



Swinburne Online

PROFESSIONAL EXPERIENCE HANDBOOK

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SWINBURNE ONLINE PROFESSIONAL EXPERIENCE

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.

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 Swinburne Online Education courses, specific to the Professional Experience component and also provides a comprehensive overview of relevant policies, requirements and guidelines.

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.

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 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 Online Learning Advisor if questions arise during placements.

For urgent concerns our Student Advisors are available:

Email: 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/helpub

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 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.

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 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.

Supports for Indigenous Students

Pre-placement: When sourcing your placement there are a number of considerations including the context of the setting. Considerations are: location, choice of schools/settings in your area, sociocultural factors, diversity of school population, Curriculum. Supportive resources include: school/setting website, social/professional contacts, [MySchool](#) website or [Care for Kids](#)

On placement: As an inclusive Initial Teacher Education Provider we encourage you to reach out to the OLA at any time if you have questions which could relate to specific measures of support or the context of your setting.

Moondani Toombadool Centre: The Moondani Toombadool Centre's Indigenous Student Services team supports Aboriginal and Torres Strait Islander students at Swinburne. Access vital cultural and engagement programs and opportunities across local and interstate communities. Receive academic support, apply for a scholarship, plan your career and more. We're here to ensure that you and all Indigenous students have a positive, inclusive and successful experience at Swinburne and realise your potential.

<https://www.swinburne.edu.au/about/strategy-initiatives/moondani-toombadool-centre>

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
- Online Learning Advisor (OLA)

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 OLA 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 OLA/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) 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.

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 OLA 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 OLA.

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/child-safe/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 Online Learning Advisor/Unit Coordinator

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

The Professional Experience OLA 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 OLA regarding the Professional Experience but also as part of the online learning community where in the online classroom you collaborate with your OLA 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 OLA.
- Ensuring that the Professional Experience Final Report is completed, discussed with and copied for the Pre-service Teacher and emailed directly to the OLA within the timeframes communicated.
- Contacting the OLA or the Swinburne Online 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 OLA.

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 OLA.

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 OLA 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 OLA; **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 OLA.

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 OLA 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 OLA 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 OLA.

Once the cause for concern is flagged on the Interim Report Form and Support Plan has been completed the OLA 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 OLA 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.

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 OLA. 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	
Exceeds (E)	APST descriptor has been met above expectation
Met (M)	APST descriptor has been met
Not Met (NM)	APST descriptor has not been met
Not Encountered (NE)	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 OLA.

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.