadership National Professional Standards for Teachers](#), as well as the [UNSW policy on Students At Risk Prior to or During Student Placement](#).

Each inherent requirement is made up of the following five levels:

Level 1: introduction to the inherent requirement

Level 2: description of what the inherent requirement is.

Level 3: explanation of why this is an inherent requirement of the course.

Level 4: the nature of any adjustments that may be made to allow you to meet the requirement.

Level 5: examples of things you must be able to do to show you've met the requirement.

## Inherent Requirement Domains

For each of the three initial teacher education courses the following nine domains apply. Some domains also have a number of sub-domains:

1. Ethical Behaviour
2. Behavioural Stability
3. Legal
4. Communication
5. Cognition
6. Interpersonal Engagement
7. Sensory Ability
8. Strength & Mobility
9. Sustainable Performance

### 1. Ethical Behaviour

Students need to comply with, and are governed by, quality and professional standards, where they are both accountable and responsible for ensuring professional ethical behaviour in all contexts.

#### Student demonstrates:

Knowledge of, and engages in, behaviour consistent with all relevant standards.

#### Justification of inherent requirement:

Student compliance with the Standards facilitates safe, competent interactions and relationships with people to ensure their physical, psychological, emotional, and spiritual wellbeing is not placed at risk.

Compliance with the Standards facilitates safe, competent interactions and relationships with people to ensure the student's physical, psychological, emotional, and spiritual wellbeing is not placed at risk.

Understanding and application of key ethical and conduct principles is a requirement of the Graduate Teacher Standards for students in school settings. Students in school settings must meet graduate teaching standards in order to graduate and to be eligible to apply for registration as a teacher.

Adjustments must comply with standards and maintain ethical behaviour.

#### Exemplars:

- Demonstrating respect for the diversity of family and community values and practices within academic, professional, and field experience settings

- Complying with privacy and confidentiality requirements in academic, professional, and field experience settings
- Demonstrating honesty and integrity in academic, professional, and field experience settings

## **2. Behavioural Stability**

Behavioural stability is required to function and adapt effectively and sensitively in educational settings.

### Student demonstrates:

Behavioural stability to work constructively in diverse and challenging academic and educational environments.

Consistency in responding appropriately to children, young people and families' needs in stressful and challenging situations.

### Justification of inherent requirement:

Behavioural stability is required to work in changing and unpredictable environments. Students will be exposed to complex, stressful situations and will be required to have behavioural stability to manage these events objectively and professionally.

Graduates of accredited courses must meet the Graduate Teacher Standards

Adjustments must support stable, effective, and professional behaviour in both academic and professional and field experience settings.

### Exemplars:

- Responding appropriately to constructive feedback
- Coping with own emotions and behaviour effectively when dealing with individuals in community and educational settings

## **3. Legal**

Initial teacher education courses are mandated by specific legislation and regulations to comply with professional accreditation, registration, and professional and field experience requirements.

### Student demonstrates:

Knowledge and compliance with Australian law, professional regulation requirements and standards relevant to persons working with children, young people, and their families, and those which dictate the scope of teaching.

### Justification of inherent requirement:

Knowledge, understanding, and compliance with legislative and regulatory requirements are necessary pre-requisites to professional and field experience in order to reduce the risk of harm to self and others.



Compliance with these professional regulations and the Australian Law ensures that students are both responsible and accountable for their practice.

Graduates of accredited courses must meet the Graduate Teacher Standards

Adjustments must be consistent with legislative and regulatory requirements.

Exemplars:

- Complying with relevant child protection and safety legislation
- Complying with relevant Work Health and Safety legislation
- Adhering to requirements of informed consent, privacy, and confidentiality with organisational, family, and child information in academic and education settings

#### **4. Communication**

##### **4.1. Verbal Communication**

Effective verbal communication, in English, is an essential requirement for all courses offered by the School of Education.

Student demonstrates:

Effective verbal communication at formal and informal levels in tutorials, with peers and lecturers/tutors in small and large groups

The ability to provide clear instructions and presentation of ideas to individuals and large groups relevant to the learning context.

The capacity to use verbal language in a range of different social situations with children and adults during professional and field experience.

The ability to communicate effectively with diverse linguistic and cultural groups and individuals across a range of social contexts.

The capacity to use a range of Information and Communication Technologies (ICTs) that support verbal communication with individuals and small groups for learning and assessment purposes and during professional and field experience.

Justification of inherent requirement:

Verbal communication is the primary medium of communication in an educational setting.

Timely, accurate, clear, and effective delivery of information provides clear instruction and initiation of learning.

Interactivity of communication is fundamental to the educational process.

Adequate verbal communication is essential in developing and maintaining effective relationships with all educational stakeholders.

Graduates of accredited courses must meet the Graduate Teacher Standards

Adjustments must enable verbal communication with clarity and accuracy that facilitates effective communication and safety.



Exemplars:

- Communicating in English effectively and appropriately in tutorials, lectures and on professional and field experience
- Demonstrating knowledge and use of ICTs such as data projectors, computers, and DVDs to support oral communication for tutorial presentations and small group presentations on professional and field experience.

**4.2. Aural**

Competent aural communication is required to effectively access course content and being responsive to the demands of professional and field experience.

Student demonstrates:

Sufficient aural function to perform and comprehend the required range of tasks.

Active listening in tutorials and lectures with tutors, lecturers, and peers and during professional and field experience with families and children

Appropriate use of ICTs that support aural communication with individuals and small groups for learning and assessment purposes and during professional and field experience, such as audio-visual equipment and mobile phones and technologies.

Justification of inherent requirement:

It is an AITSL Graduate Teacher Standard and Department of Education (DoE) requirement that students are able to:

Use effective aural communication formally and informally in tutorials with peers and lecturers/tutors in small and large groups and during professional and field experience in a range of different social situations with children and adults

Be active and empathetic listeners in diverse social and linguistic contexts.

Use ICTs to support aural communication in professional contexts.

Demonstrate sufficient aural ability to gather information and accurately feedback and monitor students consistently and accurately whilst on professional and field experience.

Adjustments to address the effects of a hearing impairment must be effective, consistent, and not compromise effective and timely reception of, and response to, auditory inputs.

Exemplars:

- Demonstrating knowledge and use of ICTs that rely on effective aural communication for tutorial presentations and small group presentations on professional and field experience.
- Responding effectively to children and adults demonstrating empathy towards and active listening to what is being communicated.

### **4.3. Non-verbal**

Effective non-verbal communication is fundamental to education and needs to be respectful, clear, attentive, empathetic, honest, and non-judgmental.

#### Student demonstrates:

The capacity to recognise, interpret, and respond appropriately to behavioural cues and gestures.

Consistent and appropriate awareness of own behaviours

Sensitivity to individual differences

#### Justification of inherent requirement:

The ability to observe and understand non-verbal cues assists with building rapport in academic, work, and professional relationships.

Displaying consistent and appropriate facial expressions, eye contact, being mindful of space, time boundaries and body movements and gestures promotes the trust and respect necessary to develop effective professional relationships.

Safe and effective initial teaching education requires the capacity to observe, interpret and respond appropriately to non-verbal communication, particularly in situations where their students may not be able to verbalise distress, discomfort, or fear.

For children who do not talk or use verbal language their gestures and cues are their main communication tool

Adjustments must enable the recognition, appropriate response, or initiation of effective non-verbal communication in a timely and appropriate manner.

#### Exemplars:

- Recognising non-verbal cues and responding appropriately in tutorials and seminars
- Recognising non-verbal cues and responding appropriately in professional and field experience settings
- Displaying appropriate non-verbal gestures in classroom situations and professional and field experience settings

### **4.4. Written**

Effective written communication in English is required to effectively access course content and participate in professional and field experience.

#### Student demonstrates:

The capacity to construct and model coherent written communication appropriate to the circumstance.

#### Justification of inherent requirement:

It is an AITSL Graduate Teachers Standard and Department of Education (DoE) requirement that students are able to:

Construct a range of written assignments to ethical and academic standards in order to convey knowledge, understanding, and skills of relevant content and pedagogy, curriculum materials, and professional and field practice.

Produce accurate, responsive, and diligent reports, student profiles, record keeping, lesson material, curriculum plans, assessment, and evaluations necessary for the provision of an effective learning environment.

Effectively and appropriately use a range of texts, which include those that are written, screen-based, image-based, sign/symbol-based are necessary to communicate meaning, directions and imagination in each of the courses offered by SED.

Adjustments must meet necessary standards of clarity, accuracy and accessibility to facilitate effective planning, delivery, reporting, evaluating and synthesising of information in both academic and educational settings.

Exemplars:

- Constructing written assignments that comply with academic standards.
- Conveying information in a written form effectively to families or other staff in the educational setting

## **5. Cognition**

### **5.1. Knowledge and Cognitive Skills**

Consistent and effective knowledge and cognitive skills must be demonstrated to provide safe, professional, and competent teaching practice.

Student demonstrates:

The capacity to locate appropriate and relevant information.

The ability to process information relevant to practice.

The ability to integrate, reflect on, and implement theoretical knowledge in tutorials, professional, and field experience settings.

Justification of inherent requirement:

Delivery of quality teaching relies on the understanding and application of theory in practice.

Graduates of accredited courses must meet the Graduate Teacher Standards

Adjustments must support the student's ability to acquire, analyse and apply knowledge.

Exemplars:

- Conceptualising and use appropriate knowledge in response to academic assessment items.

- Identifying and applying knowledge of policy and procedures during professional and field experience settings

### **5.2. Language and Literacy**

Competent English language and literacy skills are essential for professional and effective delivery of teaching content.

Student demonstrates:

The ability to accurately acquire information and convey appropriate messages.

Ability to read and comprehend a range of texts for teaching and learning purposes.

The capacity to understand and implement academic conventions to construct written text in a scholarly manner.

Justification of inherent requirement:

The ability to acquire information and to accurately convey information is fundamental to teaching and learning.

The ability to read, decode, interpret, and comprehend multiple sources of information is fundamental for effective preparation and teaching practice.

Graduates of accredited courses must meet the Graduate Teacher Standards

Adjustments must demonstrate a capacity to effectively acquire, comprehend, apply, and communicate accurate information.

Exemplars:

- Conveying a spoken message accurately
- Competently constructing and sharing a range of texts including digital, written, and visual texts in a range of social contexts

### **5.3. Language and Literacy**

Competent and accurate numeracy skills are essential for effective delivery of teaching content.

Student demonstrates:

The ability to interpret and correctly apply data, measurements, and numerical criteria in a range of contexts.

Justification of inherent requirement:

Competent application of numeracy skills is fundamental for effective delivery of teaching content.

Graduates of accredited courses must meet the Graduate Teacher Standards requirements to be competent in the application of numeracy skills.

Adjustments must enable the demonstration of effective numeracy skills.

Exemplars:

- Demonstrating competency in applying basic mathematics knowledge and skills in everyday life and in academic tasks
- Demonstrating effective use of numeracy skills in matters related to student learning.
- Applying numeracy skills to interpret and solve problems in a range of educational and academic contexts.

#### **5.4. Language and Literacy**

Information and Communication Technologies (ICT) are processes and tools that are fundamental to accessing course content, current teaching practices, and pedagogical practices.

Student demonstrates:

Knowledge of, and confidence in, the use of ICT in academic, professional, and curriculum context

Justification of inherent requirement:

Use of ICTs are necessary to provide an effective teaching and learning environment consistent with current pedagogy.

Meeting these requirements is necessary for course accreditation and graduate eligibility for registration.

Adjustments must enable the student to demonstrate a capacity to comprehend, interpret and apply ICT.

Exemplars:

- Utilising appropriate ICTs to communicate with peers and lecturer and to gather information in accomplishing academic tasks.
- Using ICTs for accurate, responsive, and diligent reports, student profiles, record keeping, lesson presentation material, curriculum plans, assessment, and evaluations
- Using written texts including SMS and email professionally at university and during professional experience with students, children, staff, parents, and the community

#### **6. Interpersonal Engagement**

Interpersonal engagement is essential to work effectively, sensitively and build relationships in community and educational settings.

Student demonstrates:



The ability to work effectively, sensitively, and confidentially with children, young people, parents/carers, and community members.

The ability to create rapport with peers, academic and professional staff conducive to effective working relationships.

Cultural competence, sensitivity, and willingness to work with individual children and young people in a complex and diverse Australian society.

Justification of inherent requirement:

AITSL Graduate Teacher Standards require effective, sensitive, and confidential engagement with students, parents and work colleagues and the ability to engage with people from diverse backgrounds and ability in various context.

Graduates of accredited courses must meet the Graduate Teacher Standards requirements. Inclusion is mandated in the Australian educational context.

Adjustments must enable appropriate levels of interpersonal engagement and behaviour.

Exemplars:

Participating in a respectful and culturally competent manner in tutorial discussion

Collaborating, modifying, and reflecting on their teaching during professional and field experience in response to student needs and supervisor feedback

Interacting with mutual respect, equity, and dignity towards others

## **7. Sensory Ability**

Adequate visual acuity is required to provide safe and effective supervision of children and young people in a range of educational and community settings.

Student demonstrates:

Sufficient visual acuity to perform the required range of skills.

Sufficient visual acuity to monitor children and young people's behaviour and safety.

Justification of inherent requirement:

Sufficient visual acuity is necessary to demonstrate the required range of skills, tasks, and assessments.

Visual observations, examinations and assessment are fundamental to safe and effective scope of teaching practice.

Adjustments must address the need to perform the required range of tasks involved in field placements. Any strategies to address the effects of the vision impairment must be effective, consistent, and not compromise care or safety.

Exemplars:

- Monitoring children and young people's safety and well-being in indoor and outdoor and engaging in activities at both near and far distances
- Negotiating unfamiliar settings effectively

- Manipulating a range of resources
- Monitoring children’s behaviour, safety, health, and wellbeing

## **8. Strength and Mobility**

### **8.1. Gross Motor Skills**

Participation in physical activities and movement is required to function effectively in community and educational settings.

#### Student demonstrates:

The ability to move and perform gross motor function within the scope of practice.

#### Justification of inherent requirement:

Sufficient gross motor skills are necessary to perform, coordinate and prioritise care. Tasks that involve gross motor skills include sitting, lifting, carrying, pushing, pulling, standing, twisting, and bending. Students must be able to demonstrate and perform these tasks consistently and safely to reduce the risk of harm to themselves and others.

It is a NESA, AITSL and the Department of Education and Community requirement that educators are able to undertake many physical tasks and classroom routines.

Meeting these requirements is necessary for course accreditation and graduate eligibility for registration.

Adjustments must facilitate functional effectiveness, safety of self and others and a capacity to provide appropriate education and care.

#### Exemplars:

- Setting up safe learning environments with resources and equipment
- Safely retrieving, moving, and using large pieces of equipment

### **8.2. Fine Motor Skills**

Teaching is a profession that requires manual dexterity and fine motor skills.

#### Student demonstrates:

The ability to use fine motor skills to provide safe effective education and care.

#### Justification of inherent requirement:

Sufficient fine motor skills are necessary to perform, coordinate and prioritise education and care. Tasks that involve fine motor skills include being able to grasp, press, push, turn, squeeze and manipulate various objects. Students must be able to demonstrate and perform these tasks consistently and safely to reduce the risk of harm to themselves and others.

It is a NESA, AITSL and the Department of Education and Community requirement that educators are able to undertake many physical tasks and classroom routines.



Meeting these requirements is necessary for course accreditation and graduate eligibility for registration.

Adjustments must facilitate functional effectiveness, safety to self, children/young people and others and a capacity to provide appropriate education and care.

Exemplars:

- Recording, observing, documenting, and clearly modelling the use of equipment such as scissors, pencils and other such equipment
- Manipulating resources during learning activities
- Using ICT equipment for teaching and learning

## **9. Sustainable Performance**

Students require both physical and mental performance at a consistent and sustained level over appropriate time frames to meet the course outcomes.

Student demonstrates:

Consistent and sustained level of physical energy to complete a specific task in a timely manner.

The ability to perform all required activities with a level of concentration that ensures a capacity to focus on the activity until it is completed appropriately.

The capacity to maintain consistency and quality of performance throughout the designated period of academic, field, or professional experience.

Justification of inherent requirement:

Sufficient physical and mental endurance is an essential requirement needed to perform multiple tasks in varying periods of time to provide safe and effective participation in all teaching, field, and professional experience activities.

Graduates of accredited courses must meet the Graduate Teacher Standards requirements.

Adjustments must enable consistent and sustained performance over a given period.

Exemplars:

- Preparing for and participating in tutorials, lectures, and professional experience
- Providing consistent supervision, education/instruction, and care to children/young people over a negotiated time frame
- Performing multiple tasks simultaneously whilst supervising the safety and care of children.

## Appendix 5: - Placement Documentation for Students and Supervising Teachers

### **INSTEP Primary – Master Only)**

The In School Teacher Education Program (INSTEP) is part of our postgraduate Professional Engagement program. It aims to give teachers an even deeper understanding of the NSW educational environment, allowing the opportunity to observe and interact with a diverse range of students with varying educational needs.

- [Overview INSTEP Primary](#)
- [Attendance Record](#)
- [Evidence of Professionalism](#)

### **INSTEP Secondary (Master Only)**

The In School Teacher Education Program (INSTEP) is part of our postgraduate Professional Engagement program. It aims to give teachers an even deeper understanding of the NSW educational environment, allowing the opportunity to observe and interact with a diverse range of students with varying educational needs.

- [Overview INSTEP Secondary](#)
- [Attendance Record](#)
- [Evidence of Professionalism](#)

### **EDST2002- Professional Engagement (Undergrad Only)**

This course gives teacher education students the opportunity to develop practical knowledge and skills regarding teaching and how a diverse range of students learn through structured observations and active participation as a teaching assistant in a school.

The course consists of a university-based orientation, an online forum and 15 days of structured fieldwork in a school. Teacher education students will be placed in a school for 15 days of fieldwork as a teaching assistant in a secondary school (which may include learning support / a gifted program).

- [Overview EDST2002](#)
- [Attendance Record](#)
- [Evidence of Professionalism](#)

### **EDST6760 Professional Experience 1 (PE1)**

In this course, teacher education students will develop a range of teaching skills and understandings essential to plan for and manage successful classrooms. Students complete a

four-week (20 days) supervised professional experience placement in an NSW school. Through ongoing observation, supervised teaching and contribution to the wider school community, the course ensures that they work towards the achievement of the Australian professional standards for teachers at the graduate level.

- [Overview Professional Experience 1](#)
- [Attendance Record](#)
- [Lesson Plan Template](#)
- [Lesson feedback and reflection form](#)
- [PE1 Report](#)
- [University Liaison Report](#)
- [Concerns regarding student](#)
- [Process for students requiring support](#)
- [Action Plan](#)
- [TES Supervision Payment Information and Guide](#)
- [PR4 Student Teacher Supervision Payment & Statement by Supplier](#)

### **EDST6765 Professional Experience 2 (PE2)**

In this course, teacher education students will complete their final nine-week (45 days) professional experience block in a NSW school in which they have not been involved with previously. During this final placement, they will be provided with increasing opportunities for autonomy, responsibility, and accountability through a gradual shift from direct in-class supervision to program supervision by the supervising teacher(s) as they move into the internship phase after they are deemed satisfactory on the interim report during the UNSW liaison visit during week 5.

- [Overview Professional Experience 2](#)
- [Attendance Record](#)
- [Lesson Plan Template](#)
- [Lesson feedback and reflection form](#)
- [PE2 Interim Report](#)
- [PE2 Final Report](#)
- [University Liaison Report](#)
- [Concerns regarding student](#)
- [Process for students requiring support](#)
- [Action Plan](#)
- [TES Supervision Payment Information and Guide](#)
- [PR4 Student Teacher Supervision Payment & Statement by Supplier](#)

<b>Accountabilities</b>	
<b>Responsible Officer</b>	Director of Professional Experience
<b>Contact Officer</b>	Senior Work Integrated Learning -Education
<b>Supporting Information</b>	
<b>Legislative Compliance</b>	<p>This Policy supports the University's compliance with the following legislation:</p> <p><a href="#">Professional experience in initial teacher education</a>  <a href="#">Provisional and conditional accreditation policy</a>  <a href="#">NSW Supplementary Documentation: Professional Experience in Initial Teacher Education</a>  <a href="#">UNSW Code of Conduct</a>            Department of Education Code of Conduct policy</p>
<b>Supporting Documents</b>	<p><a href="#">Attendance record</a>  <a href="#">Lesson plan template</a>  <a href="#">Lesson feedback and reflection form</a>  <a href="#">Interim report</a>  <a href="#">Final report</a>  <a href="#">University liaison report</a>  <a href="#">Concerns regarding student</a>  <a href="#">Process for students requiring support</a>  <a href="#">Action plan</a>  <a href="#">Management of Students at Risk Prior to or During Placements, Internships and Practicums Procedure</a>  <a href="#">Inherent Requirements for Initial Teacher Education Programs</a></p>
<b>Related Documents</b>	<p><a href="#">Working with Children Check</a>  <a href="#">Tertiary Practicum Student Application form</a>  <a href="#">Covid 19 Preservice Teachers</a>  <a href="#">Anaphylaxis e-training</a>  <a href="#">Practicum students' declaration</a>  <a href="#">Registering for MyPL as an external user</a></p>
<b>Superseded Documents</b>	<a href="#">Overview of PE at UNSW (pdf)</a>
<b>File Number</b>	PEX20212012
<b>Definitions and Acronyms</b>	

**Insert Term**

ASCIA Australian Society of Clinical Immunology and Allergy  
 CPAT Child Protection Awareness Training  
 DoE Department of Education  
 ELP Equitable Learning Plan  
 ELS Equity Learning Services  
 GTPA Graduate Teacher Performance Assessment  
 INPLACE Placement Management System  
 MyPL – DoE’s Professional Learning Platform to access CPAT.  
 NESA NSW Education Standards Authority  
 PE Professional Experience  
 SED School of Education  
 ST Supervising Teachers  
 TES Teacher Education Students  
 WIL ED Work Integrated Learning- Education  
 WHS Work Health and Safety  
 WWCC Working with Children Check

**Revision History**

Version	Approved by	Approval date	Effective date	Sections modified
1	Head of School	5 June 2017	5 June 2017	October 2022
2	Head of School	5 June 2017	5 June 2017	February 2023