UNSW Professional Experience Office, Policy and Procedure

UNSW Art, Design &Architecture

Work Integrated Learning -Education

Last Updated Tuesday, 8 February 2023

CRICOS Provider Code 00098G

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Version	Approved By	Approved Date	Effective Date	Next Full Review
2.0	Learning and Teaching Committee	October 14 0 (14r 0 (14)]TJ-0.0207Tc 0.0057Tw T*[Tr 00.6(1400.		

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

R. al Placemen

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

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

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

A endance and Ab ence

TES must attend 100% of allocated days to successfully complete each professional experience or engagement block. TES who are absent from school, for whatever reason, are required to notify their Supervising Teacher in

If there are concerns the TES will not meet the expected standards by the end of the placement, the TES is at risk of failure. Therefore, there is a need to be an open discussion with all involved parties. TES should contact their assigned university liaison and/or WIL ED immediately

S . den i h a Di abili

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

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

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

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

TES who requires educational adjustments to be implemented on their placement are required to register with the Equity Learning Services (ELS) Team. This will necessitate students to disclose in confidence (with supporting medical documentation) their condition.

Occ a ional Heal h and Safe

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

All students of UNSW who are participating in an approved teacher education professional experience have medical and liability insurance coverage through the University's Risk Management Unit. The insurance policy is called "Group Personal Accident Policy" and covers the student while engaged in campus and course related activities, including Professional Experience placement or community placement activities. This insurance only covers those placements arranged through WIL Education, and pDMCID26x61.003 T00(n)-Tsyci9]TT[p)-6ESsae 15.3 dsns t((i)b(d)-1.eEMC /L. (d)-1.2 i)0or 0 MCIDm

J. D.

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

Ind. ial Di . e

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

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

Manda o Com liance P e-Re . i i e fo Teache Ed. ca ion S . den

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

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

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

TES must present a hard or soft copy of all the mandatory compliance documentation, plus a photo ID for validation11 Tw 11.468 0 Td[(c)4.3 (Ue4 (w 0.81.196 p)1.8 Tc -0.001.8 ( ) (i)17. Tc 0

		A certificate is provided on completion of the training and will be validated at the host school once the TES demonstrates the correct use of a trainer EpiPen. This training is to be completed every two years. Resources Anaphylaxis e-training	
	Code of Conduct and Pre-service teacher		

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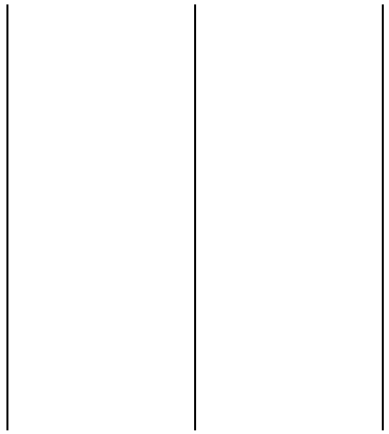

A endi 2: Unde g ad. a e Teaching Placemen P og am Windo Sched. le

Course Code	Practice in	Uni Term	NSW School Terms	Last chance of mandatory compliance doc submission	Students- School allocation info release	NSW Placement Starts	NSW Placement End
EDST2002	Secondary	Summer	ST1	Dec previous year	First week of Dec	Week 1 ST1	Week 4 ST1
EDST2002*	Secondary	UT1*	ST1	Mid Jan	Mid Feb	Week 5 ST1	Week 2 ST2
EDST6760	Secondary	UT2					

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

PURPOSE This procedureoutlines the management of students who are at-risk of being involved in reputational and other damage to themselves, the University and/or external organisations involved in practicum placements.	SCOPE All staff and students in courses for which Arts , Design & Architecture is the Course Authority.

S. i abili fo Placemen

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

Ongoing Moni o ing and S. o

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

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

Continual assessment

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

Ref al o Place, S en ion o Wi hd a al of S den f om P ac ic m

An organisation offering a placement may exercise its right to refuse a student or aereETQq(a)3.3in.y tiW (i)6.9 kaE[.453.46.clst isc (m)]Th19 -0.6(t) (sJTl739 -1.739 Td(.9 (983MC ET/P

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

Inhe en Re . i emen Domain

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

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

1. E hical Beha_io.

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

Student demonstrates:

Knowledge of, and e.6 (g)-w ⊀MC2Ɐ7P e22 (o)-ar.6 (g)(e)112.1 (es)8.2 cfo c estudllh(i)17.7 (n)0.7 (a)3.

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

2. Behavioural Stability

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

Student demonstrates:

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

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

Justification of inherent requirement:

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

Graduates of accredited courses must meet the Graduate Teacher Standards

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

Exemplars:

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

3. Legal

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

Student demonstrates:

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

Justification of inherent requirement:

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

Compliance with these professional regulatio

Exemplars:

- Communicating in English effectively and appropriately in tutorials, lectures and on professional and field experience
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4.3. Non-verbal

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

Student demonstrates:

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

Consistent and appropriate awareness of own behaviours

Sensitivity to individual differences

Justification of inherent requirement:

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

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

Safe and effective initial teaching education requires the capacity to observe, interpret

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

5.2. Language and Literacy

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

Student demonstrates:

The ability to accurately acquire information and convey appropriate messages.

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

Exemplars:

- Demonstrating competency in applying basic mathematics knowledge and skills in everyday life and in academic tasks
- Demonstrating effective use of numeracy skills in matters related to student learning.
- Applying numerac (g)9.7 (n)11.5 (um)9.4 (er:3.4 1 Tf11.5 u r)4 (/c4.1 Tc -0.)0.6 (g)-1.2 (.T(s)2(

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

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

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

Justification of inherent requirement:

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

8. S eng h and Mobili

8.1. Gross Motor Skills

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

Student demonstrates:

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

Accountabilities	
Responsible Officer	Director of Professional Experience
Contact Officer	Senior Work Integrated Learning -Education
Supporting Information	
Legislative Compliance	This Policy supports the University's compliance with the following legislation: Professional experience in initial teacher education Provisional and conditional accreditation policy NSW Supplementary Documentation: Professional Experience in Initial Teacher Education UNSW Code of Conduct Department of Education Code of Conduct policy
Supporting Documents	Attendance record Lesson plan template Lesson feedback and reflection form Interim report Final report University liaison report

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

Revision History

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