

Teacher Education Professional Experience Supervision Agreement 2018

IT IS AGREED BETWEEN:

THE UNIVERSITIES SIGNATORY TO THIS AGREEMENT ("**University/Universities**")

AND

THE NEW SOUTH WALES TEACHERS FEDERATION ("**the Federation**")

AND

THE NSW ACT INDEPENDENT EDUCATION UNION ("**the IEU**")

THAT:

1. Coverage

This Agreement applies to supervised Teacher Education Professional Experience ("**PE**") placements conducted in schools in New South Wales (NSW) by educators (birth – year 12).

2. Definitions

In this Agreement:

- (a) "**NESA**" means the New South Wales Education Standards Authority;
- (b) "**NSWCDE**" means the NSW Council of Deans of Education;
- (c) "**Party/Parties**" means the parties to this Agreement, individually or collectively, as the circumstances require; and
- (d) all other terms have the same meaning as defined in the Framework for High Quality Professional Experience in NSW Schools ("**the Framework**"), which is available at:
<http://educationstandards.nsw.edu.au/wps/wcm/connect/91e25198-48fe-4f05-bf81-ee661719d746/professional-experience-framework.pdf?MOD=AJPERES&CVID=>

3. Term

This Agreement shall commence on the date it is signed by a Party in relation to that Party and continue until 31 December 2021.

4. Principles and Practices

The Parties acknowledge the principles and practices set out in the Framework. These include, but are not limited to:

- a. the importance of a well-structured and supported PE Program in the development of teacher education students undertaking their Initial Teacher Education course;
- b. that fair and ethical practice in the PE is based on effective information and communication, clear expectations and sound professional judgment;
- c. that a high-quality PE Program is dependent on the professional commitment and collaborative efforts of both teachers in schools and the initial teacher education provider;
- d. that high quality PE is dependent on the voluntary engagement by teachers in schools;
- e. the importance of the development of future teachers
- f. a commitment to sustaining and building the quality of PE;
- g. that schools and school systems have a right to determine the basis upon which they provide and support PE placements in the interests of their schools and of the quality of the profession; and
- h. that initial teacher education providers have a right to determine their enrolments and the structure of their initial teacher education programs.

5. Roles and Responsibilities

- 5.1. Each Party shall ensure this Agreement is applied within the applicable Initial Teacher Education provider; or relevant membership, and do all things reasonably necessary to ensure that the Party is in a position to fulfill its obligations under this Agreement.
- 5.2. During the period of operation of this Agreement, both the Federation and the IEU shall actively encourage their members to participate in high quality PE supervision, as set out in the Framework.

5.3. The Parties agree to adhere to the roles and responsibilities of initial teacher education providers (including the teacher education student, the tertiary supervisor, Professional Experience Office, the Dean/Head of Education) and Schools (Principal/Head, Professional Experience Coordinator, the supervising teacher) as set out in the Framework.

5.4. The Parties agree to work cooperatively to offer teacher education students opportunities to undertake relevant professional learning to support their placements and transition to the profession

6. Professional Experience Materials

The documentation in the PE materials shall be consistent with the Framework and other documentation from NESA which relate to the provision of PE in Initial Teacher Education programs.

7. Payment

- a. The Parties agree to an all-inclusive daily rate for PE supervision for each calendar year as follows. This rate does not apply to supervision of internships.

	Daily Rates	
	Supervision	Coordination
	\$	\$
2019	31.50	1.60
2020	33.00	1.65
2021	34.00	1.70

- b. Where one teacher is responsible for the entire supervision of PE, that teacher will receive the full daily rate. Sharing of PE supervision payments is limited to a maximum of two teachers, and the daily rate shall be paid to those teachers at the proportion nominated by them.
- c. Where two teacher education students are working with one teacher, the full daily rate will be paid for each student.
- d. Universities shall ensure that efficient procedures are in place for the advising eligibility of teachers to claim payment, the recording of, and payment for, PE supervision.

8. Internships

8.1 With the adoption of the High-quality Professional Experience Framework for Schools by all key stakeholders, internships are integrated into the framework as part of a continuum of approved supervised professional experience, with the following conditions:

- a. A PE internship is a final optional supervised component of the prescribed preservice professional experience days in a NESA-accredited initial teacher education program in which students are still supervised, but do not require continual in-class support. Such an internship is not a pre or post-graduation period of on-the-job training, nor an employer arranged form of concurrent on-the-job training while undertaking an ITE course. Supervising teachers are called "mentoring supervising teachers" and teacher education students in the internship component of their professional experience are called "teacher education student interns".
- b. At least 75% of the prescribed supervised days of a professional experience must be undertaken under close in-class supervision before commencing an internship stage of professional experience, e.g. at least 60 out of 80 days for undergraduate programs, and at least 45 out of 60 days for postgraduate programs. Initial teacher education providers may exceed the total prescribed number of days for professional experience as part of their internship if they want to do so and the school is happy to offer such supervision.
- c. A common procedure has been established for approving the transition of teacher education students from close, in-class supervision to program supervision, that is, all teacher education students must have been assessed as having met all of the Australian Professional Standards for Teachers at Graduate level before they can move into a professional experience internship. Each initial teacher education provider needs to have communication with the supervising teacher and be involved in the transition of the teacher education students into the program supervision phase, providing benchmarking and support.
- d. A clear articulation of roles and responsibilities of all parties is included in the revised High-quality Professional Experience Framework for Schools.
- e. Payment for mentoring supervising teachers is set at 20% of the current rate for supervising teachers in recognition of the greater independence of the teacher education student intern.
- f. A list of universities that provide internships is provided in Attachment 1 to this agreement. This Attachment will be updated annually.

9. Professional Development

- 9.1 As appropriate, the NSW CDE and individual Universities will support NESA's recognition of PE supervision as NESA Registered PD for teachers at the Proficient level of accreditation and where the supervision is conducted according to the Framework.
- 9.2 Universities will provide information to teachers on the relevant professional development that might be undertaken to support their work in mentoring teacher education students as appropriate. A list of these courses can be found in Attachment 2 to this agreement. This Attachment will be updated annually.

9.3 The Parties recognise that the ultimate decision in relation to such recognition is the responsibility of NESA.

10. Governing Law

The laws in force in New South Wales govern the terms of this Agreement. Each Party undertakes to submit to the non-exclusive jurisdiction of the courts of that State, and courts of appeal from them.

11. Counterparts

This Agreement may be executed in two or more counterparts. All executed counterparts together constitute one document.

12. Negotiation of Agreements

The parties agree that negotiations for the successor to this agreement will commence within six months of the expiration of the current agreement.

Attachment 1: Initial Teacher Education Providers who offer internships as part of their courses

Name of Provider	Undergraduate courses	Internships (Y or N)	Post Graduate courses	Internships (Y or N)
Alphacrucis College	Bachelor of Education (Primary)	N	Master of Teaching (Primary)	N
	Bachelor of Education (Secondary)	N	Master of Teaching (Secondary)	N
Australian Catholic University	Bachelor of Education (Early Childhood and Primary)	N	Master of Teaching (Early Childhood and Primary)	N
	Bachelor of Education (Primary)	N	Master of Teaching (Primary)	N
	Bachelor of Teaching (Secondary)/Bachelor of Arts	N	Master of Teaching (Secondary)	N
Australian College of Physical Education	Bachelor of Dance Education	N		
	Bachelor of Education (Physical and Health Education)	N		
Avondale College of Higher Education	Bachelor of Arts/Bachelor of Teaching (Birth–12)	N	Master of Teaching (Primary)	N
	Bachelor of Arts/Bachelor of Teaching (Primary)	N	Master of Teaching (Secondary)	N
	Bachelor of Arts/Bachelor of Teaching (Secondary)	N		
	Bachelor of Science/Bachelor of Teaching (Secondary)	N		

Name of Provider	Undergraduate courses	Internships (Y or N)	Post Graduate courses	Internships (Y or N)
Charles Sturt University	Bachelor of Education (Early Childhood and Primary)	N	Bachelor of Teaching (Primary) [Graduate Entry]	N
	Bachelor of Education (Secondary) (K–Year 12)	N	Bachelor of Teaching (Secondary) [Graduate Entry]	N
	Bachelor of Education (Secondary) (Health and Physical Education)	N	Master of Teaching (Primary) Pathway	N
	Bachelor of Education (Secondary) (Technology and Applied Studies)	N	Master of Teaching (Secondary) Pathway	N
	Bachelor of Education (Secondary) (Industry Entry program)	N		
	Bachelor of Education (Secondary) (Outdoor Education)	N		
Excelsia College			Master of Teaching (Primary)	Y
			Master of Teaching (Secondary)	Y
Macquarie University	Bachelor of Arts with the degree of Bachelor of Education (Primary)	N	Bachelor of Education (Primary) [Graduate Entry]	N
	Bachelor of Arts – Psychology with the degree of Bachelor of Education (Primary)	N	Bachelor of Education (Secondary) [Graduate Entry]	N
	Bachelor of Arts with the degree of Bachelor of Education (Primary) with the Early Childhood Teaching major	N		
	Bachelor of Arts with the degree of Bachelor of Education (Secondary)	N		
	Bachelor of Science with the degree of Bachelor of Education (Secondary)	N		

Name of Provider	Undergraduate courses	Internships (Y or N)	Post Graduate courses	Internships (Y or N)
Southern Cross University	Bachelor of Arts/Bachelor of Education (Early Childhood/Primary)	N	Master of Teaching (Secondary)	N
	Bachelor of Arts/Bachelor of Education (Primary)	N		
	Bachelor of Arts/Bachelor of Education (Primary/Secondary)	N		
	Bachelor of Arts/Bachelor of Education (Secondary)	N		
	Bachelor of Technology/Bachelor of Education (Secondary)	N		
University of Newcastle	Bachelor of Education (Early Childhood and Primary)	Y	Master of Teaching (Primary)	Y
	Bachelor of Education (Early Childhood and Primary) (Honours)	Y	Master of Teaching (Secondary)	Y
	Bachelor of Education (Primary)	Y		
	Bachelor of Education (Primary) (Honours)	Y		
	Bachelor of Education (Secondary)	Y		
	Bachelor of Education (Secondary) (Honours)	Y		
University of New England ¹	Bachelor of Education (Early Childhood and Primary)	N	Master of Teaching (Primary)	N
	Bachelor of Education (K–6 Teaching)	N	Master of Teaching (Secondary)	N
	Bachelor of Special and Inclusive Education (Primary)	N		
	Bachelor of Education (K–12 Teaching)	N		
	Bachelor of Education (Secondary Art)	N		
	Bachelor of Education (Secondary Science)	N		
	Bachelor of Education (Secondary Music)	N		
	Bachelor of Education (Secondary Mathematics)	N		

¹ Old Teaching degrees that are being taught out have an internship

Name of Provider	Undergraduate courses	Internships (Y or N)	Post Graduate courses	Internships (Y or N)
University of New South Wales	Bachelor of Arts/Bachelor of Education (Secondary)	Y	Master of Teaching (Primary)	Y
	Bachelor of Commerce/Bachelor of Education (Secondary)	Y	Master of Teaching (Secondary)	Y
	Bachelor of Design/Bachelor of Education (Secondary)	Y		
	Bachelor of Design (Hons)/Bachelor of Education (Secondary)	Y		
	Bachelor of Economics/Bachelor of Education (Secondary)	Y		
	Bachelor of Fine Arts/Bachelor of Education (Secondary)	Y		
	Bachelor of Media Arts/Bachelor of Education (Secondary)	Y		
	Bachelor of Music/Bachelor of Education (Secondary)	Y		
	Bachelor of Science/Bachelor of Education (Secondary)	Y		
University of Notre Dame (Australia) – Sydney	Bachelor of Primary Education	Y	Master of Primary Teaching	Y
	Bachelor of Secondary Education	Y	Master of Secondary Teaching	Y

Name of Provider	Undergraduate courses	Internships (Y or N)	Post Graduate courses	Internships (Y or N)
University of Sydney	Bachelor of Education (Primary)	Y	Master of Teaching (Primary)	Y
	Bachelor of Education (Primary) (Honours)	Y	Master of Teaching (Secondary)	Y
	Bachelor of Education (Health and Physical Education)	Y		
	Bachelor of Education (Health and Physical Education) (Honours)	Y		
	Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts	Y		
	Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts (Honours)	Y		
	Bachelor of Education (Secondary: Mathematics)/Bachelor of Science	Y		
	Bachelor of Education (Secondary: Mathematics)/Bachelor of Science (Honours)	Y		
	Bachelor of Education (Secondary: Science)/Bachelor of Science	Y		
	Bachelor of Education (Secondary: Science)/Bachelor of Science (Honours)	Y		
	Bachelor of Education (School and Community Education)/Bachelor of Arts	Y		
University of Sydney (Conservatorium of Music)	Bachelor of Music (Music Education)	Y		
	Bachelor of Music (Music Education) (Honours)	Y		

Name of Provider	Undergraduate courses	Internships (Y or N)	Post Graduate courses	Internships (Y or N)
University of Technology Sydney	Bachelor of Arts/Bachelor of Education (K–12)	Y	Master of Teaching in Secondary Education	N
	Bachelor of Arts/Bachelor of Education (Primary)	Y		
	Bachelor of Arts/Bachelor of Education (Primary) (Honours)	Y		
	Bachelor of Education/Bachelor of Arts in International Studies (Primary or Secondary options)	Y		
	Bachelor of Education/Bachelor of Arts in International Studies (Secondary)	Y		
	Bachelor of Arts/Bachelor of Education (Secondary)	Y		
	Bachelor of Arts/Bachelor of Education (Secondary) (Honours)	Y		
Western Sydney University	Bachelor of Education (Primary) – Aboriginal and Torres Strait Islander Education – ATSIE	N	Master of Teaching (Birth–5 Years/Birth–12 Years)	N
			Master of Teaching (Primary)	N
			Master of Teaching (Secondary)	N
			Master of Teaching (Secondary) STEM	N

Name of Provider	Undergraduate courses	Internships (Y or N)	Post Graduate courses	Internships (Y or N)
University of Wollongong	Bachelor of Primary Education	Y	Master of Teaching (Primary)	N*
	Bachelor of Primary Education (Honours)	Y	Master of Teaching (Secondary)	N*
	Bachelor of Primary Education (Dean's Scholar)	Y		
	Bachelor of Mathematics Education	Y		
	Bachelor of Health and Physical Education	Y		
	Bachelor of Mathematics Education (Dean's Scholar)	Y		
	Bachelor of Health and Physical Education (Dean's Scholar)	Y		
	Bachelor of Health and Physical Education (Honours)	Y		
	Bachelor of Science Education	Y		
	Bachelor of Science Education (Dean's Scholar)	Y		

* Planned

Attachment2: Professional Learning for Mentor Teachers

Australian Catholic University

- Mentoring: 3-hour workshop at Proficient
- Mentoring: Two-day professional learning (12hrs at Highly Accomplished)

Alphacrucis College

AC Education supports the delivery of PEX through its support staff, the Professional Experience Coordinator (PEC) and the Tertiary Supervisor. These work closely with school staff, particularly the School Supervisor, to facilitate the PEX program within schools.

As well, mentoring/supervising teachers are encouraged to complete, as part of their ongoing professional development, an online professional learning program. The Supervising Preservice Teachers produced by AITSL is found at <https://www.aitsl.edu.au/tools-resources/resource/supervising-pre-service-teachers>

Australian College of Physical Education

- Supervising Preservice Teachers Program (AITSL)
- Mentoring 1/2 Day workshop (in development/non-accredited)

Avondale College of Higher Education

Mentoring courses (non-accredited)

Charles Sturt University

Mentoring courses (non-accredited)

Macquarie University

- Supporting Early Childhood Colleagues and Pre-Service Teachers in a Mentoring Relationship (HAT)
- Highly Accomplished Supervision of Pre-Service Teachers (HAT)
- 21st Century Literacies: Supporting Colleagues to Prepare Their Students for a Digital Future (HAT Level)
- Supporting Colleagues to Strengthen Education for Sustainability Cross Curriculum Priority K-6 (EFS@MQ) (HAT level)
- MyScience: Science Teachers in Communities of Science Practice with Primary Colleagues (HAT)
- 2018 Curriculum Leadership: Implementing the K-6 Science and Technology Syllabus (HAT)
- MyScience@MQ: Advancing Great Teaching and Inspired Learning in Science (HAT)
- 2019 Using Educational Data to Lead the Improvement of Learning Programs (HAT)
- MyScience: Advancing Primary Teacher's Science Knowledge and Confidence (Proficient)
- LEAP-Links Digital Literacy Program (Proficient)
- Education for Sustainability - Efs@MQ (Proficient)
- Curriculum Implementation: NSW K-6 Science and Technology Syllabus (Proficient)
- Makerspace in Primary School Settings: Collegial Discussions (Proficient)

Southern Cross University

- Mentoring for Effective Teaching Program (MET Program): 2-day workshop (10hrs) professional learning. NESA accredited at Highly Accomplished Teacher

University of Newcastle

- Coaching: Developing the skills and a culture of coaching in your school (8 hours at Highly Accomplished)
- Coaching and Leading in an Age of Transformation (4 hours at Highly Accomplished)

University of New England

- 2 hr. Supervising Teacher Education Students (mixed mode offering)
- 2x3hr sessions Mentoring the Mentor

University of New South Wales

- Mentoring Workshops (9 hrs. at HA)

University of Notre Dame Australia, Sydney

- Heads of Professional Practice - 10hours (Lead Level)
- Supervising Teacher Education Students – 20hours (HAT)

University of Sydney

- Mentoring: One-day Workshop (6hrs at Proficient Teacher)
- Mentoring | Module 1 (20hrs at Highly Accomplished Teacher)
- Mentoring | Module 2 (20hrs at Highly Accomplished Teacher)
- Locating assessment within innovative teaching for learning (20hrs at Highly Accomplished Teacher)
- Welcoming Pre-Service Teachers to the Teaching Profession (28hrs at Highly Accomplished Teacher)
- Professional Experience Co-ordinators Workshop (5.5hrs at Proficient Teacher)

University of Technology Sydney

UTS is accredited to offer Proficient, Highly Accomplished and Lead Teacher PD. Recent offerings include:

- Professional Development for Supervising Teachers
- Maths Inside (Proficient 1)
- EALD Seminars

Western Sydney University

Mentoring Teachers – Supporting Beginning & Pre-service Teachers to Flourish

- 2 components (combination of face to face and online learning)
- Accredited at the Highly Accomplished level.

Wollongong University

- Supervising Professional Experience: APST and Mentoring (2 hours at Proficient)
- Developing a High-Quality Immersion Program for Pre-Service Teachers (15 hours at Highly Accomplished)
- Leading Professional Learning Through Mentoring (40 hours at Lead)

SIGNATURES

Signed for the University

Name: PROFESSOR GREG CRAVEN
Position held VICE-CHANCELLOR AND PRESIDENT
AUSTRALIAN CATHOLIC UNIVERSITY



Signed for the University

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Australian College of Physical Education

Signed for the University

Name:  DEBBIE Le ROUX

Position held CEO &  JENN

Signed for the University 

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SIGNATURES

Signed for the University *AVONDALE COLLEGE LTD.*

Name: *Prof. RAY ROENNEFELDT*

Position held *PRESIDENT / CEO*

Signed for the University

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Name: Associate Professor Will Letts

Position held: Acting Executive Dean Faculty of Arts and Education

Signed for the University : Charles Sturt University



Name: Professor John Germov

Date: Monday 27th May, 2019

Position held : Provost and Deputy Vice-Chancellor (Academic)

Signed for the University: Charles Sturt University

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Name: *VIVIENNE WEBSTER*

Position held *PROFESSIONAL EXPERIENCE COORDINATOR*

Signed for the University

V Webster

Name: *Dr. Peter Stileo*

Position held *Deputy Head of Education, Excelaid College*

Signed for the University

P Stileo

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Professor Kevin Jameson
Deputy Vice-Chancellor
(Academic)

Signed for the University

Macquarie University

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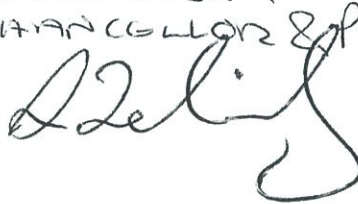
SIGNATURES

Signed for the University *of Newcastle*

Name: ALEXANDER ZELINSKY

Position held VICE-CHANCELLOR & PRESIDENT

Signed for the University



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SIGNATURES

Signed for: UNSW
Sydney

Name:
Merlin Crossley
Position held:
Deputy Vice Chancellor
Academic

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Signed for the University

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SIGNATURES

Signed for the **University of New England** ABN 75 792 454 315 of Armidale NSW 2351

Name: Professor Todd Walker
Position held Acting Vice-Chancellor and CEO
Interim



9/7/19

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SIGNATURES

Signed for the University *Notre Dame*

Name: *Angus Bruce*

Position held *Head of Campus*

Signed for the University 

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Signed for Southern Cross University



Name: Professor Nan Bahr

Position: Deputy Vice Chancellor (Students) and Dean of Education

Signed for the University

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Name: Professor Philippa Pattison
Position held Deputy Vice-Chancellor (Education)

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SIGNATURES

Signed for the University of Technology Sydney



Name: *ANDREW PARFITT*

Position held *PROVOST*

Signed for the University

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SIGNATURES

Signed for the University | Western Sydney University

Name: Professor Scott Holmes

Position held: Senior Deputy Vice-Chancellor



Signed for the University

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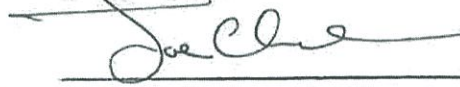
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SIGNATURES



Signed for the University

of Wollongong

Name: PROF JOE CHICHARD

Position held DEPUTY VICE-CHANCELLOR (ACADEMIC)

DATE: 22/07/2019

Signed for the University

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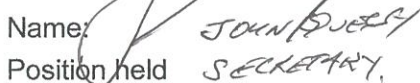


Name: NICOLE CALNAN

Position held DEPUTY SECRETARY

Signed for the IEU

Name:



Position held

SECRETARY,