



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA



THE PROFESSIONAL EXPERIENCE HANDBOOK

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A guide for:
Teacher Education Students
Supervising Teachers
School Coordinators
Tertiary Supervisors
Principals

TABLE OF CONTENTS

TABLE OF CONTENTS	2
PROFESSIONAL EXPERIENCE CONTACTS	3
WELCOME TO PROFESSIONAL EXPERIENCE	4
Introduction	4
Key Contacts	4
Documentation	4
Teacher Education Rationale	4
Professional Experience Sequence	4
Student Eligibility For Placement	4
ROLES AND RESPONSIBILITIES OF PERSONNEL	5
Site Placement Coordinator (SPC)	5
Supervising Teacher(ST)	5
Teacher Education Student(TES)	7
Tertiary Supervisor(TS)	7
GENERAL INFORMATION	11
Health and Safety	11
Reasonable Adjustment Plan	11
Incident Reporting	11
Absences	12
Placement Leave Types	12
Placement Leave Rules	13
Dress Code	13
LANTITE (Literacy and Numeracy Test for Initial Teacher Education)	13
Professional Experience Ethics	13
Confidentiality	13
Data Collection	14
Mandatory Checks	14
Jury Duty	14
Exams	14
Public Holidays	14
Incidental Duties	14
Transporting School Students	15
Excursions	15
Industrial Action	15
Natural and other Emergencies	15
Insurance for Students on Placement	15
Conflicts of Interest	16
ASSESSMENT ON PLACEMENT	17
FORMS, REPORTS AND RESOURCES	18
NESA Evidence Guide for Supervising Teachers	18
SONIAonline Timesheets	18
Individual Support Plans	19
Failed Placement	20
Academic Support	21
IT Support	21
Personal Support	21

WELCOME TO PROFESSIONAL EXPERIENCE

Introduction

This handbook provides guidelines and procedures for University students enrolled in School of Education professional experience courses, and who have been allocated a placement Site (classified as a school or early childhood centre) by the Professional Experience Unit (PEU) via the SONIAOnline platform. This information is available for Teacher Education Students (TES), Supervising Teachers (ST), Site Placement Coordinator (SPC) or Tertiary Supervisor (TS) to gain an understanding of the Professional Experience placement.

Further resources are available at the following:

- The School of Education, [PEU website](#) for further information about professional experience requirements, placement dates, resources, FAQs and links to the SONIA placement system
- The University of Newcastle [Student Professional Experience Policy](#)
- The University of Newcastle [Code of Ethical Academic Conduct Policy](#)

KEY CONTACT INFORMATION

Professional Experience Convenor

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Email: debra.donnelly@newcastle.edu.au

Waiver B Coordinator

Dr Tracey Kelty

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Email: Tracey.Kelty@newcastle.edu.au

Professional Experience

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Reporting Documentation

The foundation of the documentation for reporting on students Professional Experience is the National Standards and Guidelines for Initial Teacher Education (February 1998) and Australian Professional Standards for Teachers. Links to these documents can be found on SONIAOnline Home page. See Placement Guides for details of requirements.

Teacher Education Rationale



Teacher education is a life-long process from preservice education through induction and into continuing professional development and learning. As such, teacher education is a responsibility of all educational practitioners. Therefore, the quality of partnerships between the School of Education at The University of Newcastle and schools and services is fundamental to the success of our initial teacher education programs. The School of Education is committed to developing strategies which facilitate these partnerships.

Initial teacher education programs at The University of Newcastle aim to equip TES with the skills and dispositions at graduate teacher level of the Professional Standards, to enable them to teach effectively, to analyse their own teaching and to develop professionally throughout their teacher education programs and in the future. To achieve this aim, TES are supported to become reflective decision-makers as well as skilled practitioners. The best teachers understand that decisions made concerning such processes as instruction and management are made in the complex context of educational settings and that implications of such decisions go far beyond their own setting.

Field experiences must be more than practice without reflection, rules without understanding. They should provide opportunities for TES to inquire, to experiment, and reflect on the subtleties and complexities of the classroom, including the moral as well as technical dimensions of teaching. The learning, both formal and informal, which occurs in schools and other settings will be a central concern in all field experiences. Those things that TES learn through school placement can only be learnt in field contexts.

Professional Experience Sequence

The professional experience component of the teacher education program represents an important opportunity for the TES to engage in new learning and to develop aspects of the Teaching Standards which are best learnt in the workplace.

Each program will have its own sequence and focus of professional experience units and the courses must be done sequentially. To view program's professional experience sequence, visit the [PEU website](#).

Student Eligibility for Placement

Each student enrolled in a professional experience course is asked to provide mandatory and other documentation requirements to be eligible to proceed into the community on placement. Students are asked to comply with [NSW Department of Education Pre-Service Teacher requisites](#) to be eligible for a placement opportunity. Only students who are fully compliant will be provided an opportunity for placement. Students are required to ensure their compliance is current and valid for the term of the program's professional experience sequence.

AT THE PLACEMENT - ROLES AND RESPONSIBILITIES

Site Placement Coordinator (SPC)

A School Principal (Primary or Secondary Site) or Director/Nominated Supervisor (Early Childhood Site) may appoint a person to overall coordinate and organise arrangements for TESs at the Site. Alternatively, that role may remain with the Principal or Director.

SPC are asked to liaise with the University for the following tasks:

1. Advise the University if any TES does not contact the Site for an orientation, or does not arrive for the commencement their placement
2. Introduce each TES to the Site via an induction process and assist staff to arrange to accommodate them on Site in their teaching environs. Induction should include the Site's Code of Conduct.
3. Brief TES about Site facilities and resources and appropriate use of these
4. Ensure onsite attendance is recorded for TES, document any absences accordingly.
5. Coordinate the TES 'off-class' commitments such as playground supervision, bus lines, etc.
6. Liaise closely with the ST(s) and, where appropriate, the TS during the placement, including arranging to be available for discussions
7. Encourage ST to provide consistent and progressive oral/written feedback to the TES
8. Support the ST to initiate and follow the Individual Support Plan procedure (if required)
9. If required, be available to consult with the ST (and/or the TS if one appointed) if a determination is required to ascertain the TES has demonstrated all the required standards to pass the placement
10. Advise ST to discuss the professional experience Final Report with their TES and, if necessary, assist the ST with input.
11. Investigate if there are any complaints from, or about, TES
12. Provide electronic sign off on the professional experience Final Report via SONIA for each TES
13. Confirm with the ST for each TES their student is completing accurate and regular attendance over the placement and notify the Professional Experience Unit if TES are not fulfilling requirements
14. Contact the Professional Experience Unit - peu@newcastle.edu.au for all SONIA access queries. At the end of the placement sign, the Professional Experience – Payment Authorisation Form to authorise payment be processed. Email the completed form to the Professional Experience Unit - peu@newcastle.edu.au

Supervising Teacher (ST)

Placement settings will vary from course to course, program to program.

Overall, the ST will oversee and facilitate the TES's experience under their mentorship in the following roles:

1. Provide opportunities for TES to observe and participate in the varied aspects of teaching
2. Demonstrate teaching techniques that complement and supplement the feedback provided to the TES
3. Coordinate the amount of teaching to be attempted by the TES in accordance with the expectations of the placement.
4. Advise on content of lessons and teaching techniques (essential in initial placements – TES completing first placements in their program have completed only minimal planning at this stage) and provide unit plans/ scope and sequence documents that will support the TES's planning
5. Identify a range of resources to assist the TES in developing lessons
6. Check lesson plans to ensure they are adequately prepared. Lessons that are inadequately prepared should not be taught and should be revised.
7. Using the Australian Professional Standards for Teachers as a guide, assist in the development of the TES skills on a day to day basis by providing regular and progressive feedback
8. Provide written feedback on at least one lesson a day.
9. Assist the TES to evaluate their teaching performance and observations through regular reflective conferences
10. Advise the SPC as early as possible of any TES who is having difficulty meeting expectations
11. Regarding TES who are having difficulty meeting expectations, facilitate and follow the Individual Support Plan ' procedure as required
12. Encourage the development of the TES's professional attitude and experiences
13. Complete the Formative Assessment via discussion with the TES during the placement at the appropriate time, and decide in consultation with the SPC (and TS if appointed) whether the TES has at least demonstrated the required Teaching Standards.
14. Access and complete the professional experience Final Report via the SONIA Online platform in the final week of the placement – seeking assistance from SPC if required. To access SONIA ST require a unique SONIA username and password. Please contact the Professional Experience Unit - peu@newcastle.edu.au for assistance.

15. IMPORTANT NOTE REGARDING PAIRED PLACEMENTS :

If allocated a paired placement, where the ST has 2 TES at the same time, then each TES should teach independently and teach the required number of lessons. For example, TES 1 may have a Year 7 class and 2 Year 9 classes; TES 2 may have the ST's other Year 7 class and a Year 8 and Year 10 class. The ST's timetable should be divided between the two TES, and the TES should not be team teaching at this time. Independent feedback for each TES will be required.



Teacher Education Student (TES)

During placement, it is expected that the TES will gain personal experience of the total Site environment by participating in a full range of class/room and Site activities.

Over the course of the placement, to gain as much experience as possible the TES will need to:

1. Gain an understanding of the Site's community, the Site's program, physical surroundings and Site's facilities.
2. Observe the teaching procedures used by the ST(s) and should use the Observation templates provided in the course
3. Become acquainted with the students, teaching, learning as many names as possible and acquiring some background information about students.
4. Become familiar with curricula, departmental and Site policies and resources, teaching aids, etc
5. Assist, where appropriate, in the carrying out of routine tasks which are normally the responsibility of teachers/educators.
6. Observe the ST's methods in obtaining effective group or behavior management and discipline and creating a positive classroom atmosphere.
7. Plan, teach and evaluate lessons
8. Participate in reflective conferences with the ST
9. Complete the Formative Assessment with the ST at the appropriate time(s) during the placement
10. Discuss with the ST strategies to assist their development as teachers (refer to Appendix 2 Targeted Areas for Development).
11. Communicate effectively with a range of Site personnel
12. Work collaboratively with fellow TES and Site personnel
13. Sign the attendance book each day to ensure that the Site can verify your attendance. Additionally, complete attendance or absence in the SONIA Online timesheets
14. Develop and maintain professional experience portfolio as important written evidence of learning
15. At all times behave in a professional manner that meets the standards of the University of Newcastle's Code of Conduct and your Site's code of ethics
16. View and sign off on professional experience Final Report prior to leaving the placement Site on final day

Tertiary Supervisor (TS)

A representative of the University is appointed as Supervisor to most TES placements. A TS will visit the TES during the course of the placement period.

Over the course of the placement the TS will be able to assist the TES and the Site with any queries relating to administering the placement and provide the TES with an observation report. Additionally, the TS will:

17. Liaise professionally with relevant Site personnel prior to the allocated supervision visit(s) and schedule their visits with the Site as soon as practicable.
18. Work with Site personnel to facilitate the professional growth of the TES
19. Check lesson plans / units of work and the 'hard copy' portfolio to ensure that the TES has adequately prepared for and reflected on lessons/practice
20. Observe the TES the appropriate point in time allocated to this course. Provide a written evaluation that reflects the Australian Professional Standards for Teachers and supports an informed opinion about teaching potential. A Lesson Observation Form is to be completed and submitted electronically using SONIA Online.
21. Assist the ST/PSC to facilitate and follow the Individual Support Plan procedure if required
22. Afford the TES adequate additional support if needed. Should a second inspection be considered necessary, the Course Coordinator and PEU should be contacted prior to this occurring
23. Liaise with ST and SPC to ensure the Formative Assessment is completed at the appropriate time, and the professional experience Final Report is accessed and completed in the final week of the placement.
24. Consult as needed with the ST on the content of the professional experience final report – encourage the ST to complete the report for the student's final day of placement.
25. Sign the TES professional experience Final Report via the SONIA Online using the unique login and password supplied to the TS for such purpose.

Where the placement is outside the University's designated placement area, the role of the TS is to:

1. Consult with appropriate Site personnel by phone, email and video link about the TES's progress
2. Consult with the TES by phone, email and video link about their progress
3. Review and respond to documentation sent from Site personnel and/or the TES
4. Consult by phone or email with the ST on the content of the professional experience final report.
5. Out of Area supervision will require where possible ONE lesson to be recorded and a video link to be sent to the TS for feedback. The TES must seek permission from the Site and from parents for this filming to be undertaken. Note that students DO NOT need to be filmed, only the TES.

NB: Where the placement is the final or Internship placement the role of the TS is to also:

1. Ensure the onsite visit to observe the TES is towards the end of Phase 1 (end of week 3 or beginning of week 4) and the QT coded lesson observation is in Phase 2 Usually week 8) A Lesson Observation Template and QT Coded Lesson Observation Template is to be completed and submitted electronically using SONIA Online.
2. Arrange pre and post observation meeting times that allow for the QT Rounds style of discussion about the lesson that was coded. The TES should be a part of this open Rounds discussion of their practice.

GENERAL INFORMATION

Health and Safety

During orientation/induction at placement site TES should be provided with an occupational health and safety briefing. TES should ensure that they strictly follow the occupational health and safety policies and procedures of the host site at which they are placed.

Students who have an ongoing medical condition that may be exacerbated by participation in the placement should seek medical advice and inform the Course Coordinator.

Students who are pregnant can choose to either complete the placement at the normal time or postpone the placement until an agreed time after the birth.

Reasonable Adjustment Plan (RAP)

Students on an RAP are requested to advise their Course Coordinator of any special provisions that required. RAP will specify physical or delivery adjustments that may be required whilst on a placement. Full medical documentation is required to be submitted to **Accessibility** for registration of the RAP, and subsequent consultation with the Professional Experience Convenor will ensure student is supported during placement for an equitable outcome. If TES has not applied for RAP via AccessAbility the TES is required to complete the placement under the conditions provided in the course outline and the online Course Handbook.

Incident Reporting

An incident is something that results in (or potentially results in) harm. . It can include physical injury or psychological damage.

In the event of any incident/accident occurring while on placement, it can not be ignored the following steps should be taken:

1. Seek medical attention where appropriate
2. Follow the host site's incident response and reporting procedure
3. Contact ST, Course Coordinator, and the Professional Experience Unit – peu@newcastle.edu.au or phone: (02) 4055 5504.
4. Complete the Insurance forms *available in SONIAOnline*, Home page.
5. Complete the *Incident Report available in SONIAOnline* as soon as possible and email it to HealthAndSafety@newcastle.edu.au copying in peu@newcastle.edu.au.

The subject of student's email should show name, student number, placement course code and the Site name/location where the incident took place.

Absences on Placement

Students are expected to be in attendance for each day of the professional experience placement, and absences must be accounted for. There is an expectation students will treat

host site as an employer with regard to attendance and absences.

For a complete explanation of the types of Leave, as well as the process for taking leave whilst on placement, please **access SONIA Online Home page and select 'Leave' from the content list**

If ill, injured, have a family emergency or subject to misadventure and need to take leave from the placement, the following is expected:

1. Phone the placement site as early as possible to advise of the absence
2. If ill, obtain a doctor or pharmacy certificate, or other suitable supporting evidence
 - Only return to your placement site when you have recovered
3. If personal leave other than illness is required, examples of [suitable supporting documentation](#) is available to students under the Adverse Circumstances policy (clause 60-66)
4. At the end of absence period (if longer than one day) apply for [Adverse Circumstances](#) to support the absence only if absence is not related to a COVID 19 infection/isolation. Initiate the application with your supporting documentation
5. Enter your absence into your SONIA Online timesheet as '1 Day Absent'

Dress Code

TES are required to be appropriately dressed, befitting a professional career. Some sites have strict dress codes, and pre-service teachers are advised to contact the PSC to confirm their specific requirements prior to attending their orientation. TES should be professional in their grooming and dress, therefore smart casual dress is required. TES are expected to meet allocated site's requirements for the duration of placement. Should there be no policy for staff dress code at the site, reasonable appropriate dress should be discussed and agreed to by the TES, and the SPC,



LANTITE (Literacy and Numeracy Test for Initial Teacher Education)

The Literacy and Numeracy Test for Initial Teacher Education (LANTITE) is designed to assess initial TESs' personal literacy and numeracy skills to ensure teachers are equipped to meet the demands of teaching. All students enrolled in an initial teacher education course will be expected to sit and meet the test standard prior to graduation. At the University of Newcastle, TES MUST complete the LANTITE tests **prior to commencing the final placement in their program**. As the LANTITE tests are administered through an independent organisation and not through the university, questions can be directed to LANTITE Administrator directly <https://teacheredtest.acer.edu.au/contact>

PROFESSIONAL EXPERIENCE ETHICS

Confidentiality

It is imperative that TES respect the confidential nature of placement records. TES should not repeat information outside the Site which may harm or embarrass a child, parent or member of the staff, or the Site itself.

Additionally, TES should disguise the name of their Site, children and other identifying features of the placement when completing university assignments or partaking in discussions which may arise during their university classes.

Data Collection

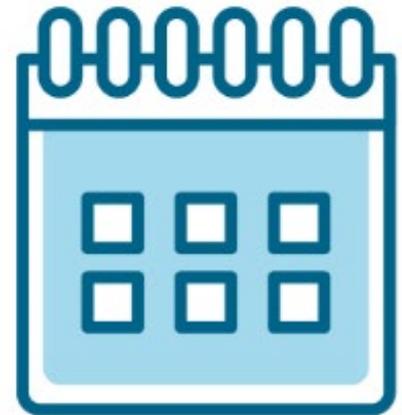
TES will be required to collect samples of students work during their placement to demonstrate the impact on learning. When collecting and distributing this data, teacher education students must follow ethical protocol to ensure privacy and confidentiality requirements are being met. TES should discuss the following with ST/s:

- What information is being collected
- The reason it is being collected
- How the TES plans to use the data

Once this discussion has taken place, the ST should then advise the pre-service teacher of the correct procedures to follow in accordance with the Site's policies. Any data collected must be de-identified to ensure confidentiality.

Jury Duty

Occasionally TES are called to Jury Duty. If this falls within placement dates, you're the Course Coordinator needs to be contacted immediately to organise an exemption letter from the Professional Experience Convenor.



Exams

If a university examination is scheduled during placement TES must complete the exam during the special exam period. If the exam can not be completed during this period, TES will be absent from the Site and will need to make up the whole day missed at the conclusion of placement. Attendance at the exam is considered an Absence from placement and is subject to an application for adverse circumstances via the usual process. To accompany Application, please apply to your Course Coordinator for supporting document.

Public Holidays

If there is a public holiday during the placement, then students are not required to make up the day.

Incidental Duties

TES should co-operate with the staff of the Site in the matter of incidental duties, such as sports supervision, playground duty, excursions and artistic, musical, scientific, or literary projects.

Transporting School Students

TES are NOT permitted to transport students attending placement Site under any circumstances.

Excursions

TES can attend excursions at the discretion of the PSC. Excursion costs are the responsibility of the TES. TES should complete an “Excursion Notification Form” on the *Forms* tab of SONIA Online to advise the University of the Excursion as soon as notified of the excursion.

Industrial Action

During the professional experience placement, it is possible that teacher unions may undertake industrial action, such as stop work meetings or strikes. If the Supervising Teacher chooses to work at the Site on this day, then the decision on the appropriate course of action should be discussed with the ST and the SPC informed of the TES’s decision.

TES are not required to make up single days or part days lost by industrial action. However, if there is a protracted strike (more than two days) then the Course Coordinator will provide advice on whether/how it will be made up. Any missed days or part days must be recorded on SONIAOnline Timesheet as “Public Holiday/Industrial Action.”

Natural and other Emergencies

In the event of any unexpected catastrophic events such as pandemics, bushfires, floods or earthquakes, or other instances where a TES’s health or safety have been compromised, students should follow the instructions of State and Local authorities. Safety is paramount.

As soon as possible, TES should communicate with Site and the Professional Experience Unit and Course Coordinator, to provide information relating to status and plans.

TES must continue to monitor university email address for any important updates.

Insurance for Students on Placement

The safety and protection of TES partaking in approved placement activities is a primary concern for UON. However, injuries and losses do occur, and the University has placed a comprehensive insurance portfolio to protect against financial losses which may be incurred because of undertaking approved activities. The insurances include (but are not limited to):

1. Student Personal Accident Insurance
2. Public Liability Cover
3. Professional Indemnity/Medical Malpractice Insurance

Further information regarding the insurance program arranged by the University can be found here: <https://www.newcastle.edu.au/current-staff/our-organisation/governance/assurance-services/insurance>

TES Personal Accident Policy

The policy provides cover for TES engaged in approved work experience activities and/or

practical placement. It is an accident cover only and does not cover illness or pre-existing medical conditions.

If an accidental bodily injury is sustained, the insurer may pay the non-Medicare medical expenses incurred up to 100% of the actual costs – provided the event giving rise to the bodily injury occurs when you are engaging in approved activity. Non-Medicare medical expenses means expenses that are not subject to any full or partial Medicare rebate, nor recoverable by the insured person from any other source (including private health cover) and incurred by the insured person within twelve (12) calendar months of sustaining bodily injury for treatment certified necessary.

This policy responds after claims are made on any private medical insurance held by the student.

Public Liability Insurance

UON's Public Liability cover provides protection for claims made by third parties for damage or injury in those instances where the University may be proven liable. This cover extends to sponsoring employers who accept students on practical placement required by their course.

Professional Indemnity/ Malpractice Insurance

This policy indemnifies the University of Newcastle against legal liability for claims by third parties for breach of professional duty by an employee or any person for whom the University is responsible (e.g., students) resultant from any negligent act, error or omission in conduct of approved University business.

Workers' Compensation Insurance

Students are not deemed to be employees of the University. They would therefore not be entitled to cover under Workers' Compensation Insurance.

Further Questions

Any questions in relation to the above should be directed to Assurance Services - Insurance on 024913 8180 or email insurance@newcastle.edu.au

Conflicts of Interest

Conflict of Interest on a professional experience placement is any situation where there could be perceived or actual favoritism or over-familiarity towards a TES undertaking placement. TES may not be placed at a Site where a close relative or friend is employed or attends, or where the student has previously worked on a long-term basis, or at the school they attended less than seven (7) years prior.

Such situations may introduce an actual or perceived conflict between personal interests and university duties. All potential questions of potential Conflicts of Interest should be declared and resolved before the placement commences and the PEU will request TES provide conflict of interest locations via the SONIA



Online portal prior to being eligible for a placement.

Final approval of a placement location may require discussions between the placement Course Co-ordinator and the Site.

ASSESSMENT ON PLACEMENT AND THE NTPA

Each placement course has an assessment item which, in combination with the school-based Professional Experience Report, is used to determine if the student has attained a passing grade. These assessments focus on the Graduate Teaching Standards as well as build skills required for accreditation and to successfully complete the final assessment, the Newcastle Teaching Performance Assessment (known as the NTPA).

NTPA is the final assessment hurdle for all Initial Teacher Education Students (ITE) and is completed after their final school placement as part of a nationwide reform process. Although administered and assessed by the University of Newcastle, it is a NESA and federal government initiative and must be passed for accreditation. Before placement begins, students undertake modules and tutorials to prepare them for the NTPA. Each ITE student chooses examples from their final placement planning, teaching and assessing practices with a focus on the impact of teaching on student learning and linking teaching practice to the Graduate Teaching Standards.

The examples are annotated to explain the planning, teaching and learn sequence. During the final placement, the appointed Tertiary Supervisor carries out Quality Teaching coding which forms part of the evidence of impact.

FORMS, REPORTS AND RESOURCES

Forms and Templates Supplement

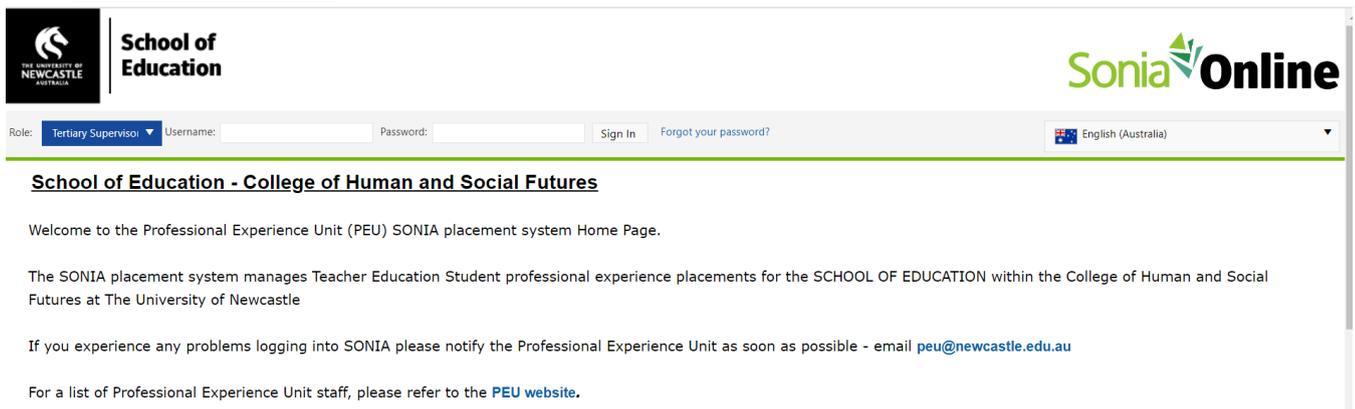
Templates and forms for professional placement can be found by the TES in the Template Supplement on Canvas, and other reporting forms can be located under the Forms tab on the SONIA Online portal.

NESA Evidence Guide for Supervising Teachers

The evidence guide for the Graduate Teacher Standards is available at the Home page on SONIAOnline.

SONIAonline Timesheets

Information for TES



The screenshot shows the SONIA Online portal interface. At the top left is the University of Newcastle logo and 'School of Education'. At the top right is the 'Sonia Online' logo. Below the header is a navigation bar with a role dropdown menu set to 'Tertiary Supervisor', a username input field, a password input field, 'Sign In' and 'Forgot your password?' links, and a language dropdown menu set to 'English (Australia)'. The main content area has a heading 'School of Education - College of Human and Social Futures' and a welcome message: 'Welcome to the Professional Experience Unit (PEU) SONIA placement system Home Page.' It also contains information about the SONIA placement system and contact details for the PEU.

- All students are required to log into SONIA Online each day of the placement and record attendance or absence in the Timesheet.

Please refer to the *Timesheet Entry - SONIA Instructions for Students* document at Home page on SONIAonline for step-by-step instructions.

- Please refer to the Leave Process on your Home page of SONIAOnline if you have any absences.

Resources Available in SONIA

The following reports, forms and resources are available on the SONIAOnline home page.

- Student Withdrawal Form
- Individual Support Plan Form
- Support Program for Students Form
- Insurance Information
- TPA and QT information; observation templates
- Evidence Guide for Supervising Teachers
- Tertiary Supervisors – Instructions on Claiming Private Vehicle Usage and Motor Vehicle Log Sheet
- Sites - Professional Experience Registration Personal Details
- Sites- Superannuation Standard Choice Form
- Sonia Instructions- How to Videos and Guides

Links

Including:

- ACER - Literacy and Numeracy Test for Initial Teacher Education Students
- Mandatory Education Placement Requirements
- NSW Statutory Declaration - Schedule 8
- UON Code of Conduct
- NSW DoE Code of Conduct
- UON Professional Experience Unit website
- UON Student Professional Experience Policy

Individual Support Plans

The Individual Support Plan procedure is intended to indicate to a student that their performance is not in line with expectations as elucidated in the Graduate Teaching Standards and is intended to provide support and guidance.

An early Individual Support Plan within the placement period is the best approach so that the student has time to demonstrate the improvements for a sustained period. In their final weeks

it would be difficult to demonstrate sustainable improvement.

A TES can be placed on an Individual Support Plan at any time in the placement. TES can be placed on an Individual Support Plan on Day 1 of placement if they have not made preliminary contact with the ST, or fulfilled orientation requirements prior to the placement.

Bachelor Program Internship only: If a TES is placed on Individual Support Plan during Phase 1 (first four weeks), then the school may decide to extend Phase 1 by up to one week to enable the TES to attain an acceptable standard. The extra Phase 1 week will extend placement by one week. No extension of time is allowed during Phase 2. If the TES has not reached an acceptable standard by the end of the extended Phase 1 period they should be failed.

The Individual Support Plan procedure is:

1. The ST liaises with the host PSC, with the option of including a University representative (TS or the placement Course Coordinator), to determine if the student should be placed on an Individual Support Plan
2. The ST and host PSC meet with the student. The TS or University representative may be asked to attend this meeting.
3. In this meeting the student is notified in writing using the *Individual Support Plan form on the SONIA platform* and a support plan aligned to the Standards is developed. The goals should be limited in number, specific in their focus, clearly explained and achievable in a 5-day period.
4. This documentation is available to all stakeholders via SONIA.
5. The TES is expected to make an immediate, significant, and sustained improvement in the identified areas within up to 5 placement days.
6. Should an additional TS inspection be considered necessary, the University Course Coordinator should be contacted prior to this occurring.
7. At the 5th placement day, the student's progress can be ascertained by the ST and PSC.

If TES show the identified growth, they can proceed with their placement. If this does not occur, then they will be withdrawn from the placement and the Professional Experience Unit notified immediately (see 'Failed Placement' below of this Guide).

Failed Placement

A Failed Placement is usually warranted when:

- Difficulties continue after appropriate support has been planned and provided (via an Individual Support Plan)
- The student has been consistently unable to demonstrate attainment of one or more of the required Professional Standards for Teachers
- The professional behaviour of the student is unacceptable
- The host site's students are adversely affected by the student being with the class

In exceptional circumstances, the host site has the right to terminate the placement at any

time. This can for example, be the result of misconduct, and can occur without the implementation of Individual Support Plan procedure or warning to the student.

If the placement is terminated by the host site, the ST will complete a *Withdrawal from Professional Experience Form* and email it to the University as well as completing the 'final report' online reflecting the days the student attended

Student's Self-Withdrawal from Placement

The student may decide to withdraw from the placement at any time, but this will also be recorded as a Fail unless special circumstances apply. The student should email the *Withdrawal from Professional Experience Form* to the Professional Experience Unit as soon as possible. Within 24 hours of termination of the placement the TES should make an appointment with Course Coordinator and seek support from the Placement Success Co-ordinator.

Disclosures

TES will be required to discuss disclosure of a failed placement with course coordinator if they have previously failed a placement. Due to privacy concerns, disclosure of a failed placement to the next placement site is at the discretion of the student and the matter should be discussed with the Placement Course Co-ordinator.

TES who Fail are normally permitted to re-enroll the next time the professional experience course is offered. TES who have had an unsuccessful placement are required to engage with the School of Education's Teach Ready support program prior to commencing the subsequent placement. TES who have failed a placement course for the second time are asked to "show cause" to the Head of the School of Education as to why they should be granted a subsequent attempt.

TES who are working with a RAP (Reasonable Adjustment Plan) should present this to their Placement Co-Ordinator at the commencement of the course. The TES can choose to disclose to their placement site the nature of their requirements and the adjustments that need to be made. This should be discussed with the Placement Co-ordinator who will communicate to the Professional Experience Unit. Students can also choose to not disclose or require some or all of the adjustments.

FURTHER SUPPORT AVAILABLE:

IT Support

For IT support, contact the University IT Support Services at:

<https://www.newcastle.edu.au/current-students/support/it>

Personal Support

The University has a variety of personal supports available for current TES. The following link provides an overview of the supports which are available:.

<https://www.newcastle.edu.au/current-students/support/personal>

Counselling: <https://www.newcastle.edu.au/current-students/support/personal/counselling>

Sexual assault, sexual harassment and crisis support:
<https://www.newcastle.edu.au/current-students/support/personal/sexual-assault-harrasment>

Health Services: <https://www.newcastle.edu.au/current-students/support/personal/health-lifestyle/health-services>

Financial Wellbeing: <https://www.newcastle.edu.au/current-students/support/personal/financial-wellbeing>