

Swinburne University of Technology

## **PROFESSIONAL EXPERIENCE HANDBOOK**

*Including information for Swinburne On Campus (Hawthorn) and Swinburne Online*

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# SWINBURNE UNIVERSITY PROFESSIONAL EXPERIENCE

## CONTACTS

### **SWINBURNE UNIVERSITY (ON CAMPUS MELBOURNE) *Professional Experience Office***

Preservice Teachers and education settings (including Supervising Teacher / Mentor, Preservice Teacher Coordinators, Principals and Directors) are invited to contact the Professional Experience Team for advice or support with any placement related issues.

**Monday to Friday:** 8:30am – 4:30pm

**Contact:** Professional Experience Team

**Email:** [eduplacements@swin.edu.au](mailto:eduplacements@swin.edu.au)

**Phone:** 9214 5788

### **SWINBURNE ONLINE (AUSTRALIA WIDE)**

#### ***Placements Support Team***

Preservice Teachers and education settings (including Supervising Teacher / Mentor, Preservice Teacher Coordinators, Principals and Directors) are invited to contact the Placements Support Team via the Help Hub, or the student's eLearning Advisor, for advice or support with any placement related issues.

**Monday to Friday:** 9:00am – 9:00pm

**Saturday/Sunday:** 10:00am – 6:00pm

**Email:**

[help@swinburneonline.com](mailto:help@swinburneonline.com)

**Phone:** 1300 YES SOL (1300 937 765)

Swinburne University of Technology (Swinburne) is located in the eastern suburbs of Melbourne. Swinburne offers tertiary education for higher education as well as Vocational Education (VE). Swinburne also offer a range of qualifications online through Swinburne Online.

Swinburne Online provides a new approach to learning in Australia, delivering and assessing courses on behalf of Swinburne University. Swinburne Online students receive the same qualification as students at Swinburne University.

We respectfully acknowledge the Wurundjeri People of the Kulin Nation, who are the Traditional Owners of the land on which Swinburne's Australian campuses are located in Melbourne's east and outer-east, and pay our respect to their Elders past, present and emerging.

We are honoured to recognise our connection to Wurundjeri Country, history, culture and spirituality through these locations, and strive to ensure that we operate in a manner that respects and honours the Elders and Ancestors of these lands.

We also respectfully acknowledge Swinburne's Aboriginal and Torres Strait Islander staff, students, alumni, partners and visitors.

We also acknowledge and respect the Traditional Owners of lands across Australia, their Elders, Ancestors, cultures and heritage, and recognise the continuing sovereignties of all Aboriginal and Torres Strait Islander Nations.



## INTRODUCTION

The Department of Education at Swinburne is a vibrant community of scholars who are committed to the preparation of inspiring teachers, who will in turn inspire learners in a variety of settings.

As a Swinburne Department, we recognise that excellent practice is based on understanding the best available research. This must be integrated with a Professional Experience that enables a rich learning experience for both the student and Supervising Teacher / Mentor.

Professional Experience placements enable Preservice Teachers to become work ready, enhance their skills and build on the knowledge they have gained in the university classroom.

This handbook is for the use of the Preservice Teacher and education settings to gain better insight into specific information relating to Professional Experience. It provides comprehensive information about the Swinburne University Education courses, specific to the Professional Experience component and also provides a comprehensive overview of Swinburne University's policies, requirements and guidelines.

## Common Terms

**Preservice Teacher** means a student of the university undertaking studies to become a qualified teacher in an initial teacher education course and will be undertaking a Professional Experience Placement.

**Professional Experience Placement** means a unit of study undertaken by a university student for unit credit or course hurdle requirements at the school/setting and where the Preservice Teacher applies the skills and knowledge relevant to the course of study.

**Supervising Teacher / Mentor** means a more experienced person who supports and assists pre-service teachers to grow and learn in their role. This Supervising Teacher / Mentor must be fully registered and/or degree qualified (for early childhood settings).

**Interim Report Form** refers to the assessment report to be completed by Supervising Teacher / Mentor with Preservice Teachers about their progress on Professional Experience at the midpoint (e.g. day 10 of a 20 day block).

**Cause for Concern** can be indicated on the interim report (or at any time) by the Supervising Teacher / Mentor. If this occurs, then a support plan accompanies the interim report to support the pre-service teacher to develop in the areas of concerns in order to complete professional experience successfully.

**Final Assessment Report** is completed on the last day of Professional Experience by the Supervising Teacher / Mentor with the Preservice Teacher. The individual reports for each Professional Experience are based on the AITSL Graduate Standards that best reflect the knowledge and professional expectations for that particular stage of the program.

## **PROFESSIONAL EXPERIENCE SUMMARY**

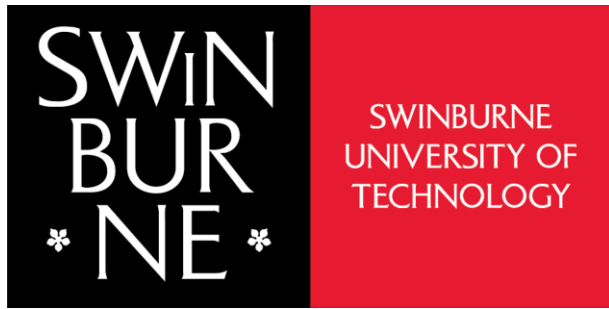
The Swinburne University Initial Teacher Education and Early Childhood courses include Professional Experience as a requirement for each course. Professional Experience units consist of theory and classroom practice. The practical component is referred to as a Professional Experience and/or a Placement and acts as an integral part of the education programs at Swinburne University.

Professional Experience provides opportunities for Preservice Teachers to engage in the roles and responsibilities of a teacher. They are supported to develop the necessary knowledge and skills to become a competent member of the teaching profession. In each placement Preservice Teachers are supervised by a fully registered Teacher or a degree qualified Early Childhood Teacher who will work with the Preservice Teacher as they progress towards attaining the Australian Professional Standards for Teachers (Graduate).

Throughout Professional Experience, Preservice Teachers receive direct supervision by a Supervising Teacher / Mentor that is designed to enhance their professional knowledge, skills and competencies. They will also develop an understanding of curriculum, interpersonal skills, effective pedagogies, a culture of care and ethical standards. The Professional Experience units are designed to scaffold Preservice Teachers to learn to teach in a supervised and supportive environment, as they gradually assume full responsibility. Preservice Teachers are scaffolded to increase in confidence and awareness of the professional teacher's role in the community, as they are exposed to a range of settings, philosophies, and approaches to education.

Throughout all courses there is a strong focus on learning through critical reflection of theory, observed practice and experiential perspectives. Preservice Teachers are encouraged to formulate their own vision of teaching and learning through reflection of their experience in each education setting. Through Professional Experience, Preservice Teachers become accustomed to giving and receiving feedback collaboratively with colleagues. Collaborating with colleagues involves being aware of their feelings and sensitivities and acknowledging the critical importance of interpersonal relationships in sustaining productive teamwork. Preservice Teachers will learn to process their own experiential learning and accept the challenges involved in productively facilitating students' learning.

There can be significant differences between schools and teaching spaces and student groupings within the same education setting. Ideally, Preservice Teachers will experience a wide range of settings for Professional Experience. Accordingly, Preservice Teachers are required to complete the number of allocated days relevant to each Professional Experience unit.



*Swinburne University of Technology*

## **SWINBURNE ON CAMPUS (HAWTHORN) SPECIFIC INFORMATION**

## PROFESSIONAL EXPERIENCE POLICIES – PRE PLACEMENT

### Enrolling in Professional Experience

Self-enrolment into Professional Experience units has been de-activated. All enrolments into Professional Experience Units are to be requested via the Professional Experience Enrolment Survey.

Please check your Swinburne email and/or CANVAS Professional Experience Hub for further information regarding the Professional Experience Enrolment Process.

To withdraw from a Professional Experience unit, or for any questions relating to enrolment in Professional Experience units please contact [eduplacements@swin.edu.au](mailto:eduplacements@swin.edu.au).

### Location of Professional Experience

**A Swinburne Preservice Teacher** may be placed at a setting up to one and a half hours (1.5 hours) from their residential address as listed on Inplace. The distance and time it takes to get to and from your placement is calculated using Google Maps by entering your mode of travel (car or public transport), your residential suburb and the suburb of the agency at peak hour travel time.

Preservice teachers' placements are arranged by the Professional Experience Office. Students are not permitted to contact schools to source their own placement. If a contact is known for a potential setting and/or Supervising Teacher / Mentor then the following steps must be taken:

- Record the information of the school, possible Supervising Teacher / Mentor contact name (if known) and their contact details
- Email the Professional Experience Office to share this information
- Include this in the 'Placement Setting' section in Inplace
- The university will contact the setting on your behalf if no conflict of interest is present
- Remember that this process does not guarantee you will be able to attend this setting depending on availability.

### Cultural and Diversity Policy

At Swinburne University we value and respect people from all cultures. If there is a cultural holiday that falls during placement, the Preservice Teacher will need to contact the Professional Experience Office to notify them of the details and seek approval for a missed day. Students must notify the Professional Experience Office in a timely manner

prior to the placement block starting and the day(s) will need to be made up at the end as per the missed days policy.

## **Conflict of Interest**

As a part of your placements journey you should expect a fair, un-biased and objective assessment from the Education Setting whilst on Professional Experience. The Conflict of Interest policy exists in order to protect you and the Education Setting in relation to objectivity, privacy and confidentiality.

A Conflict of Interest exists in the following situations:

- You are already employed or have recently been employed (e.g., as an educator, teacher aide, technical assistant or administrator)
- You attended as a student (in the last 10 years)
- Family members (including your own children) or close friends are employed or attend the setting.

If the Professional Experience Team are not able to allocate you a placement in accordance with the Placement Allocation Policy without a Conflict of Interest, the Professional Experience Office will liaise with the Student, Agency and Unit Convener to consider a Conflict of Interest review.

## **Permission to Teach**

Permission to teach (PTT) is a temporary and alternative authorisation to teach that enables individuals who do not meet the qualification requirements for teacher registration to undertake the duties of a teacher in a school.

***For more information visit [VIT – Permission to Teach](#). If you want to complete your placement in your PTT school, please email [eduplacements@swin.edu.au](mailto:eduplacements@swin.edu.au) for further information.***

## **Diversity of Experiences**

It is important for your journey as a teacher to have the opportunity for placement experiences that are as diverse as practicable. Diversity comes from working with different age groups, with different staff and Supervising Teachers / Mentors, and in different educational settings. Within your placement journey, you may undertake multiple placements at the same setting, as long as you can be afforded diversity of experience to support you as the developing teacher. When undertaking more than one placement at the same setting, PSTs must engage with a different Supervising Teacher / Mentor and a different cohort of students.

Professional Experience placements must be as diverse as possible and completed over a substantial and sustained period that is mostly in Australia and in a recognized school setting.

Students will be expected to attend placements across a range of settings, regardless of personal preference or religious beliefs. This is in line with the Swinburne University of Technology Anti-Discrimination Policy which states *"Discrimination occurs when a person, or a group of people, is treated less favourably than another person or group because of their background or certain personal characteristics protected by law"*.

## Refusal to Accept Placement

Professional Experience placements will be allocated to Preservice Teachers that consider students' personal circumstances, as outlined by the student in InPlace upon enrolment into the placement unit. If a Preservice Teacher refuses to attend (or fails to attend without prior notice) a professional experience placement which has been allocated to them, they may fail the Professional Experience Unit.

## Withdrawing from Professional Experience Unit

The census date is the last day you can withdraw from a unit without being liable for all fees that relate to that unit.

As a higher education student, you will also incur an academic penalty (fail grade) if you withdraw from a unit or course after the academic penalty date.

To view the census date for your units, view your current enrolment online in [My Enrolment](#). To see your academic penalty dates, check the [academic calendar](#).

## Fitness to Practise

Swinburne is committed to the wellbeing of its students and has a strategic focus on employability, authentic professional experiences and industry and community needs.

The Fitness to **Practise** guidelines are designed to ensure that someone graduating with a particular qualification is academically competent and are suitable for employment in the challenging roles expected of them.

It is important to note that these Fitness to **Practise** guidelines are intended as a supportive and collaborative process to protect the student and those with whom they work –teachers/teaching staff/children/other members of the school community and colleagues – in educational and other accredited environments.

Please refer to CANVAS Professional Experience Hub for further information.

## **Swinburne AccessAbility**

Swinburne University is an inclusive education provider for people living with a disability, medical or mental health condition, or if you have primary carer responsibilities. Please consider contacting and registering with Swinburne Accessibility if you feel your personal circumstances may impact upon your needs and participation in Professional Experience placements. Once registered, you will work with an Accessibility Adviser, who will give you advice on support services that may help you with your Professional Experience placement. They will then develop an Education Access Plan (EAP) that includes the services and reasonable adjustments required.

If you have an AccessAbility plan in place, please select "Yes" for AccessAbility on Inplace and email a copy of your EAP to [eduplacements@swin.edu.au](mailto:eduplacements@swin.edu.au).

Preservice Teachers registered (or likely to register) with Accessibility who are due to undertake a Ready to Teach (RTT) Professional Experience placement should however, read the separate *'Ready to Teach (RTT) Professional Experience Placement Reasonable Adjustment Procedures'* Policy located in the Appendix of this Handbook.

## **Child Safety Screening Check (Working with Children Check) and Police Check**

As a Preservice Teacher, it is mandatory for you to have child safety screening checks before commencing placement.

For Preservice teachers taking placements in Victoria, it is important to complete the Working with Children Check (WWCC) as soon as possible, as the process can take up to 6 weeks.

Preservice Teachers are not usually required to get a Police Check to go on placement. However, some schools/setting require students to have a current Police Check. Please confirm this with the school/setting as soon as you receive your allocation details. If the school/setting requests a Police Check you will be required to get one. Should you require a Police Check please contact [eduplacements@swin.edu.au](mailto:eduplacements@swin.edu.au) for further instructions on how to obtain a check.

Preservice Teachers undertaking placements in other states or territories are required to meet the Child Safety Screening Check requirements of the state or territory in which they are attending placement, prior to beginning their placement. These requirements will



include a Working with Children Check (WWCC) or equivalent, and may require additional training regarding student safety, Police Checks, or other reasonable requirements.

## **PROFESSIONAL EXPERIENCE POLICIES – PLACEMENT EXPECTATIONS**

### **Confidentiality**

Confidentiality in relation to information about students, families and staff in the placement setting must be maintained at all times. References to specific students and schools must be deleted when reproducing examples and case studies. Only students' first names should be used and any other identifying features must be removed from documentation. Written permission must be given by parents/legal guardians before a study and/or observations on a student commence in line with the school's policy.

Collecting students' work for examples or grading must be authorised by the Supervising Teacher / Mentor and where possible, by the parent. The Preservice Teacher must ensure they comply with the policies and procedures of the school in relation to photographs and audio or video recordings. Any collection or use of students' work or images must:

- Protect the personal information of individuals
- Maintain the dignity of the student
- Respect the individual's right to control how and for what purpose their personal information is used
- Comply with the relevant legislation and educational setting's policy.

### **Privacy Policy**

In line with the Swinburne University of Technology Privacy Policy we will not disclose or discuss any information about Preservice Teachers' placements or enrolment with any other person, including their parents or guardians, unless written consent from the student is provided. Preservice Teachers may invite their parents/guardians to attend meetings or participate in phone/video call conversations regarding Professional Experience placements however, it is expected that Preservice Teachers advocate for themselves when dealing with university staff regarding placements.

### **Professional Codes and Standards**

Preservice Teachers are required to act professionally and ethically at all times in accordance with the Teaching Profession Code of Conduct. This includes:

- Approach your Professional Experience positively and with enthusiasm
- Ensure that you are always on time, polite, professional and focused

- Carry your student ID card and Working with Children Check (or equivalent in your state) card with you
- Turn off your mobile phone or leave it (on silent) in your bag
- You are expected to be Swinburne University's ambassador and to give the Professional Experience setting a positive impression of yourself and the University
- It is important to remember that you are a guest in your placement schools/centres and your behaviour will affect future Swinburne University placements as well as perceptions of professionalism in the field. Avoid making defamatory remarks (verbal and written) about students, families, colleagues and the Professional Experience setting under any circumstances
- You should also consider your behaviour in public forums outside the Professional Experience setting. This includes your public presence on social media, which are easily accessed by students, families and colleagues. You are advised to ensure that you are not represented inappropriately on these sites and to use private domains for personal interactions using this media
- Professional conduct is not confined to the educational setting. It is important to develop an understanding of appropriate conduct for teachers in the online environment. The Department of Education and Early Childhood Development have produced a 'Using Social Media: Guide for Department Employees to provide guidance on professional conduct for Teachers in an online environment'
- You should also avoid giving personal details to families under any circumstances
- Students will be required to sign off to say they have read the [Victorian Teachers Profession's Code of Conduct](#).

## **Health and Safety Responsibilities**

Preservice Teachers should ensure that they are informed by the education setting about:

- Occupational Health & Safety procedures in the school/centre and on excursions and camps
- Accidents, First Aid and emergency procedures and responsible personnel
- Staff and student duty of care, welfare and discipline policies
- Professional expectations of Preservice Teachers
- Policies regarding daily arrival and departure, leaving the setting during work hours and authorised access outside normal working hours.

All Occupational Health & Safety incidents in which you are involved should be reported to the school/centre, following their policies and procedures for health and safety incidents. Please also provide the details of any incidents to the Professional Experience Office (on-campus)

## **Health Considerations**

Preservice Teachers are recommended to take the following protective measures

regarding their health while on Professional Experience:

- Ensure immunisations against hepatitis, measles, poliomyelitis, diphtheria, tetanus, whooping cough and rubella are up to date; For more information visit <https://www2.health.vic.gov.au/public-health/immunisation/adults/vaccination-workplace/vaccination-for-people-working-with-children>
- Ensure that they are physically/mentally healthy during Professional Experience.
- Meet all vaccination requirements of education staff in the respective state or territory where the placement is taking place and provide proof of these vaccinations to the school/service as required.

## **Insurance coverage during Professional Experience**

### **Insurance Coverage**

Swinburne has in place the following insurance policies that cover Swinburne students who are attending an approved education placement:

- General and Product Liability Insurance
- Professional Indemnity Insurance
- Personal Accident Insurance

If you are injured during Professional Experience, please ensure you complete an incident report with your professional experience host school/setting. Please contact the Professional Experience Office for further advice as soon as possible.

### **Accident/ Incident Reporting**

In the event of an accident, injury or damage while undertaking a Education Placement activity, the student must advise the following people, as soon as practicable:

- Placement supervisor
- Swinburne Education Placement Team

The student must complete the placement provider's incident/accident report form and lodge copies with:

- Placement supervisor
- Swinburne Education Placement Team

## **PROFESSIONAL EXPERIENCE POLICIES – DURING PLACEMENT**

### **Attendance Requirements**

Preservice Teachers must attend the required number of days specified for each placement as per the Professional Experience Calendar. During Professional Experience, Preservice Teachers are expected to attend the education setting for the full days

(minimum 7.5 hours excluding breaks). This must also include a minimum of 25 hours contact time with students per week. **100% attendance is expected.**

For placements in early learning centres or childcare centres, Preservice Teachers should be prepared to work variable “shifts” and changing rosters within the typical 7am-6pm operational hours.

For placements in schools, Preservice Teachers must be prepared to attend before and after school meetings as required. These may fall outside normal school hours.

## Missed Days Policy

Each Professional Experience unit involves attendance in an education setting for a specified number of days. The dates for the Professional Experience are included on the Professional Experience Calendar. Preservice Teachers are required to adhere to these dates and number of days in completing Professional Experience. **Any missed days MUST be made up** at a time negotiated with the education setting and the Professional Experience Office.

When illness or emergencies prevent attendance at an education setting the Preservice Teacher **must** contact the Professional Experience Office and the education setting before the Professional Experience day commences. Preservice Teachers should make up missed days as soon as possible to provide continuity and provide a medical certificate to the Professional Experience Office. As per the Swinburne University of Technology Extension Policy; a total of 5 days with a medical certificate will be accepted (across the entire placement block) however, should more than 5 days be missed the Preservice Teacher will be required to apply for Special Consideration as per the [Swinburne Special consideration and extensions process](#).

On completion of each Professional Experience, the Final Report and Attendance Diary will need to note the total number of days completed. Placement days must be signed off by the Supervising Teacher / Mentor.

## Course Rules

Students should be aware of Course Rules relevant to their enrolled course as per Swinburne University Handbook.

## LITERACY AND NUMERACY TEST (LANTITE)

The course rules for your Education degree require you to have met the standard in the [National Literacy and Numeracy Test for Initial Teacher Education Students](#) (LANTITE) by a given point in your course (100cp for Post Graduate Students

and 200cp for Undergraduate students). If a student does not meet this requirement, their course progress will be classified as 'unsatisfactory progress'. As a result, if you still have placements to complete you will not be able to complete Professional Experience units until you return to good standing. In order to return to good standing, you must successfully complete both of the LANTITE component tests.

## **Dress Code and Personal Hygiene**

It is essential that Preservice Teachers present themselves in a professional manner during the Professional Experience placement. The Preservice Teacher is expected to be clean, neat, and tidy at all times. Remember that first impressions are very important in establishing a professional connection. It is suggested that the Preservice Teacher take a conservative approach in the choice of attire. The Preservice Teacher must follow the dress code of the school/setting they are undertaking placement in. All students completing Professional Experience from 2021 onwards will be required to purchase and wear a Swinburne nametag and a black Swinburne branded polo t-shirt on placements. These are available at the Swinburne Bookshop.

## **School Camps and Excursions**

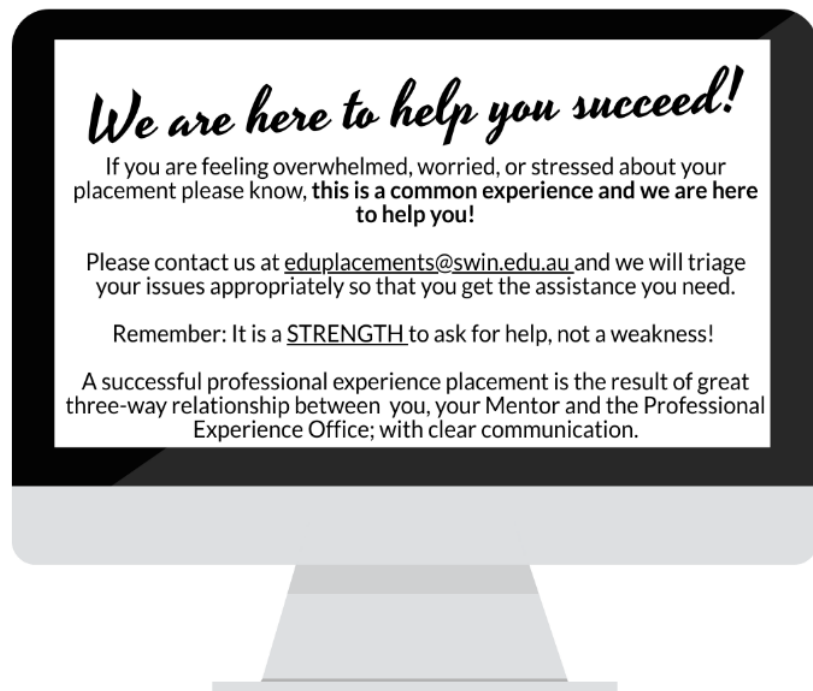
A Preservice Teacher may be invited to assist teaching staff on school camps or excursions. Days spent on camps or excursions will count towards Professional Experience, even if the students being supervised are from classes that the Preservice Teacher has not been teaching initially.

The Professional Experience Office must be notified, and approval is required prior to a pre-service teacher attending a school camp

## **Payment to Education setting for supervision of the Preservice Teacher**

Payment is for the overall supervision of the Preservice Teacher. Supervising Teacher / Mentor payments will not be processed until the Interim and Final Report have been submitted to Swinburne University.

## Your Professional Experience Help Map



### How to get help - Common Concerns

*Before, during or after your placement*



#### Your placement unit enrollment

Check your Swinburne emails and contact the PEO - we will most likely refer you to the [Course Advice Specialist](#)



#### The content of your academic work

Check Canvas and speak to your Unit Convener



#### Due dates of assignments

Check Canvas and your Unit Guide, ask 2 peers and if you are still unsure, speak to your Unit Convener



#### Meeting your needs

Contact the PEO - we will most likely refer you to [AccessAbility](#)



#### Your mental health, physical health or safety\*

Make an appointment with [Wellbeing@Swin](#) and notify your Mentor and the PEO



#### Your attendance at placement

Discuss the matter with your Mentor, the PST Coordinator and the PEO ASAP



#### Your performance or expectations of you on placement

Speak to your Mentor and/or the PST Coordinator; if the issue persists contact the PEO



#### Your relationship with your Mentor or PST Coordinator

Speak to your Mentor and/or the PST Coordinator; if the issue persists contact the PEO

**\*In urgent or emergency cases please contact 000 or Beyond Blue on 1300 22 4636**

## PROFESSIONAL EXPERIENCE PROCEDURES

### Overall General Placement Requirements

Preservice Teachers must be familiar with the following professional placement requirements:

- To meet placement standards, you must:
  - Work in a variety of education settings
  - Work with learners in a variety of school year levels / early childhood age groups.
  - Complete over half of your total placement days in education settings that follow an Australian curriculum. This is a requirement for all Preservice Teachers planning to register and teach in Australia
  - Attend the education setting on a full-time basis (full days) and in a consecutive block when required.
- English must be the primary language of delivery used by the Preservice Teacher in all education settings.
- Where possible, a placement should not be split between two locations even if they are part of the same education setting.
- Preservice Teachers must have a current Working with Children Check (WWCC), or equivalent for the state/territory.

### Professional Responsibilities

Swinburne Preservice Teachers are required complete the following training prior to the first Professional Experience:

#### 1. Mandatory Reporting (Required)

Students are recommended to familiarise themselves with the mandatory reporting principles:

<https://www.vit.vic.edu.au/maintain/requirements/professional-learning/safety>

**Mandatory Reporting certificate must be uploaded into Professional Experience CANVAS**

#### 2. Asthma Training (Recommended)

The online training can be accessed here:

<https://asthmaonline.org.au/product/asthma-first-aid-for-schools/>

#### 3. Anaphylaxis Training (Recommended)

The online training can be accessed here:

<https://etrainingvic.allergy.org.au/login/index.php>

Preservice Teachers can save or print the certificate at the end of these modules once they are completed to add to their Professional Experience Portfolio

Preservice Teachers are required to be familiar with and abide by the [Victorian Institute of Teaching Codes of Conduct](#). If the professional experience placement will be undertaken **in a state/territory other than Victoria**, Preservice Teachers are required to be familiar with and abide by the state/territory's Teaching Codes of Conduct and Ethics.

## **Professional expectations prior to Professional Experience**

Preservice Teachers are expected to make a preliminary visit to the school or setting where they are about to undertake their Professional Experience placement. At this visit, the Preservice Teacher and Supervising Teacher / Mentor should discuss:

- The weekly placement expectations and requirements of the placement, including the assessed Australian Professional Standards for Teachers: Graduate, on the Supervising Teacher's / Mentor's report
- Relevant background information
- The teaching programs and management policies and procedures
- The expectations for planning and preparation
- Available resources and specialist assistance
- How each other will work together.

## **Things to consider when preparing for Professional Experience**

- It is important to have a study load that is manageable. A Preservice Teacher will be expected to attend the education setting and lesson planning may be required in the evenings.
- Plan ahead and make arrangements for leave from work or other commitments as required.
- If a Preservice Teacher is a parent or carer, consider planning support networks in advance so fulltime attendance can be maintained (for example 7.15am to 6.00pm).

## **General expectations during your placement**

- **100% attendance is expected.** Any days missed due to exceptional circumstances must be made up. All Missed Days must be supported by a medical certificate or other relevant evidence.
- Wherever a Preservice Teacher completes their placement they must be fully supervised and adhere to all requirements and regulations set by the education setting.



- A Preservice Teacher can keep track of attendance by using the Attendance Diary. The Attendance Diary must be uploaded to Inplace at the conclusion of placement.
- Swinburne may send a representative to the education setting to observe placement.

**Please keep the Professional Experience Office informed of any changes to your placement:**

- If your Preservice Teacher Coordinator or Supervising Teacher / Mentor details change
- If you are **unable to attend your placement** due to an illness or special circumstance.

## Emergency Information Form

We encourage Preservice Teachers to download a copy of the Professional Experience Emergency Contact Information Form, which is available via CANVAS. This form provides vital information to the school and emergency response staff in the event of an emergency during Professional Experience. Please complete the form, place it in an envelope, and hand it to the Supervising Teacher / Mentor on the first day of Professional Experience at the education setting. At the end of each Professional Experience, the Preservice Teacher should collect the form. Please ensure that this information is up to date each time you undertake a placement.

## Mandatory Reporting

Teachers are well placed to observe and identify when a student is at risk of harm including signs of physical, sexual and emotional abuse, neglect and/or family violence.

In addition to having a duty of care, teachers in schools have varying degrees of mandatory requirements to report any suspicions or knowledge of students at risk of significant harm.

Preservice Teachers who have concerns about a student's safety should first communicate this to their Supervising Teacher / Mentor. Preservice Teachers may also choose to seek support and guidance from Professional Experience staff.

It is a pre-placement required that all students to undertake the Mandatory Reporting training, as outlined under the Professional Responsibilities heading in this handbook.

More information about Mandatory Reporting and the requirements across Australia can be found at: [Protecting Children — Reporting and Other Legal Obligations: Policy | education.vic.gov.au](https://www.protectingchildren.vic.gov.au/reporting-and-other-legal-obligations/policy)

## Child Safe Standards

The Child Safe Standards form part of the Victorian Government's response to the 2013 Betrayal of Trust Inquiry into institutional handling of child abuse. There are eleven standards that are designed to drive cultural changes so that protecting children from abuse is embedded in the everyday thinking of people who work and interact with children. To create and maintain a child safe environment, it is the responsibility of all Swinburne community members, including students on child-related work placements, to uphold the standards.

Please refer to the Child Safe Standards materials developed by Commission of Children and Young People and Schools Victoria:

- <https://ccyp.vic.gov.au/child-safety>
- [Child Protection and Child Safe Standards \(PROTECT\) | Schools Vic](#)

## Failure to disclose offence

While teachers have mandatory reporting responsibilities, it is important to remember that all adults in Victoria who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report that information to the police. For further information:

<https://www.justice.vic.gov.au/safer-communities/protecting-children-and-families/failure-to-disclose-offence> . It is important that all students familiarise themselves with the Child Safety laws relevant to their state.  
<https://aifs.gov.au/cfca/publications/mandatory-reporting-child-abuse-and-neglect>

## Professional Setting Resources

Preservice Teachers are expected to use a range of resources during Professional Experience to support the teaching and learning process. Many resources and learning materials are likely to be available to the Preservice Teacher in the education setting and they can make themselves familiar with them in the first few days of the Professional Experience. Any books or resources borrowed during the Professional Experience must be returned before the end of the Professional Experience. Any costs related to loss or damage of school/setting property use is the Preservice Teacher's responsibility.

The Preservice Teacher will also be expected to use resources that they collect through their Professional Experience and throughout the course. These may include books, natural materials, improvised props from charity shops and discount stores, education resources for specific purposes such as Science, Maths and English experiences and resources that they have made.

## **Professional Experience Portfolio**

A Professional Experience Portfolio is maintained throughout the enrolment in a course. It covers the collection of evidence to meet the Australian Professional Standards for Teachers (Graduate) and aligns the requirements of each unit undertaken.

Specific requirements are addressed in the Professional Experience unit and in the Preservice Teacher information sheets.

## **The Graduate Teacher Performance Assessment (GTPA)**

Swinburne University has incorporated the GTPA into the final year primary professional experience units. Swinburne University has joined the GTPA collective which is a group of Australian Higher Education Institutions implementing the AITSL endorsed Teaching Performance Assessment. PSTs will be able to demonstrate the skills and knowledge developed in prior placement and theory units to complete this culminating, authentic assessment.

### ***What is the GTPA?***

PSTs will demonstrate competence in classroom practice assessed against the Australian Professional Standards for Teachers at the Graduate level. This assignment will be a marvellous resource for PSTs as they begin a teaching career. While completing a GTPA, PSTs will engage with the teaching practice cycle where they will create a unit plan, lesson plans, assess, reflect and appraise their teaching.

### ***Why a GTPA?***

Successfully completing a final-year teaching performance assessment as a GTPA effectively connects the academic program and the professional experience. By connecting research, theory and practice, the GTPA provides quality assurance of graduate readiness and is a fitting capstone to an education degree. It will be a valuable experience from which PSTs can progress into their new career.

## ROLES AND RESPONSIBILITIES

### Professional Experience Office

The role and responsibilities of the Professional Experience Office are to:

- Coordinate the placement of students in the appropriate education setting
- Assist with the organisation and support of placements
- Provide Preservice Teachers and education settings with information pertinent to the Professional Experience placement
- Maintain a record of required documentation
- Provide a point of contact for the education setting and Preservice Teacher if problems arise during a Preservice Teacher's Professional Experience
- Provide Professional Experience payments to education settings for mentoring and hosting the Preservice Teacher
- Communicate with all education settings who have accepted a Swinburne student
- Provide support for the Supervising Teacher / Mentor, Preservice Teacher Coordinator and Professional Experience academic staff when required in addressing the assessment and reporting procedures.
- Liaise with the Professional Experience Academic and Chair of Education Department to facilitate further action and support as required.

### SWINBURNE ON CAMPUS CONTACT - *Professional Experience Office*

Supervising Teacher / Mentor and Preservice Teachers can contact the Professional Experience Liaison Officers and/or the Professional Experience Manager if questions arise during placements.

**Monday to Friday:** 8:30am – 4:30pm

**Contact:** Professional Experience Team

**Email:** [edupacements@swin.edu.au](mailto:edupacements@swin.edu.au)

**Phone:** 9214-5788

## **Professional Experience Unit Convenor**

Preservice Teachers will be further supported throughout their studies by a Professional Experience Team and the Unit Convenor assigned to their Professional Experience Course unit.

The Professional Experience Unit Convenor is responsible for ensuring that Preservice Teachers enrolled in Swinburne Professional Experience units enjoy a high quality and positive learning experience.

Preservice Teachers will be in regular contact with their Professional Experience Unit Convenor throughout the Professional Experience placement to discuss teaching matters. The Professional Experience Unit Convenor will:

- Provide general information regarding placements and general enquiries with professional placements experience
- Provide assistance with the interim and final assessment reports
- Maintain academic oversight over the Professional Experience Unit
- Be in regular communication with the Preservice Teacher during the Professional Experience
- Make direct email contact as required with all Preservice Teachers during the Professional Experience
- Encourage and support the Preservice Teacher's critical reflections on their Professional Experience
- Communicate with the Supervising Teacher/ Mentor about support measures for the Preservice teacher
- Foster an online community of practice among Preservice Teachers undergoing the Professional Experience
- Provide support and goal setting in relation to Professional Experience challenges encountered by the Preservice teacher
- Visit the educational setting (if required) in order to support the Preservice teacher and Supervising Teacher/ Mentor.

## **Principal**

Principals in schools have overall responsibility for all areas of operation of the education setting. Preservice Teachers are under the administrative responsibility of the Principal. The Principal is responsible for accepting Swinburne Preservice Teachers for Professional Experience.

## **Preservice Teacher Coordinator**

The Preservice Teacher Coordinator, when available (otherwise the Principal/Centre Director or Supervising Teacher / Mentor) coordinates and oversees the running of Professional Experience within the education setting. Their responsibilities in welcoming a Preservice Teacher to the education setting include:

- Liaising with Swinburne University via the Professional Experience Team
- Being familiar with and understanding the requirements of the Professional Experience and communicating this to Supervising Teacher(s) / Mentor(s)
- Inducting the Preservice Teachers into the setting, including introduction to the staff, providing information about any responsibilities, internet access, parking arrangements etc.
- Explaining appropriate procedures for using resources, computers, photocopiers, cameras, telephones etc.
- Briefing Preservice Teachers on policies and procedures related to the Professional Experience
- Explaining legal obligations during Professional Experience placement
- Informing Preservice Teachers of the Occupational Health & Safety policies used in the setting
- Providing opportunities to attend staff meetings and other relevant professional activities occurring during Professional Experience placement when possible
- Arranging opportunities to observe other classes and specialist areas within the education setting when possible
- Monitoring the progress and welfare of Preservice Teachers
- Ensuring that the Professional Experience Interim Report is completed by the Supervising Teacher / Mentor at the mid-point of the Professional Experience and submitted
- Ensuring that the Professional Experience Final Report is completed, discussed with and submitted to Swinburne Professional Experience Office within the timeframes communicated
- Contacting Swinburne University's Professional Experience Office if a Preservice Teacher fails to attend (without notice), is absent for more than two days, is likely to receive an unsatisfactory report or is experiencing difficulties
- Ensuring that the Swinburne University Partnership Agreement, Banking Forms and Claim forms are completed and returned to Swinburne University in a timely manner.

## **Supervising Teacher / Mentor**

Professional Experience provides Preservice Teachers with the opportunity to work

closely with educators who are willing to share their work as practicing teachers and members of the wider education community.

The Supervising Teacher / Mentor is the professional in the education setting who works collaboratively with the Preservice Teacher during the Professional Experience. The Supervising Teacher / Mentor is responsible for monitoring progress, giving feedback and assessing performance. Two Supervising Teachers / Mentors are able to share the mentoring of a Preservice Teacher.

The Supervising Teacher / Mentor has a vital role in fostering the professional learning of Preservice Teachers. **Preservice Teachers are expected to make a preliminary visit to the school** in which they are about to undertake their Professional Experience. At this visit the Supervising Teacher / Mentor should:

- Provide Preservice Teachers with relevant background information
- Inform them of the teaching programs and management policies and procedures
- Outline the expectations for planning and preparation
- Inform them of the available resources and specialist assistance

Supervising Teacher / Mentor will focus on the professional learning of Preservice Teachers and monitoring their progress against the Australian Professional Standards for Graduate Teachers. Supervising Teacher / Mentor will support and encourage Preservice Teachers to gain optimum benefit from their Professional Experience. The Supervising Teacher / Mentor is responsible for observing and guiding the day to day experience, including:

- Completing an Interim Report. The Interim Report requires assessment of progress against the Australian Professional Standards for Teachers (Graduate). A Support Plan must be completed and submitted by the Supervising Teacher / Mentor simultaneously if the Preservice Teacher is making unsatisfactory progress, identified as a cause for concern.
- Completing the Professional Experience Final Report at the end of the Professional Experience which includes assessment of progress against the Australian Professional Standards for Teachers (Graduate). Where there are two Supervising Teacher / Mentor working together to mentor one Preservice Teacher one Final Report must be completed by the Supervising Teachers / Mentors together.

Supervising Teachers / Mentors are asked to consider the extent to which the Preservice Teacher is assuming the professional responsibilities of a graduating teacher. The Preservice Teacher's Professional Experience folder should be a complete record of the Professional Experience, with all documentation/evidence of specific Professional Experience expectations (arranged in an organised and indexed manner) and can be used to inform the assessment made. In discussing the Final Report with the Preservice Teacher; the Supervising Teacher / Mentor is responsible for:

- Giving the Preservice Teacher opportunity to read, discuss and sign the Final Report before it is submitted.
- Submitting the Final Report in a timely manner.

If a Pre-Service Teacher's Supervising Teacher / Mentor should be away or on leave for more than three days, a new Supervising Teacher / Mentor within the setting must be assigned to support the Pre-Service Teacher. Where a new Supervising Teacher / Mentor cannot be assigned, the school must provide written support for the Pre-Service Teacher and fill-in Supervising Teacher / Mentor.

**Supervising Teacher / Mentor should note that Preservice Teachers do not have legal responsibility for students and therefore should never be left unsupervised.**

## Selection of a Supervising Teacher / Mentor

The education setting is required to select an appropriate Supervising Teacher / Mentor for a Preservice Teacher's professional experience. Supervising Teachers / Mentors:

- must not be a family member or close friend of the Preservice Teacher
- must not have previously acted as a Supervising Teacher / Mentor for the Preservice Teacher
- Supervising Teacher / Mentor must be **fully registered** with the applicable State Registration Body (e.g. VIT) – provisionally registered teachers are not able to be Supervising Teachers / Mentors.

## Expectations of the Preservice Teacher

**To complete Professional Experience units successfully Preservice Teachers will:**

- Ensure they have a current Child Safety Screening
- Make themselves aware of the Professional Experience setting's opening and closing hours for both students and teachers and attend for the times agreed
- Ensure that they adhere to the Professional Experience setting's policy for dress and professional behaviour
- Ensure that their Supervising Teacher / Mentor has all required forms and documents relating to the placement
- Adequately prepare for specific Professional Experience expectations and provide the Supervising Teacher / Mentor with **written plans for all lessons using the Swinburne lesson plan template at least one day before** these are scheduled
- Become fully involved in the life of the educational setting where they are completing their professional experience, including staff meetings, yard duty, curriculum meetings, parent-teacher meetings and professional development activities when permitted
- Observe a significant number of lessons, interactions and teaching techniques of their Supervising Teacher / Mentor and other teachers;



- Participate in a range of activities in the education setting where they are placed, including for example assisting with productions, sports programs, special events and celebrations, excursions and professional development
- Undertake collaborative or team-teaching if possible
- Discuss the Interim Report with their Supervising Teacher / Mentor
- Discuss the Final Report with their Supervising Teacher / Mentor and complete the Preservice Teacher reflection section at the end of the Final Report
- Ensure you discuss the placement expectations and requirements pack with your Supervising Teacher / Mentor and Preservice Teacher Coordinator
- Develop a comprehensive Professional Experience Portfolio
- Submit the Professional Experience Attendance Diary to InPlace
- Upload a PDF copy of the Interim and Final Reports to InPlace.

**The Professional Experience Portfolio can include:**

- Teaching resources, aids and ideas
- Lesson plans, written comments, feedback and personal reflections on all aspects of the Professional experience placement
- Copies of handbooks, policies and procedures and curriculum documents
- A collection of resources
- Evidence in a variety of formats.

NOTE: It is vital to make the most of opportunities available during the Professional Experience to observe and learn from other teachers.

## ASSESSMENT, REPORTING AND DOCUMENTATION PROCESS

### General Assessment Information

Professional Experience is a critical component of the Education courses offered at Swinburne. Professional Experiences are designed to be completed sequentially to enable Preservice Teachers to build on earlier teaching/learning experiences and develop their professional skills and knowledge. The Professional Experience has a formal academic assessment component that must be completed successfully in order for Preservice Teachers to complete the course.

The documents and assessment reports for submission during a professional placement experience are as follows:

#### **Mid-point of Professional Experience Placement (except 10 day placement)**

- Interim Report link
- Support Plan (if required)

#### **End of Professional Experience Placement**

- Final Report link
- Claim Form for payment

At the conclusion of each Professional Experience the Supervising Teacher / Mentor is responsible for the assessment against the [Australian Professional Standards for Teachers \(Graduate\)](#) and for completing the Professional Experience Final Report. The assessment reports and (where required) support plans will need to be completed in consultation with the education setting and the Preservice Teacher.

In addition to receiving a satisfactory grade for Professional Experience, students must pass the theory component. Students are required to pass both theory and placement in order to pass a Professional Experience Unit.

### **Support process for Preservice Teacher and Supervising Teacher / Mentor**

If Preservice Teachers and/or Supervising Teachers / Mentors have any concerns during a placement please email [eduplacements@swin.edu.au](mailto:eduplacements@swin.edu.au). Your email will be directed to the relevant staff member for a prompt response.

The “Guide to Professional Experience Support Process” shown on the next page provides an overview of the Swinburne Support process following submission of Interim Reports.

## Guide to Professional Experience Student Support Process

Below is a brief overview of the support process for students during placement:

### **Process 1- Interim Report- 2 or 3 out of 5 Working Towards (WT)**

1. Review feedback in the Interim report
2. Email PST and/or Supervising Teacher / Mentor CC in [eduplacements@swin.edu.au](mailto:eduplacements@swin.edu.au) and the PEX Academic Lead
3. If necessary, book a meeting with the student to discuss challenges. If need be, call or email Supervising Teacher / Mentor to discuss strategies.
4. If at any point further support is required, refer to PEX Academic Lead

### **Process 2- Interim Report - 4 or 5 out of 5 Working Towards (WT)**

1. Review feedback in the Interim report
2. Email PST - CC in [eduplacements@swin.edu.au](mailto:eduplacements@swin.edu.au) and the PEX Academic Lead
3. **UC Contact the Supervising Teacher / Mentor (via email or phone)** for further details about the feedback and support regarding the WT - CC in [eduplacements@swin.edu.au](mailto:eduplacements@swin.edu.au) and the PEX Academic Lead
4. If necessary, create a support plan for the student
5. If at any point further support is required, refer to PEX Academic Lead

### **Process 3- Interim Report- Any amount of Cause for Concern (CC)**

1. Email PST - CC in [eduplacements@swin.edu.au](mailto:eduplacements@swin.edu.au) and the PEX Academic Lead
2. Email Mentor teacher 0 CC in [eduplacements@swin.edu.au](mailto:eduplacements@swin.edu.au) and the PEX Academic Lead
3. Book a meeting with the Supervising Teacher / Mentor - phone or teams to discuss the PST challenges.
4. Book a meeting with the PST- talk through the challenges and create a support plan for the student
5. Set a timeline to contact Supervising Teacher / Mentor and Student. Book another follow up teams meeting. If a school visit is requested by the Mentor/PST the Unit Convenor must make a time to visit the PST/Mentor
6. If at any point further support is required, refer to PEX Academic Lead

## Assessment Process of Professional Experience

The Supervising Teacher's / Mentor's role is to assess, educate and support Preservice Teachers in achieving confidence and competence in the teaching setting. This includes assisting with planning and giving continual feedback. Supervising Teachers / Mentors need to provide Preservice Teachers with verbal and/or written feedback, focusing on particular teaching competencies as well as teaching as a whole.

The Supervising Teacher / Mentor has the responsibility for assessing whether the Preservice Teacher's performance in the Professional Experience is adequately assessed against Australian Professional Standards for Teachers (Graduate). All assessment reports will be made available via a formal communication process for each professional experience.

Mid-way through the Professional Experience Placement, completion of an Interim Report is required for all Professional Experience units (except 10 day placements). If the Preservice Teacher is not likely to meet all of the standards and/or fail the Professional Experience, a Support Plan is implemented in collaboration with the Unit Convenor. A Final Report is completed on the last day of Professional Experience. These reports must be discussed and completed with the Preservice Teacher.

The individual reports for each Professional Experience placement are based on the Graduate Standards that best reflect the knowledge and professional expectations for that particular stage of the program.

The Australian Professional Standards for Teachers website provides illustrations of practice <https://www.aitsl.edu.au/teach/standards>

## Successful completion of program

Preservice Teachers must satisfactorily complete all units in order to graduate. They must also satisfactorily complete all of the required days of supervised teaching practice before becoming eligible to graduate. Preservice Teachers who fail Professional Experience through lack of the skills or personal attributes required for teaching will not be permitted to proceed.

Students who fail Professional Experience will be required to Show Cause as part of Swinburne University's Academic Progress Policy

(<http://www.swinburne.edu.au/about/leadership-governance/policies-regulations/policies/academic-progress/>), and will be subject to conditions imposed on enrolment if they are permitted to continue with their program.

At the successful conclusion of the final supervised Professional Experience, Preservice Teachers will be signed off as 'ready-to-teach' by their educational setting-based supervisor and are able to apply for registration with the appropriate state or federal teacher registration body.

Achieving this recognises that the graduate:

- Can function effectively as a beginning teacher in government and non-government schools
- Meets the Australian Professional Standards for Teachers (Graduate).

## Interim Report

Completion of an **Interim Report** is required for all Professional Experience units (except the 10-day placements) at the mid-way point of the Professional Experience. The Interim Report is a means of sharing feedback and an understanding of progress with the Preservice Teacher. The Interim Report requires assessment of progress against the Australian Professional Standards for Teachers (Graduate) and a discussion of this report.

**The Interim Report must be completed in collaboration with the Supervising Teacher / Mentor and Preservice Teacher. The Interim Report is signed off and by the Supervising Teacher / Mentor at the midpoint of the Professional experience.**

The Professional Experience setting should also keep a copy of the report for their records. If the Preservice Teacher is assessed with a cause for concern, the Supervising Teacher / Mentor should complete the Support Plan in collaboration with the Professional Experience Tutor and submit the **Interim Report marked with cause for concern and Support Plan**. It is required that the Preservice Teacher is kept informed through all stages of assessment, including the Interim report and any cause for concerns.

## Support Plan (for students making Unsatisfactory Progress)

The Support Plan is used when a Preservice Teacher is not meeting the requirements of Professional Experience. If the Supervising Teacher / Mentor considers that the Preservice Teacher is at risk of failing to achieve the desired outcomes, the Professional Experience Team should be contacted in the first instance.

It is essential that the Preservice Teacher be informed as early as possible in their Professional Experience about the areas where the Supervising Teacher / Mentor has concerns. Early notification (both verbally and written) reinforces the expectations of the specific Professional Experience and creates opportunities for the Preservice Teacher to address the areas of concern.

**If a student is at risk of not meeting the placement requirements a “Cause for concern” should be flagged on the interim report and a cause for concern and Support Plan is to be completed by the Supervising Teacher / Mentor.** This interim report clearly and precisely documents areas of concern and improvements needed and is the focus of a discussion between the Preservice Teacher and the Supervising Teacher / Mentor. The report and corresponding Support Plan should be developed in consultation with the Preservice Teacher, Supervising Teacher / Mentor and the Unit/Course Convenor.

Once the Cause for concern is flagged on the Interim Report Form and Support Plan has been completed, we will follow the process as outlined in the “Guide to Professional Experience Student Support Process”.

## Stages of reporting Unsatisfactory Progress

### Phase 1- Reporting unsatisfactory progress

Reporting concerns to the Professional Experience Team and completing the Interim Report Form and Support Plan promptly are important elements of the process of supporting Preservice Teachers who are not making satisfactory progress. The Support Plan should articulate clearly the areas of concern and make recommendations for improvement.

The following are some examples of when a Support Plan should be completed:

- Failure to respond to feedback or directions from their Supervising Teacher / Mentor
- Lack of evidence of progressing to meet the expectations for the Professional Experience they are currently undertaking
- Breaches of the policies of the Professional Experience setting or of Swinburne University of Technology Policies & Procedures<sup>1</sup>
- Significantly poor or inappropriate communication with students, families and/or other staff
- Failure to provide adequate plans for teaching to the Supervising Teacher / Mentor in advance
- Unprofessional or unethical behaviour
- Attitudes and behaviour that reflect disinterest in teaching as a profession

It is recognised that with support most Preservice Teachers will go on to improve and demonstrate evidence of development in the areas of concern.

### Phase 2 - Reporting unsatisfactory progress

If within the outlined timeline the Preservice Teacher continues to make unsatisfactory progress, the Supervising Teacher / Mentor, Preservice Teacher and the Professional Experience representative will discuss the areas of concern and determine possible reasons for lack of progress.

Depending on the issues identified the Unit Convenor may arrange to visit the school/centre and observe the Preservice Teacher or using technologies. The Unit Convenor will work with the preservice teacher and Supervising Teacher / Mentor to support the placement.

If there is no improvement an Unsatisfactory grade will be on the Final report and a fail for the unit will be awarded for the Professional Experience. The Professional Experience/Appeals Committee will decide if the Preservice Teacher can undertake a repeat of the Professional Experience.

If a Preservice Teacher has completed the expectations for the Professional Experience they will pass the Professional Experience and not be determined as an 'Unsatisfactory' Preservice Teacher for the next Professional Experience.

The cause for concern raised on the interim report will not be recorded on the Preservice Teacher's academic transcript.

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<sup>1</sup> Policies & Procedures @ Swinburne <https://www.swinburne.edu.au/about/leadership-governance/policies-regulations/policies/assessment-results/>

## Final Report

The Final Report should consider the level expected for the specific Professional Experience and reflect the Preservice Teacher's demonstrated level of performance in each of the relevant Australian Professional Standards for Teachers (Graduate). It should clearly articulate areas of strength as well as areas for improvement.

We place great faith in the Supervising Teacher / Mentor's professional judgement and request an honest appraisal of the Preservice Teacher's progress and final assessment. Considering the level expected for the particular Professional Experience, Supervising Teacher / Mentors are asked to make a professional judgement and assess the overall performance of the Preservice Teacher.

**For each of the standards, Preservice Teachers will be assessed as:**

Assessment Scale for Descriptors	
<b>Exceeds (E)</b>	APST descriptor has been met above expectation
<b>Met (M)</b>	APST descriptor has been met
<b>Not Met (NM)</b>	APST descriptor has not been met
<b>Not Encountered (NE)</b>	No opportunity to meet the APST descriptor

**Not Met (NM)** The student has not demonstrated the professional standard at a relevant level. **If a Pre-service Teacher is awarded a NM for any of the standards they must receive an "UNSATISFACTORY" or "Require further discussion regarding decision" overall result.**

**Overall Performance will be assessed as:**

- **Satisfactory.** A teaching performance that is satisfactory in assuming the professional responsibilities of a graduating teacher for this stage of practice. The Preservice Teacher has not received a Not Met (NM) for any of the assessed Standards.
- **Unsatisfactory.** A teaching performance that is not satisfactory in assuming the professional responsibilities of a graduating teacher for this stage of practice. The Preservice Teacher has received a Not Met (NM) for any of the assessed Standards and/or is deemed by the Supervising Teacher / Mentor to be not achieving the required level for the stage of practice.
- **Require further discussion regarding decision.** Please contact the Swinburne Professional Experience Office or Swinburne Online

## Exceptional circumstances

As a last resort **Preservice Teachers can be withdrawn** from the education setting or school and the **Professional Experience terminated** at the request of the Principal/Director after consultation with the Professional Experience Team.

If in the Professional Experience Representative's opinion is that the Preservice Teacher's conduct or performance in the placement has been Unsatisfactory, the Professional Experience Representative can terminate the Professional Experience placement.

If a Preservice Teacher is withdrawn from the placement on the grounds that they are deemed Unsatisfactory when assessed against the Australian Professional Standards for Graduate Teachers, then a fail grade will be awarded for the whole Professional Experience Unit regardless of results in theoretical aspects of the unit.

## **Procedure for submission of assessment reports**

Swinburne - Interim Report Form, Final Report Form and the Support Plan (if required) can be submitted to the Professional Experience Team using the electronic link provided in the placement confirmation documents. Reports must be submitted from the Supervising Teacher / Mentor or by the school/setting's Pre-service Teacher Placements Coordinator, **the student cannot submit this.**

The Interim Report and/or Support Plan (if required) is to be used for the formative discussion and progress report mid-way and will need to be submitted at the mid-way point of the Professional Experience. The Final Report is to be completed on the final day of the Professional Experience and signed off by the Preservice Teacher, the Supervising Teacher / Mentor and/or the Preservice Teacher Placements Coordinator. It is recommended that the Supervising Teacher / Mentor and Preservice Teacher Placements Coordinator retains a copy for the setting and provides the Preservice Teacher with a copy before submitting the final document/s.

Pass grades cannot be finalised until the Final Report form is submitted to the Professional Experience Team and the required number of placement days have been successfully completed.

## **Appeals**

If the Preservice Teacher feels that an action, inaction or decision has occurred that directly affects them is perceived to be unfair or unreasonable, then they have the right to make a student complaint. See [Complaints Management Guidelines](#) for a full explanation of Swinburne University Policy.



## **Appendix 1: Ready to Teach (RTT) Professional Experience Placement Reasonable Adjustment Procedures (On Campus)**

Students in Education degrees are required to complete set number of days of Professional Experience placement to be eligible to graduate.

**It is highly recommended that the final Professional Experience placement known as Ready to Teach (RTT) Professional Experience placement is undertaken full time. Why? As a pre-service teacher on an RTT placement you need to meet all Australian Institute for Teaching and School Leadership (AITSL) Graduate Australian Professional Standards for Teachers. This involves meeting all 37 focus areas demonstrated via:**

- Sustained full control
- Teaching that addresses all curriculum areas
- Full immersion within an educational context.

If there is a situation where full-time RTT Professional Experience placement is not possible, this procedure acknowledges that under some circumstances Special Consideration is required to negotiate alternative, and thus Reasonable Adjustment is to be applied in alignment with the University's policy.

### **Solutions to consider:**

If an RTT Professional Experience placement cannot be completed on a full-time basis, and ideal approach would be 4 days a week with the final 2 weeks full time.

However, we understand depending on varying situations other alternatives would need to be made. These for example may look like:

- 4 days a week over the block
- 3 days a week over the block
- 4 or 3 days a week with final 2 weeks full time
- 4 or 3 days a week with final week full time
- Or another approved combination.

### **Non-negotiable requirements to an RTT Professional Experience:**

As a reasonably adjusted RTT Professional Experience placement is planned, there are non-negotiable requirements due to AITSL and Victorian Institute of Teaching (VIT) accreditation requirements.

An RTT Professional Experience placement:

1. Cannot be less than 3 days per week

2. Supervising Teacher / Mentor and Education student must sign off on a plan of approach to demonstrate that **all** the following requirements can be met:
  - a) Sustained full control
  - b) Teaching that addresses all curriculum areas
  - c) Full immersion within an educational context
  - d) Opportunity to meet all 37 AITSL focus areas.
3. All focus areas must be met successfully as aligned to assessment requirements for the unit enrolled in.

Consideration has been put into place for school timetable so that all curriculum areas can be met for example:

  - a. For early years education students, and/or primary education students, different days of the week will be required to be taught on (for example one week teaching days may be Monday, Tuesday and Wednesday, then the following week would need to include Thursday and Friday to make sure the timetable and curriculum areas addressed on these days is also experienced and taught).
  - b. For secondary education students, following a particular class over a sustained period of time will be required taking into account a 2- or 3-week timetable.
4. If a reasonable adjustment mode is undertaken for RTT, days will need to begin earlier in an allocated Professional Experience placement block due to nature of the GTPA having fixed dates for completion.
5. The following areas are not covered by this process:
  - a. Work
  - b. Financial reasons
  - c. Pregnancy (unless an unexpected medical condition).

### **Process to apply for Reasonable Adjustments for RTT placements**

To undertake an RTT in a reasonable adjustment to an RTT Professional Experience placement is carried out through an application process.

This needs to be planned at the minimum a semester ahead of time when you submit your Notice for Intent in October/November for Semester 1 and March for Semester 2 (on-campus education students only) for sustained or long-term cases of reasonable adjustment or by census date of a semester or teaching period due to the nature of circumstances.

1. The application process requires the following evidence for consideration (1 or 2): **If you are not registered with AccessAbility services:**

Evidence (medical or other independent supporting documentation. E.g., from a health

practitioner, your employer or someone of standing in the community - unrelated to you  
- who can confirm your circumstances. Study plan from Course Director.

Or

**2. If you are registered with AccessAbility services:**

Support material from Swinburne AccessAbility (Education Access Plan) that outlines your requirement for part time placements.

AND

**3. Create an About Me one-page statement page that is prepared in consultation with AccessAbility services.**

This includes:

- a. Interests
- b. Passion for teaching or teaching philosophy
- c. Abilities
- d. Strengths
- e. PLUS, optional additional information about your condition and how someone can support you at your discretion.

**Instructions and Process Steps for Swinburne On-Campus education students (SUT)**

1. Prepare an application.
2. **Submit an application that provides:**
  - a. **Supporting documentation (if you do not have an Education Access Plan (EAP))** – this application **MUST** be accompanied by independent supporting documentation. E.g., from a health practitioner, your employer or someone of standing in the community - unrelated to you - who can confirm your circumstances.
  - b. **Study plan from Course Director or support material from Swinburne AccessAbility** with specific details related to your circumstances
  - c. **An About Me one-page statement page Submit on time.** This needs to be planned at the minimum a semester ahead of time for sustained or long-term cases of Special Consideration, or by census date of a semester or teaching period due to the nature of circumstances.
3. **Late applications** – will not be accepted or considered by the Review Panel (you may need to defer your unit).
4. The application is to be submitted to the following email:
  - a. Swinburne on campus education students studying on campus submit to Professional Experience Office for approval by a panel to the email address: [eduplacements@swin.edu.au](mailto:eduplacements@swin.edu.au).

- b. Swinburne Online education students please note the process for you is outlined below.
- 5. The **Review panel will assess the application**, consisting of the following members:
  - a. Chair of Education
  - b. Professor Experience Manager
  - c. Relevant Course Director,
  - d. An independent Swinburne AccessAbility representative (if registered)
  - e. Relevant RTT Unit Convenor
  - f. Academic Leader Professional Experience
- 6. **Notification of application outcome** – will be sent within 10 working days of Review Panel meeting via your Swinburne student email account. It is your responsibility to check your student email account regularly and to ensure that it is able to receive mail.
- 7. **Upon outcome the student will work with their Unit Convenor to** develop and put into place a support plan involving strategy for positive transition.



*Swinburne Online*

## **SWINBURNE ONLINE SPECIFIC INFORMATION**

**Introduction:**

Swinburne Online provides a new approach to learning in Australia, delivering and assessing courses on behalf of Swinburne University of Technology. Swinburne Online is an innovative partnership between Swinburne University of Technology and SEEK Learning. It combines Swinburne's quality course content with SEEK Learning's online marketing capabilities in a unique public/private venture. Online learning is an emerging market with unlimited potential.

Swinburne Online students receive the same qualification as students at Swinburne University of Technology, an internationally ranked university with 30,000 students across its Melbourne and overseas campuses.

## SWINBURNE ONLINE CONTACTS

This professional experience handbook contains key information to support the professional experience placements at Swinburne Online. Please refer to it when needed. Supervising Teachers and Pre-service Teachers can contact the eLearning Advisor if questions arise during placements.

For urgent concerns our Student Advisors are available:

**Email:** [help@swinburneonline.com](mailto:help@swinburneonline.com)

**Phone:** 1300 937 765

**Overseas (Australian citizens):**

+61 3 9956 0777

**Overseas (international student):**

800 8001 1222

**Phone operating hours**

Monday to Friday: 8am–9pm AEDT

Weekends: 10am–6pm AEDT

## Where to find help at Swinburne Online

# where to find help at Swinburne Online

### I need help with:

enrolment

fees

technical issues

course planning

change to placement dates or supervising teacher details

accessing support services: career advice, financial support, and accessibility services.



contact our  
**Help Hub:  
Student Advisors**

**help@swinburneonline.com**

1300 937 765

Monday - Friday 8 am - 9 pm

Weekends 10 am - 6 pm

**Pre-delivery**  
(before a unit begins)



### **Education Partnerships**

This team can help with building new partnerships with schools

**edpartnerships@swinburneonline.com**

**During delivery**  
(once a unit begins)



### **eLearning Advisor**

Your eLA can help you with assessment tasks, extension requests, mentor support and placement questions and concerns

### I need help with:

motivation

goal setting

study habits

time management

academic skills

overcoming procrastination

self-care



contact our  
**Student Coaches**

Book an appointment via the Help Hub:

**studenthub.swinburnonline.edu.au/helphub**



## PROFESSIONAL EXPERIENCE POLICIES

### Enrolling in Professional Experience

If you wish to enroll in a practicum unit during the year, use the Add or Remove Units form. If you wish to enroll in a practicum unit the following year, add the practicum unit during the Choose Your Units re-enrolment period.

To withdraw from a Professional Experience unit, or for any questions relating to enrolment in Professional Experience units, please contact our Student Advisor Team at [help@swinburneonline.com](mailto:help@swinburneonline.com).

### The Mediated Process

In some states there are governmental requirements that Pre-service teachers must be introduced to a government school that Swinburne has an existing agreement with. This is what we call the mediated process, where our Education Partnerships Team are the mediators between government schools and Swinburne Online students.

In these states, Pre-service teachers can organise their own placement in an independent or religious school only and may not reach out directly to government schools. Following the instructions/steps in the Student Hub will ensure that Pre-service teachers are adhering to the correct procedure for arranging a placement.

Students who do not follow the mediated process will risk their placement being cancelled. The only exception to this is where you have a conflict of interest at a non-mediated government school.

### Conflict of Interest

As a part of your placement journey, you should expect a fair, unbiased and objective assessment by the education setting whilst on Professional Experience. The Conflict-of-Interest policy exists to protect you and the Education Setting in relation to objectivity, privacy and confidentiality.

A Conflict of Interest (COI) exists in the following situations:

- You are already employed (e.g., as an educator, teacher aide, technical assistant or administrator)
- You attended as a student (in the last 10 years)
- Family members (including your own children) or close friends are employed or attend the setting

If you would like to do a placement at a school where you have a conflict of interest, please email [help@swinburneonline.com](mailto:help@swinburneonline.com) or phone 1300 YES SOL (1300 937 765) to begin your application process.

COI applications are considered on a case-by-case basis. A pre-service teacher who considers that a placement may raise a conflict of interest must discuss it with the Placement Support Team, who will escalate to the Academic team for review.

If successful, your placement setting will be contacted to confirm via email they are aware a COI exists and are comfortable in assessing you fairly, objectively and in an un-biased fashion, to the requirements and expectations of the placement.

Please note it is to the discretion of each individual setting if they are comfortable in offering you a placement in their setting if a conflict of interest exists.

## **Early Authorisation to Teach**

In many states, there are rules allowing Pre-service Teachers permission to teach prior to graduation. These rules are temporary and alternative authorisations to teach that enable individuals who do not meet the qualification requirements for teacher registration to undertake the duties of a teacher in a school.

For more information visit the Student Hub. The [State Rules and Requirements](#) section of the Hub outlines the early authorisation to teach scheme in your state and provides links to relevant bodies.

## **Diversity of Experiences**

It is important for your journey as a teacher to have the opportunity for placement experiences that are as diverse as practicable. Diversity comes from working with different age groups, with different staff and mentors, and in different educational settings. Within

your placement journey, you may undertake multiple placements at the same setting, if you can be afforded a diversity of experience to support you as the developing teacher but must engage with a different mentor and cohort of students for each placement. English must be the primary language of delivery used by the Pre-service Teacher in all education settings.

Professional Experience placements could include placements at alternate or international settings. Please contact the Student Advisors for further information.

## **AccessAbility Services**

At Swinburne Online, our aim is to create an environment that promotes independence and achievement. [AccessAbility Services](#) provide a range of support to help students living with disability, a medical or mental health condition, or carer responsibilities to manage their studies effectively.

We want all of our students to succeed. So, if you're facing a particular barrier that you think will impact upon your needs and participation in Professional Experience placements, we recommend registering with AccessAbility services to develop an Education Access Plan (EAP) that includes the services and reasonable adjustments required.

Pre-service Teachers registered (or likely to register) with AccessAbility services who are due to undertake a Ready to Teach (RTT) Professional Experience placement should, read the separate 'Ready to Teach (RTT) Professional Experience Placement Reasonable Adjustment Procedures' located in the Appendix of this Handbook.

## **Fitness to Practice**

Swinburne Online is committed to the wellbeing of its students and has a strategic focus on employability, authentic professional experiences, industry and community needs. The Fitness to Practice guidelines is designed to ensure that someone graduating with a particular qualification is not only academically competent but also that Swinburne Online can have confidence they are suitable for employment in the challenging roles expected of them.

It is important to note that the Fitness to Practice guidelines are intended as a supportive and collaborative process to protect the student and those with whom they work in educational and other accredited environments. Where there are concerns about a Pre-service Teacher's

fitness to practice, the Fitness to Practice process may be enacted. The Fitness to Practice guidelines can be found in the Student Hub.

## **Child Safety Screening Check (Working with Children Check) and Police Check**

As a Preservice Teacher, it is mandatory for you to have child safety screening checks before commencing placement. Preservice Teachers are not usually required to get a police check to go on placement, however some states/schools/settings require students to have a current police check. Please check your state requirements on the Student Hub prior to arranging a placement and confirm this with the school/setting at the time of your placement request.

Preservice Teachers undertaking placements are required to meet the Child Safety Screening Check requirements of the state or territory in which they are attending placement, prior to beginning their placement. These requirements will include a WWCC or equivalent and may require additional training regarding student safety or other reasonable requirements.

Submit your documentation to Swinburne Online and ensure to complete the WWCC as soon as possible, as the process can take up to 6 weeks.

## **Professional Codes and Standards**

Pre-service Teachers are required to always act professionally and ethically in accordance with the Teaching Profession Codes of Conduct and Ethics. This includes:

- Approach your Professional Experience positively and with enthusiasm
- Ensure that you are always on time, polite, professional and organised
- Carry your student identification and WWCC (or equivalent in your state) with you
- Be mindful of technology use such as turning off your mobile phone and screensharing on devices.

You are expected to be an ambassador for Swinburne Online and give the Professional Experience setting a positive impression of yourself and the University to support demonstration of the expectations and requirements of the placement.

It is important to remember that you are a visitor to your placement school/centre and your behaviour may affect future Swinburne Online placements as well as perceptions of professionalism in the field. Always ensure professional communication approaches, which

includes not making defamatory remarks (verbal and written) about students, families, colleagues or the Professional Experience setting under any circumstances. Avoid giving personal details to families under any circumstances.

You should also consider your behaviour in public forums outside the Professional Experience setting. This includes your public presence on social media, which could be accessed by students, families, and colleagues. Ensure you are not represented inappropriately on these sites and use private domains for personal interactions when using this media.

## **Confidentiality**

Confidentiality in information about students, families and staff in the setting must be maintained. References to specific students and schools must be deleted when reproducing examples and case studies. Only students' first names should be used, and any other identifying features removed from documentation. Written permission must be given by parents/legal guardians before a study and/or observations on a student commence in line with the school's policy.

Collecting students' work for examples or grading must be authorised by the Supervising Teacher and, where possible, by the student. The Pre-service Teacher must ensure they comply with the school's policies and procedures regarding photographs, audio, or video recordings. Any collection or use of students' work or images must:

- Protect the personal information of individuals
- Comply with the relevant legislation and educational setting's policy.

## **Dress Code and Personal Hygiene**

It is essential that Pre-service Teachers present themselves in a professional manner during the Professional Experience placement. The Pre-service Teacher is expected to be clean, neat, and tidy always. Remember that first impressions are very important in establishing a professional connection. It is suggested that the Pre-service Teacher take a conservative approach in the choice of attire. The Pre-service Teacher must follow the dress code of the school/setting they are undertaking placement in.

## Health and Safety Responsibilities

Pre-service Teachers should ensure that they are informed by the education setting about:

- Occupational Health & Safety procedures in the school/centre and on excursions, and camps. The Student Advisor Team must be notified prior to you attending camp.
- Accidents, First Aid and emergency procedures and responsible personnel.
- Staff and student duty of care, welfare and discipline policies.
- Professional expectations of Pre-service Teachers.
- Policies regarding daily arrival and departure, leaving the setting during work hours and authorised access outside normal working hours.

Follow the settings policies and procedures for health and safety incidents.

Swinburne Online Pre-service Teachers are encouraged to complete the following training prior to the first Professional Experience:

- **Asthma Training**

The online training can be accessed here:

<https://asthmaonline.org.au/product/asthma-first-aid-for-schools/>

- **Anaphylaxis Training**

The online training can be accessed here:

<https://etrainingvic.allergy.org.au/login/index.php>

Pre-service Teachers can save or print the certificate at the end of these modules once they are completed to add to their Professional Experience Portfolio.

## Health Considerations

Pre-service Teachers are advised to take the following protective measures regarding their health while on Professional Experience:

- Meet all vaccination requirements of education staff in the respective state or territory where the placement is taking place. Provide proof of these vaccinations to the school/service as required.
- Ensure that they are physically/mentally healthy during Professional Experience.

## **Insurance Coverage (including accident and incident reporting)**

Swinburne has in place the following insurance policies that cover Swinburne Online students who are attending an approved education placement:

- General and Product Liability Insurance
- Professional Indemnity Insurance
- Personal Accident Insurance

In the event of an accident, injury or damage while undertaking an Education Placement activity please contact the following people, as soon as practicable:

- Supervising Teacher / Pre-service Teacher Coordinator
- Student Advisor Team
- eLearning Advisor

Complete an incident report with your professional experience host school/setting, if appropriate and as advised by the Student Advisor team, the SOL Incident report.

## **School Camps and Excursions**

A Pre-service Teacher may be invited to assist teaching staff on school camps or excursions. Days spent on camps or excursions will count towards Professional Experience, and this may include if the students being supervised are from classes that the Pre-service Teacher has not been teaching initially.

Pre-service teachers must notify the Student Advisors prior to attending a school camp.

## **Attendance Requirements**

Pre-service Teachers must attend the required number of days specified for each placement as per the Professional Experience Calendar. During Professional Experience, Pre-service Teachers are expected to attend the education setting for the full days (minimum 7.5 hours excluding breaks) and in a consecutive block when required which includes a minimum of 25 hours contact time with students per week. Where placement units are not completed in full-time weeks this is calculated on a pro rata basis with 3 days per week equating to 15 hours contact time with students.

Placements in early learning/childcare centres may require Pre-service Teachers to work

variable 'shifts' and changing rosters within typical 7 am-6 pm operational hours. For placements in schools, Pre-service Teachers must be prepared to attend before and after school meetings as required which may be outside normal school hours.

When illness or emergencies prevent attendance at an education setting the Pre-service Teacher **must** contact the Student Advisors, their eLA and the education setting before the placement day commences. Pre-service Teachers should make up missed days as soon as possible for continuity and provide a medical certificate to the Student Advisors.

**Any missed days MUST be made up** at a time negotiated with the education setting and as confirmed with the Student Advisors. Advise any placement date changes as soon as they are confirmed. **100% attendance is expected.**

A Pre-service Teacher can keep track of attendance by using the Attendance Diary. The Attendance Diary is for the Pre-service Teacher's records only.

## **Withdrawing from a Professional Experience Unit**

If you withdraw from your placement unit between the census date and the last day to withdraw from units of study without academic penalty, your request to withdraw will be placed on hold until your placement situation is assessed. You, the eLA/UC and the school/setting may be required to provide documentation to support the assessment of your withdrawal application. A determination will be made as to whether your grade is withdrawn (W) or fail (N).

## **Payment to Education setting for supervision of the Pre-service Teacher**

Payment is made for the overall supervision of the Pre-service Teacher and is managed by the Placements Support ([placements@swinburneonline.com](mailto:placements@swinburneonline.com)) and Finance teams at Swinburne Online.

We pay direct to your setting or individual (depending on the arrangements in your state). The payment can then be distributed appropriately to those who held the Pre-service Teacher Coordinator and Supervising Teacher roles. All payments are inclusive of superannuation and tax, so Group Certificates are not provided.



**How to claim:** towards the end of the placement, the Pre-service Teacher Coordinator will receive an email which will include a link to the Claim for Payment form.

Payments can take up to four weeks to be processed. For administrative or claim for payment enquiries, please contact our Placements Support team at [placements@swinburneonline.com](mailto:placements@swinburneonline.com).

For further information please visit the Mentor Teacher Resource Centre: <https://www.swinburneonline.edu.au/mentor-teacher-resource-centre/>

## Privacy Policy

In line with the Swinburne University of Technology Privacy Policy we will not disclose or discuss any information about Pre-service Teachers' placements or enrolment with any other person unless written consent from the student is provided. Your personal data will be managed in accordance with strict privacy policies in alignment with the Australian Privacy Principles.

## PROFESSIONAL EXPERIENCE PROCEDURES

### Overall General Placement Requirements

Pre-service Teachers must be familiar with the following professional placement requirements: To meet placement standards, you must:

- Work in a variety of education settings and work with learners in a variety of school year levels / early childhood age groups.
- Complete over half of your total placement days in education settings that follow an Australian curriculum. This is a requirement for all Pre-service Teachers planning to register and teach in Australia
- English must be the primary language of delivery used by the Pre-service Teacher in all education settings.
- Where possible, a placement should not be split between two locations even if they are part of the same education setting.
- Pre-service Teachers must have a current Working with Children Check (WWCC), or equivalent for the state/territory.

- The Pre-service Teacher must be fully supervised and adhere to all requirements and regulations set by the education setting.
- Swinburne Online may send a representative to the education setting to observe placement via web conference.
- Inform the student advisors and the eLA if your Pre-service Teacher Coordinator or Supervising Teacher details change.

## **Professional expectations prior to Professional Experience**

Pre-service Teachers are expected to make a preliminary visit to the school or setting where they planning to undertake their Professional Experience placement to discuss with the Supervising Teacher/Mentor:

- The weekly placement expectations and requirements of the placement, including the assessed Australian Professional Standards for Teachers: Graduate, on the Supervising Teacher's report and required teaching load.
- Relevant background information including teaching programs and setting policies/procedures.
- The expectations for planning, preparation and meeting attendance.
- Available resources and specialist assistance including protocols for collaboration and support.

## **Things to consider when preparing for Professional Experience**

- It is important to have a study load that is manageable. A Pre-service Teacher will be expected to attend the education setting and lesson planning may be required in the evenings.
- Plan and arrange leave from work or other commitments as required.
- If a Pre-service Teacher is a parent or carer, consider planning support networks in advance (for example 7.15 am to 6.00 pm) so full-time attendance can be maintained.

## **Emergency Information Form**

We encourage Pre-service Teachers to download a copy of the Professional Experience Emergency Contact Information Form, which is available via the Student Hub. This form

provides vital information to the school and emergency response staff in the event of an emergency during Professional Experience. Please complete the form, place it in an envelope, and hand it to the Pre-Service Teacher Coordinator/Mentor on the first day of Professional Experience at the education setting. At the end of each Professional Experience, the Pre-service Teacher should collect the form. Please follow this process each time you undertake a placement.

## **Mandatory Reporting and Child Safe Standards**

Teachers are well placed to observe and identify when a student is at risk of harm including signs of physical, sexual and emotional abuse, neglect and/or family violence.

In addition to having a duty of care, teachers in schools have varying degrees of mandatory requirements to report any suspicions or knowledge of students at risk of significant harm.

Pre-service Teachers who have concerns about a student's safety should first communicate this to their Supervising Teacher. Pre-service Teachers may also choose to seek support and guidance from their eLearning Advisor.

It is a pre-placement requirement that all students undertake the Mandatory Reporting training in their state. Check the Student Hub for more information.

The Child Safe Standards form part of the Victorian Government's response to the 2013 Betrayal of Trust Inquiry into institutional handling of child abuse. There are eleven standards that are designed to drive cultural changes so that protecting children from abuse is embedded in the everyday thinking of people who work and interact with children. To create and maintain a child-safe environment, it is the responsibility of all Swinburne community members, including Pre-service Teachers on child-related work placements, to uphold the standards.

Please refer to the Professional Experience unit-based resources on the Child Safe Standards for up-to-date information about your state's mandatory reporting framework, and the National Principles for Child Safe Organisations:

[National Principles | Child Safe Organisations \(humanrights.gov.au\)](https://www.humanrights.gov.au/national-principles-for-child-safe-organisations)

## **Failure to disclose offence**

While teachers have mandatory reporting responsibilities, it is important to remember that all adults who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report that information to the police. For further information:

<https://www.justice.vic.gov.au/safer-communities/protecting-children-and-families/failure-to-disclose-offence> (Victoria only).

It is important that all Pre-service Teachers familiarise themselves with the Child Safety laws relevant to their state. <https://aifs.gov.au/cfca/publications/mandatory-reporting-child-abuse-and-neglect>.

## **Professional Setting Resources**

Pre-service Teachers are expected to use a range of resources during Professional Experience to support the teaching and learning process. Many resources and learning materials are likely to be available to the Pre-service Teacher in the education setting. Any books or resources borrowed during the Professional Experience must be returned before the end of the Professional Experience. Costs related to loss or damage of school/setting property use is the Pre-service Teacher's responsibility.

## **Professional Experience Portfolio**

A Professional Experience Portfolio is encouraged to be maintained throughout enrolment in a course and covers the collection of evidence aligned with the Australian Professional Standards for Teachers (Graduate).

## **The Graduate Teacher Performance Assessment (GTPA)**

Swinburne Online has incorporated the GTPA into the final year primary and Secondary Professional Experience units. Pre-service Teachers demonstrate the skills and knowledge developed in prior placement and theory units to complete this culminating, authentic assessment. While completing a GTPA, Pre-service Teachers will engage with the teaching practice cycle where they will create a unit plan, lesson plans, assess, reflect and appraise their teaching. Pre-service Teachers will demonstrate competence in classroom practice

assessed against the Australian Professional Standards for Teachers at the Graduate level.

Successfully completing a final-year teaching performance assessment as a GTPA effectively connects the academic program and the professional experience. By connecting research, theory and practice, the GTPA provides quality assurance of graduate readiness and is a fitting capstone to an education degree.

## **ROLES AND RESPONSIBILITIES**

### **Education Partnerships Team**

The role and responsibilities of the Education Partnerships Team is to:

- Support education settings with information pertinent to Professional Experience placements.
- Liaise with the Professional Experience Academic and Chair of Education Department to support education placements.
- Establish and maintain partnerships with education settings that fit within state and territory governmental guidelines.
- Support Pre-Service Teachers to understand and abide by state and territory governmental guidelines regarding the organisation of placements.

### **Professional Experience eLearning Advisor/Unit Coordinator**

Pre-service Teachers undertaking placement are officially enrolled in a Professional Experience Course Unit and supported by a Professional Experience eLearning Advisor and when needed, the Unit Coordinator.

The Professional Experience eLearning Advisor and Unit Coordinator are responsible for ensuring that Pre-service Teachers enrolled in Swinburne Online Professional Experience units enjoy a high quality and positive learning experience. Pre-service Teachers will be in regular contact with their Professional Experience eLearning Advisor regarding the Professional Experience but also as part of the online learning community where in the online classroom you collaborate with your eLearning Advisor and other Pre-service teachers.

## Expectations of the Pre-service Teacher

Pre-service Teachers will:

- Ensure they adhere to their state or territory's teacher code of conduct, mandatory reporting and child safe standards.
- Ensure they have a current Child Safety Screening Check and have completed the Mandatory Reporting module for their state/territory.
- Ensure that they adhere to the Professional Experience setting's policy for dress and professional behaviour
- Ensure that their Supervising Teacher has all required forms and documents relating to the placement.
- Ensure that they adhere to the Professional Experience setting's policy for dress and professional behaviour.
- Adequately prepare for placement expectations and provide the supervising teacher with **written plans for all lessons** or learning experiences **at least one (1) day before these are scheduled**.
- Participate in a range of activities in the education setting where they are placed, including for example assisting with productions, sports programs, special events and celebrations, excursions and professional development
- Discuss the Interim Report and Final Reports with their Supervising Teacher and complete the Preservice Teacher reflection section of the Final Report
- Ensure you discuss the placement expectations and requirements pack with your Supervising Teacher and Preservice Teacher Coordinator
- Ensure they have a copy of the completed Interim (where applicable) and Final Report (all placements), including their own comments, which has been completed and signed by the Supervising Teacher.

NOTE: It is vital to make the most of opportunities available during the Professional Experience to observe and learn from other teachers.

## Education Setting Roles

### Principal

Principals in schools have overall responsibility for all areas of operation of the education setting. Pre-service Teachers are under the administrative responsibility of the Principal. The Principal is responsible for accepting Swinburne Online Pre-service Teachers for Professional Experience.

### Pre-service Teacher Coordinator

The Pre-service Teacher Coordinator, when available (otherwise the Principal or Supervising Teacher) coordinates and oversees the running of Professional Experience within the education setting. Their responsibilities in welcoming a Pre-service Teacher to the education setting include:

- Being familiar with and understanding the requirements of the Professional Experience and communicating this to Supervising Teacher(s).
- Inducting the Pre-service Teachers into the setting, including introduction to the staff, providing information about any responsibilities, internet access, parking arrangements etc.
- Explaining appropriate procedures for using resources, computers, photocopiers, cameras, telephones etc.
- Briefing Pre-service Teachers on policies and procedures related to the Professional Experience
- Explaining legal obligation during Professional Experience placement.
- Informing Pre-service Teachers of the Occupational Health & Safety policies used in the setting.
- Providing opportunities to attend staff meetings and other relevant professional activities occurring during Professional Experience placement when possible.
- Arranging opportunities to observe other classes and specialist areas within the education setting when possible.
- Monitoring the progress and welfare of Pre-service Teachers.
- Ensuring that the Professional Experience Interim Report Form is completed by the Supervising Teacher at the mid-point of the Professional Experience and emailed directly

to the eLearning Advisor.

- Ensuring that the Professional Experience Final Report is completed, discussed with and copied for the Pre-service Teacher and emailed directly to the eLearning Advisor within the timeframes communicated.
- Contacting the eLearning Advisor or Swinburne Online's Student Advisors if a Pre-service Teacher fails to attend (without notice), is absent for more than two days, is likely to receive an unsatisfactory report or is experiencing difficulties.
- Ensuring that the Claim for Payment Form is submitted to the Placements Support Team for processing.

## **Supervising Teacher / Mentor**

Professional Experience provides Pre-service Teachers with the opportunity to work closely with practitioners who are willing to share their work as practicing teachers and members of the wider education community.

The Supervising Teacher is the professional in the education setting who works collaboratively with the Pre-service Teacher during the Professional Experience and who is responsible for monitoring progress, giving feedback and assessing performance. Two Supervising Teachers may share the mentoring of a Pre-service Teacher if applicable.

**Pre-service Teachers are expected to make a preliminary visit to the school** in which they are about to undertake their Professional Experience. On this visit the Supervising Teacher should discuss:

- The weekly placement expectations and requirements of the placement, including the assessed Australian Professional Standards for Teachers: Graduate, on the Mentor's report and the required teaching load.
- Provide Preservice Teachers with relevant background information.
- Inform them of the teaching programs and management policies and procedures.
- Outline the expectations for planning and preparation.
- Inform them of the available resources and specialist assistance.

Supervising Teachers will focus on the professional learning of Pre-service Teachers and monitor their progress against the Australian Professional Standards for Graduate Teachers.



They will support and encourage Pre-service Teachers to gain optimum benefit from their Professional Experience. The Supervising Teacher is responsible for observing and guiding the day-to-day experience, including:

### **Completing an Interim Report.**

The Interim Report requires assessment of progress against the Australian Professional Standards for Teachers (Graduate).

A Support Plan must be completed and submitted by the Supervising Teacher simultaneously if the Pre-service Teacher is making unsatisfactory progress, identified as a cause for concern. These resources are emailed directly to the eLearning Advisor.

### **Completing the Professional Experience Final Report**

The Final Report is completed at the end of the Professional Experience and includes assessment of progress against the Australian Professional Standards for Teachers (Graduate). Where there are two Supervising Teachers working together to mentor one Pre-service Teacher one Final Report must be completed by the Supervising Teachers together. This is emailed directly to the eLearning Advisor.

Supervising Teachers are asked to consider the extent to which the Pre-service Teacher is assuming the professional responsibilities of a graduating teacher. The Pre-service Teacher's Professional Experience folder should represent a record of the Professional Experience, with documentation/evidence of specific Professional Experience expectations and may be used to inform the assessment made.

In discussing the Final Report with the Pre-service Teacher, the Supervising Teacher is responsible for:

- Giving the Pre-service Teacher opportunity to read, discuss and sign the Final Report.
- Emailing the report directly to the eLearning Advisor in a timely manner.

If a Pre-service Teacher's Supervising Teacher is away or on leave for more than three days, a new Mentor within the setting must be assigned. Where a new Mentor cannot be assigned, the school must provide written support for the Pre-Service Teacher and fill-in Supervising Teacher.

**Supervising Teachers should note: Pre-service Teachers do not have legal**

**responsibility for students and should never be left unsupervised.**

## **Selection of a Supervising Teacher / Mentor**

The education setting is required to select an appropriate Supervising Teacher(s) for a Pre-service Teacher's professional experience who:

- Must not be a family member or close friend of the Pre-service Teacher
- Has not previously acted as a Supervising Teacher for the Pre-service Teacher
- Supervising Teachers must be **fully registered** with the applicable State Registration Body (e.g., VIT) – provisionally registered teachers are not able to be Supervising Teachers.

In early childhood services please check with the service that the Supervising Teacher has an approved ACECQA degree to be an Early Childhood Teacher and appropriate teacher registration where applicable, and that they will be on site for the duration of your professional experience.

## **ASSESSMENT, REPORTING AND DOCUMENTATION PROCESS**

### **General Assessment Information**

Professional Experience is a critical component of the Education courses offered at Swinburne University. Professional Experiences are designed to be completed sequentially to enable Pre-service Teachers to build on earlier teaching/learning experiences and develop their professional skills and knowledge. The Professional Experience also has a formal academic assessment component that must be completed successfully for Pre-service Teachers to complete the course.

The documents and assessment reports for submission during a professional placement experience are as follows:

#### **Mid-point of Professional Experience Placement (except 10-day placement)**

- Interim Report
- Support Plan (if required)

#### **End of Professional Experience Placement**

- Final Report
- Claim for Payment web form (link emailed to Pre-service Teacher Coordinator prior to the end date of the placement)

At the conclusion of each Professional Experience the Supervising Teacher is responsible for the assessment against the Australian Professional Standards for Teachers (Graduate) and for completing the Professional Experience Final Report. The assessment reports and (where required) support plans will need to be completed in consultation with the education setting and the Pre-service Teacher.

In addition to receiving a satisfactory grade for Professional Experience, students must also pass any theory components that are relevant to a particular unit.

## Assessment Process of Professional Experience

The Supervising Teacher's role is essentially that of assessing, educating, and supporting Pre-service Teachers in achieving confidence and competence in the teaching setting, their interactions with students and in inducting them into the teaching profession. This includes assisting with planning and giving continual feedback. Supervising Teachers need to provide Pre-service Teachers with verbal and/or written feedback, focusing on teaching competencies as well as teaching. Whether feedback is verbal or written is at the discretion of the Supervising Teacher and the Pre-service Teacher.

The Supervising Teacher has the responsibility for assessing whether the Pre-service Teacher's performance in the Professional Experience is adequate for a graduating teacher, assessed against Australian Professional Standards for Teachers (Graduate). All assessment reports will be made available via a formal communication process for each professional experience.

The individual reports for each Professional Experience placement are based on the Graduate Standards that best reflect the knowledge and professional expectations for that stage of the program. Examples of evidence are included within the Expectations and Requirements packs to act as a guide for the Supervising Teacher. The expectations will become greater as Pre-service Teachers progress through the course.

As Supervising Teachers' and Pre-service Teachers' knowledge and understanding of the Australian Professional Standards for Teachers (Graduate) develops, consistency and equity of teaching and assessment of Pre-service Teachers will improve. The Australian Professional Standards for Teachers website provide illustrations of practice

<https://www.aitsl.edu.au/standards/graduate>

### Submission of assessment reports

The Interim Report, Final Report and the Support Plan (if required) need to be emailed directly from the Supervising Teacher to the eLearning Advisor; **the Pre-service Teacher cannot submit these.**

It is recommended that the Supervising Teacher and Pre-service Teacher Placements

Coordinator retains a copy for the setting and provides the Pre-service Teacher with a copy before emailing the final report to the eLearning Advisor.

## **Interim Report**

Completion of an **Interim Report** is required for all Professional Experience units (except 10-day placements) at the mid-way point of the Professional Experience. The Interim Report is a means of sharing feedback, formative discussion and an understanding of progress with the Pre-service Teacher.

The Interim Report Form requires assessment of progress against the Australian Professional Standards for Teachers (Graduate) and **must be completed in collaboration with the Supervising Teacher and Pre-service Teacher and signed off by the Supervising Teacher.**

If the Pre-service Teacher is assessed with a cause for concern, the Supervising Teacher should complete the Support Plan in collaboration with the eLearning Advisor (eLA) and submit the **Interim Report marked with cause for concern and Support Plan.** It is required that the Pre-service Teacher is kept informed through all stages of assessment, including the Interim report and any cause for concerns.

## **Support Plan**

If a student is at risk of not meeting the placement requirements a “Cause for concern” should be flagged on the interim report and a cause for concern and Support Plan is to be completed by the Supervising Teacher / Mentor.

The Support Plan is used when a Pre-service Teacher is not meeting the requirements of Professional Experience. If the Supervising Teacher considers that the Pre-service Teacher is at risk of failing to achieve the desired outcomes, the eLearning Advisor should be contacted in the first instance.

It is essential that the Pre-service Teacher be informed as early as possible in their Professional Experience about the areas where the Supervising Teacher has concerns. Early notification (both verbally and written) reinforces the expectations of the specific

Professional Experience and creates opportunities for the Pre-service Teacher to address the areas of concern.

This interim report clearly and precisely documents areas of concern and improvements needed and is the focus of a discussion between the Preservice Teacher and the Supervising Teacher. The report and corresponding Support Plan should be developed in consultation with the Preservice Teacher, Supervising Teacher and the eLearning Advisor.

Once the cause for concern is flagged on the Interim Report Form and Support Plan has been completed the eLearning Advisor and/or Unit Coordinator will respond to discuss and provide further support as negotiated with the education setting and outlined in the 'Support Process for Pre-Service Teacher and Supervising Teacher' flow chart.

## **Reporting Unsatisfactory Progress**

Reporting concerns to the eLearning Advisor and completing the Interim Report Form

And Support Plan promptly are important elements of the process of supporting Pre-service Teachers who are not making satisfactory progress. The Support Plan should articulate clearly the areas of concern and make recommendations for improvement.

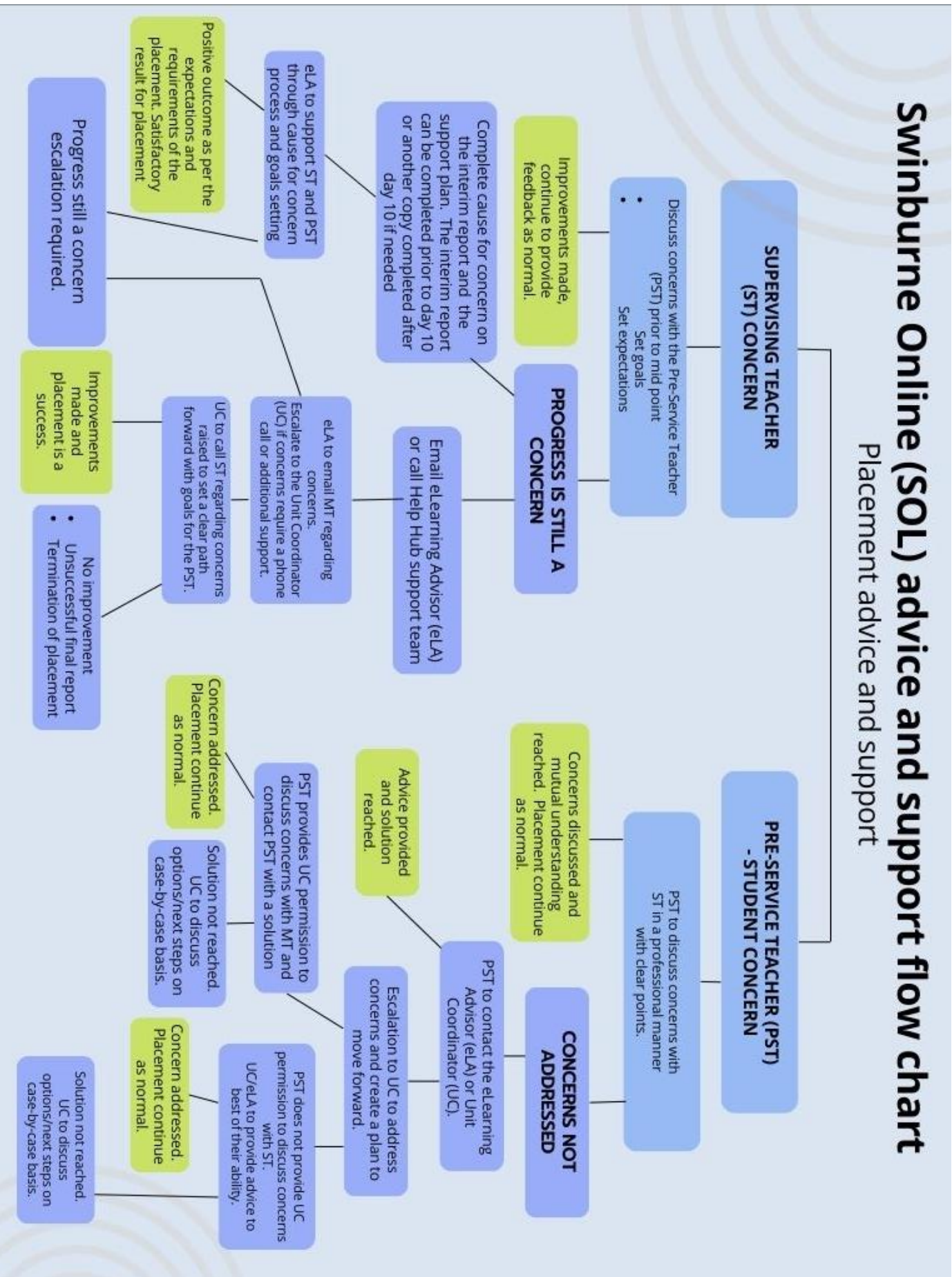
A Support Plan should be completed if there are any concerns that the Pre-service Teacher will not be able to meet the expectations and requirements of the professional experience and receive a satisfactory result on the Final Report.

A cause for concern can be raised at any time during the placement as with support, most Pre-service Teachers will go on to satisfactorily demonstrate the expectations and requirements of the professional experience unit.

If within the outlined timeline the Pre-service Teacher continues to make unsatisfactory progress, further discussions may be conducted via email, phone, or video conference.

If the placement is terminated or completed but an unsatisfactory grade is awarded, the Pre-service Teacher will be graded as a fail for the professional experience and unit.

# Support Process for Pre-Service Teacher and Supervising Teacher' flow chart





## Final Report

The final report is completed once all required placement days have been successfully completed. Unit grades cannot be finalised until the Final Report is submitted to the eLearning Advisor. The Final Report should consider the level expected for the specific Professional Experience and reflect the Pre-service Teacher's demonstrated level of performance in each of the relevant Australian Professional Standards for Teachers (Graduate). It should clearly articulate areas of strength and areas for improvement.

We place great faith in the Supervising Teacher's professional judgement and request an honest appraisal of the Pre-service Teacher's progress and final overall assessment.

### Report template

Assessment Scale for Descriptors	
<b>Exceeds (E)</b>	APST descriptor has been met above expectation
<b>Met (M)</b>	APST descriptor has been met
<b>Not Met (NM)</b>	APST descriptor has not been met
<b>Not Encountered (NE)</b>	No opportunity to meet the APST descriptor

**Not Met (NM)** The student has not demonstrated the professional standard at a relevant level. **If a Pre-service Teacher is awarded a NM for any of the standards they must receive an "UNSATISFACTORY" or "Require further discussion regarding decision" overall result.**

### Overall Performance will be assessed as:

- **Satisfactory.** A teaching performance that is satisfactory in assuming the professional responsibilities of a graduating teacher for this stage of practice. The Preservice Teacher has not received a Not Met (NM) for any of the assessed Standards.
- **Unsatisfactory.** A teaching performance that is not satisfactory in assuming the professional responsibilities of a graduating teacher for this stage of practice. The



Preservice Teacher has received a Not Met (NM) for any of the assessed Standards and/or is deemed by the Supervising Teacher / Mentor to be not achieving the required level for the stage of practice.

- **Require further discussion regarding decision.** Please contact the eLA.

## **SUCCESSFUL COMPLETION OF PROGRAM**

### **Course Rules**

Preservice Teachers must satisfactorily complete all units to graduate. They must also satisfactorily complete all the required days of supervised teaching practice before becoming eligible to graduate and are able to apply for registration with the appropriate state or federal teacher registration body.

Achieving this recognises that the graduate:

- Can function effectively as a beginning teacher in government and non-government schools
- Meets the Australian Professional Standards for Teachers (Graduate).

Pre-service Teachers should be aware of Course Rules relevant to their enrolled course:

<https://studenthub.swinburneonline.edu.au/course-management>

### **Academic Progress**

Education students have specific academic requirements for professional placements and will be classified as 'at risk' of unsatisfactory progress if demonstration of behaviour is in a manner that breaches the Student Charter whilst on an education placement.

You will be classified as having 'unsatisfactory progress' and required to Show Cause if:

- you fail an education placement (practicum) unit, or
- an education setting terminates your education placement early. In the case of early termination of your placement, you will be emailed a Show Cause notification within 2 weeks of the cessation of your placement.

Please visit: <https://studenthub.swinburneonline.edu.au/progress-review>

## **Literacy and Numeracy Test (LANTITE)**

The course rules for your Education degree require you to have met the standard in the [National Literacy and Numeracy Test for Initial Teacher Education Students](#) (LANTITE) by a given point in your course (100cp for Post Graduate Students and 200cp for Undergraduate students). If a student does not meet this requirement, their course progress will be classified as 'unsatisfactory progress'. If you still have placements to complete you will not be able to complete Professional Experience units until you return to good standing and to do so you must successfully complete both LANTITE component tests.

## **Appeals**

If the Pre-service Teacher feels that an action, inaction or decision has occurred that directly affects them is perceived to be unfair or unreasonable, then they have the right to make a student complaint. See <https://studenthub.swinburneonline.edu.au/faqs-complaints-reviews-and-appeals> for further information.

## **Appendix 1: Ready to Teach (RTT) Professional Experience Placement Reasonable Adjustment Procedures**

Students in Education degrees are required to complete a set number of days of Supervised Professional Experience placement to be eligible to graduate. It is highly recommended that the final Professional Experience placement known as Ready to Teach (RTT) Professional Experience placement is undertaken full time.

If an RTT Professional Experience placement cannot be completed on a full-time basis, reasonable adjustments can be accommodated for extenuating circumstances related to students living with disability, a medical or mental health condition, or carer responsibilities to manage their studies effectively.

Alternatives can be considered such:

- 4 days a week over the block
- 3 days a week over the block
- 4 or 3 days a week with final 2 weeks full time
- 4 or 3 days a week with final week full time
- Or another approved combination

Note: An RTT Professional Experience placement cannot be less than 3 days per week due to AITSL and Victorian Institute of Teaching (VIT) accreditation requirements.

Application process

1. The PST will prepare and submit the acceptance of placement form.
2. If an adjustment is required, the PST must email Help the following documentation to support approval of the acceptance of placement.
3. SUT AssessAbility Education Access Plan (EAP):  
<https://studenthub.swinburneonline.edu.au/student-services-and-wellbeing>

Mentor Teacher confirmation-written confirmation from the mentor teacher that they have discussed the requirements and expectations of the placement and can

confirm they can assess the placement in the adjusted capacity. This is sent by the mentor teacher to Swinburne Online Help addressing that the following points can be met:

- Sustained full control
- Teaching that addresses all curriculum areas
- Full immersion within an educational context
- Opportunity to meet all 37 AITSL focus areas
  1. The EAP and Mentor Teacher confirmation needs to be submitted within AOPF deadlines for each TP for consideration.
  2. Late applications will not be accepted outside of AOPF deadline dates for each Teaching Period.