



PROFESSIONAL EXPERIENCE AGREEMENT

SUPPORTING HIGH QUALITY PROFESSIONAL EXPERIENCE
IN NSW PUBLIC SCHOOLS

THIS AGREEMENT IS MADE ON THE _____ DAY OF
2

BETWEEN

***THE STATE OF NEW SOUTH WALES by its NSW DEPARTMENT OF EDUCATION
of 35 Bridge Street Sydney NSW 2000 (ABN 40 300 173 822) (the Department)***

AND

1 BACKGROUND

- 1.1 Professional Experience is a critical aspect of initial teacher education and provides a crucial opportunity for initial teacher education providers and schools to work together to share knowledge, expertise and passion for teaching in order to prepare the next generation of teachers. This experience should expose teacher education students to a range of schools and make them aware of the opportunities, challenges and realities of classrooms and the diversity that exists in NSW public schools.
- 1.2 Implementing high quality professional experience is a key commitment under the *Great Teaching, Inspired Learning* Blueprint for Action.
- 1.3 As an action under the *Great Teaching, Inspired Learning* Blueprint for Action, the Board of Studies, Teaching and Educational Standards (BOSTES) has developed *A Framework for [High-Quality Professional Experience in NSW Schools](#)* (the Framework) which outlines the key commitments, principles, practices and responsibilities of all parties in relation to professional experience.
- 1.4 The Department has committed to implementing the Framework.

2 IMPLEMENTATION

- 2.1 The Department wishes to enter into professional experience agreements, underpinned by the Framework, with universities/initial teacher education providers (ITEPS) to clearly articulate how schools, the Department and the universities/ITEPs will operate to provide high quality professional experience in NSW public schools.

- 2.2 There will be individual professional experience agreements with universities/ITEPs. This Agreement with the **University** contains a schedule (**Schedule 1**) with a list of schools which have indicated their willingness to work in partnership with the **University** to support professional experience placements. **Schedule 1** is not exclusive. The **University** is able to approach other schools not on **Schedule 1** for professional experience placements, and schools, if approached by other universities/ITEPs, are able to support these requests if their circumstances allow them to do so. **Schedule 1** also does not preclude schools from continuing any existing arrangements that may be in place.
- 2.3 This Agreement with the **University** also contains a schedule (**Schedule 2**) which outlines the expectations and commitments regarding the Professional Experience Hub School(s) which will work in partnership with the university to demonstrate, develop, trial and share high quality and innovative professional experience. It is expected that Professional Experience Hub Schools will develop different models of professional experience which can then be evaluated and shared.
- 2.4 A key function of the professional experience agreements is to provide better alignment of the provision of professional experience places to foreseeable demand for teachers in different learning areas and stages of schooling.
- 2.5 These agreements will provide schools, the Department and universities/ITEPs with greater confidence in and commitment to professional experience.
- 2.6 The Professional Experience Agreements will be iterative and will be reviewed and revised as necessary to accommodate further learnings and experiences.

3 SCOPE OF THIS AGREEMENT

- 3.1 This Agreement including **Schedules 1 and 2** applies to professional experience placements in NSW public schools for initial teacher education students undertaking BOSTES-approved courses at the **University**.
- 3.2 While this Agreement is focussed on strengthening the quality and effectiveness of professional experience provision, it is underpinned by the broader concept of collaborative relationships between the Department, schools and universities/ITEPs for the purpose of building professional learning communities, sharing of innovation and research and continuously building professional knowledge in the field of education.

4 DEFINITIONS

4.1 For the purpose of this Agreement:

- a) **BOSTES** means the Board of Studies, Teaching and Educational Standards which is responsible for approving initial teacher education courses for NSW;
- b) **the Framework** means the document developed by BOSTES: A [Framework for High-Quality Professional Experience in NSW Schools](#), and its composite parts, which underpins this Agreement;
- c) all other terms in this Agreement have the same meaning as defined in the *Framework*;
- d) **Schedule 1** contains the list of NSW public schools which have indicated their willingness to work in partnership with the **University** to support professional experience placements. **Schedule 1** is an interim document which will be updated by the Department and notified to the **University**, as required; and
- e) **Schedule 2** contains the expectations and commitments for the implementation of Professional Experience Hub Schools. In the first 3 months after the signing of this Agreement, the Professional Experience Hub School, the **School**, together with the **University** will outline how the initiative will be implemented in the School Plan.
- f) **Professional experience** means *teaching practice, practicum (one of a number of supervised practical teaching experiences) and internship (a final teaching practice without in-class supervision), in a school or other setting for educational purposes' as defined in the BOSTES Initial Teacher Education in NSW: Professional Experience Policy April 2015.*
- g) **Professional experience internship** means a final optional supervised component of the prescribed preservice professional experience days in a NSW BOSTES-accredited initial teacher education program in which teacher education students are still supervised (program supervision) but do not require direct, in-class supervision. The commencement of a professional experience internship requires completion of at least 75% of the prescribed supervised days of a professional experience program and assessment of teacher education students as having met or exceeded all of the *Australian Professional Standards for Teachers at Graduate level.*

5 TERM

5.1 This Agreement commences on the date of signing by the second party.

- 5.1.1 From this date until the end of 2015 the parties will commence operation of the Professional Experience Hub Schools and will transition towards full implementation of the Agreement.
- 5.1.2 The parties will fully implement the terms including **Schedule 1** from the beginning of 2016 for a period of 2 years.

RENEWAL TERMS

- 5.2 No later than ninety (90) days prior to the expiration of the Agreement, the parties may agree in writing to extend the Agreement for a further term ('Renewal Term'), and the terms of this Agreement, which may be modified by the parties by agreement in writing, will apply to any such Renewal Term.

5.3 Agreed variations, other than those specified, may be made in writing by the parties to this Agreement.

6 JOINT RESPONSIBILITIES

6.1 The Department, on behalf of and in conjunction with schools, and the universities/ITEPs agree to:

6.1.1 Implement *the Framework* including the five core commitments of appropriate resourcing; effective communication; rigorous assessment; timing and number of placements; and data sharing.

6.1.2 Adhere to the best practices outlined in [Document 1](#) of *the Framework*.

6.1.3 Commit to the responsibilities outlined in this Agreement as being critical to support the implementation of quality professional experience in NSW public schools. These roles and responsibilities are drawn from the more comprehensive outline in [Document 2](#) of the *Framework*.

6.1.4 Give priority, for the term of this Agreement, to the selection and matching of teacher education students for professional experience placements based on the Department's areas of workforce need including:

- mathematics;
- English (particularly in combination with another teaching subject such as drama and history);
- physics;
- technology and applied studies (particularly industrial technology, engineering science and combinations such as food technology and textiles technology);
- special education;
- school counselling; and
- scholarship/ internship/ cadetship holders including those students undertaking additional studies in Aboriginal education.

6.1.5 Use best endeavours to ensure that school and university staff supervising the professional experience are suitably skilled. They should have expertise in making judgements about whether teacher education students have achieved the [Australian Professional Standards for Teachers at the Graduate level](#). Expectations regarding skilled staff in schools and universities are further detailed under the separate Responsibilities section of this Agreement.

6.1.6 Adopt a common report template for professional experience placements as outlined in the *Framework* in [Document 3](#).

6.1.7 Use the evidence guide in [Document 4](#) of the *Framework*.

- 6.1.8 Commit to [Document 5](#) of the *Framework* to implement protocols for the collection and exchange of data to allow for evidence-based analysis of current placement needs and to inform projections of future placement requirements on a rolling cycle.
- 6.1.9 Implement **Schedule 1** of this Agreement outlining the schools which have indicated their willingness to work in partnership with the **University** to support professional experience placements – noting that **Schedule 1** is not exclusive and the **University** is able to approach other schools not on **Schedule 1** for professional experience placements and schools, if approached by other universities/ITEPs, are able to support these requests if their circumstances allow them to do so.
- 6.1.10 Commit to working to support the establishment and functioning of Professional Experience Hub Schools as outlined in **Schedule 2** of this agreement. Together with the **University**, the **Professional Experience Hub School** will, in the first 3 months after this Agreement has been signed, outline in its School Plan how it will demonstrate, develop, trial and share high quality and innovative practices in professional experience.

7 KEY RESPONSIBILITIES OF THE UNIVERSITY

- 7.1 In addition to the responsibilities referred to in the Framework (clause 6.1.3), the **University** agrees to:
- 7.1.1 Assign appropriately skilled tertiary supervisors to provide instruction, mentoring and feedback to their teacher education students during professional experience. These supervisors need to undertake/have undertaken by the end of 2015 relevant professional learning to ensure:
- detailed knowledge of the [Australian Professional Standards for Teachers at Graduate level](#) and relevant assessment processes; and
 - current working knowledge of NSW school context, systems and requirements.
- 7.1.2 Ensure that teacher education students and provider staff/tertiary supervisors have all the relevant clearances from the appropriate department for any required criminal record check and working with children check, as well as ensure that teacher education students have the necessary training relating to child protection and anaphylaxis, prior to the commencement of the placement with the Department and maintain records to that effect.
- 7.1.2 i) Ensure that teacher education students undertaking a professional experience internship, having satisfactorily completed at least 75% of the prescribed supervised days of professional experience under close, in-class supervision, have a full working with children check in recognition of the move from close in-class supervision to program supervision.
- 7.1.3 Use best endeavours to ensure that teacher education students understand their responsibilities in adhering to school/system policies particularly as they relate to teachers' duty of care/ supervision of students responsibilities; as well as responsible use of information and communication technology and their obligation to maintain confidentiality and privacy of students, their parents and caregivers and supervising teachers/school staff.
- 7.1.4 Work with schools in all aspects of the Agreement around improving communication, especially where teacher education students are at risk of not satisfactorily completing the formal teaching practice and where approving the transition of teacher education students from close, in-class supervision to program supervision under a professional experience internship (subject to these students having been assessed as meeting or exceeding all of the *Australian Professional Standards for Teachers at Graduate level*).
- 7.1.5 Use best endeavours to ensure that all students observe the regulations, policies, guidelines and procedures of the Department, including work health and safety, and the Code of Conduct.
- 7.1.6 Use best endeavours to ensure that teacher education students are informed

of clauses 7.1.2, 7.1.3 and 7.1.5 of this Agreement.

- 7.1.7 Establish, for implementation by the end of 2016, a more effective and efficient university/ITEP managed system of placement for external teacher education students undertaking their initial teacher education course through distance education/online mode of delivery (recognising that external teacher education students may not be seeking professional experience placements in the geographical area where the university/ITEP is located and may request placements in metropolitan areas). Note: This clause only applies to those universities/ITEPs which enrol external students.

- 7.1.8 Ensure that the relevant personal accident, public liability and professional indemnity cover insurance policies for teacher education students under professional experience (as per BOSTES policy definition) are in place and that Certificates of Currency can be provided to the Department if required.

8 KEY RESPONSIBILITIES OF THE DEPARTMENT

- 8.1 In addition to the responsibilities referred to in the Framework (clause 6.1.3), the Department, on behalf of and in conjunction with schools specified in **Schedule 1**, agrees to:
- 8.1.1 Provide teacher education students with an in-school professional experience program that meets the expectations and focus of the specified placement, as outlined in the documentation from the **University**. The number of teacher education students will vary according to the size of the school and the needs of the university. The number of teacher education students to be placed with each school at any given time will be determined by the school.
- 8.1.2 Use best endeavours to ensure that schools provide quality professional experience placements for teacher education students, especially for those undertaking studies in the Department's identified areas of workforce need (clause 6.1.4).
- 8.1.3 Assign appropriately skilled school staff members/supervising teachers with detailed knowledge of the [Australian Professional Standards for Teachers at Graduate level](#) and relevant assessment processes as well as expertise in mentoring, supervisory and feedback skills to coordinate/supervise the professional experience placement.
- Staff members supervising professional experience will have undertaken relevant professional learning to underpin their knowledge and skills such as the AITSL [Supervising Preservice Teachers](#) module 2 *Practice Analysis*.
 - Where the school has a teacher accredited at or working towards the Highly Accomplished level of the [Australian Professional Standards for Teachers](#), that teacher is expected to take on a role in supporting the professional experience of teacher education students.
- 8.1.4 Use best endeavours to ensure that all school staff as well as the teacher education students are aware that teacher education students must be provided with direct in-class supervision during classroom practice and while accompanying teachers in other school duties such as sport or playground duty as part of their professional experience (unless the teacher education students are under program supervision while undertaking professional experience internships as part of a BOSTES-accredited initial teacher education program). In addition to ensure that teacher education students must not be used in a relief teaching capacity. Note: Teachers need to be aware that teacher education students completing a professional experience internship are required to have undertaken a full working with children check given the change from direct, in-class supervision to program supervision.

- 8.1.5 Use best endeavours to ensure that teacher education students are aware of their responsibilities in adhering to school/system policies particularly as they relate to teachers' duty of care/supervision of students responsibilities; as well as the responsible use of information and communication technology and their obligation to maintain confidentiality and privacy of students, their parents and caregivers and supervising teachers/staff.
- 8.1.6 Use best endeavours to ensure that school staff are aware of their obligation to maintain confidentiality and privacy of teacher education students, provider staff/tertiary supervisors and university documentation.
- 8.1.7 Work with the **University** in all aspects of this Agreement, including being proactive in contacting the university when necessary especially where teacher education students are at risk of not satisfactorily completing the formal teaching practice.

9 **GOVERNING LAW**

- 9.1 The laws in force in the State of New South Wales govern this Agreement.
- 9.2 Each party submits to the non-exclusive jurisdiction of the courts of the State of New South Wales and the courts of appeal from those courts.

SCHEDULE 1

Schools which have indicated their willingness to work in partnership with the **University** to support professional experience placements (Note: this list is iterative and will be updated by the Department, in consultation with schools and the **University**, as required):

SAMPLE

SCHEDULE 2

PROFESSIONAL EXPERIENCE HUB SCHOOL

Name of Professional Experience Hub School:

Name of University:

Statement of purpose

Professional Experience Hub Schools are designated school sites for demonstrating, developing and sharing high quality professional experience in conjunction with a partner university. These Hub Schools will collaborate with other schools to build expertise in high quality professional experience provision.

Together with the partner university, the Professional Experience Hub Schools will, in the first three months after the Agreement has been signed, outline in the School Plan how they will demonstrate, develop, trial and share high quality and innovative practices in professional experience. It is expected that Professional Experience Hub Schools, in meeting the commitments outlined below, will develop different models of professional experience which can then be evaluated and shared.

These schools are initially identified for a period of two years.

Professional Experience Hub Schools will be provided with an additional funding resource to assist in the implementation of this initiative.

Commitments of the Professional Experience Hub School

The **Schools** commit to strengthening high quality professional experience practices by:

- fostering strong links between school and university staff, including with supervising teachers and tertiary supervisors, to investigate innovative practices in teacher education student supervision and support;
- working closely with the **University** to deliver the highest quality of support and supervision to teacher education students including working to prioritise placements in accordance with the Department's workforce areas of demand and local needs;
- providing quality professional learning in aspects of professional experience provision including mentoring and enhancing expertise in [Australian Professional Standards for Teachers at the Graduate level](#);
- ensuring that, by the end of 2015/2016, the school staff assigned to supervise teacher education students have completed professional learning to support their mentoring and supervisory practices such courses as the Australian Institute for Teaching and School Leadership (AITSL) [Supervising Preservice Teachers](#) modules;

- working with the **University** to develop and deliver additional professional learning focussed on supporting professional experience with other schools; and
- providing opportunities for collaborative school based research in the area of professional experience.

Commitments of the University

The **University** commits to supporting and fostering the **Schools** in strengthening quality professional experience practices by:

- fostering strong links between school and university staff, including with tertiary supervisors and supervising teachers, to investigate innovative practices in teacher education student supervision and support;
- working closely with the **Schools** to deliver the highest quality of support and supervision to teacher education students including as required reviewing aspects of the initial teacher education course provision;
- providing quality professional learning in aspects of professional experience provision including mentoring and enhancing expertise in *Australian Professional Standards for Teachers at the Graduate level*;
- working with the **Schools** to develop and deliver additional professional learning focussed on supporting professional experience with other schools;
- providing academic credit arrangements/recognition pathways towards higher education degrees and credentials; and
- providing opportunities for collaborative school based research in the area of professional experience.