

## Guidance note

# Program Standard 5 – Professional experience

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Effective date: 6/07/2023

## Background

The purpose of this guidance note is to inform ITE providers of VIT's expectations of the professional experience component within an ITE program including national requirements and Victorian overlays.

Program standard 5 outlines the requirements initial teacher education (ITE) programs must adhere to in relation to professional experience. The [Accreditation of initial teacher education programs in Australia: Standards and Procedures](#) (AITSL), defines professional experience as

***The component of an accredited initial teacher education program that comprises workplace learning in a school / site / early childhood setting relevant to the program.***



### Program Standard 5.2

The professional experience components of programs are relevant to a classroom environment, and

- a. include no fewer than 80 days in undergraduate and double degree teacher education programs and no fewer than 60 days in graduate-entry programs
- b. consist of supervised and assessed teaching practice undertaken over a substantial and sustained period that is mostly in Australia and mostly in a recognised school setting
- c. are as diverse as practicable

provide opportunities for pre-service teachers to observe and participate purposefully in a school/site as early as practicable in a program.

As outlined above, undergraduate programs must have no fewer than 80 days, and graduate entry programs no fewer than 60 days of professional experience. VIT expects a minimum of 90% of these days to be undertaken in a recognised school setting. This allows a total of 10% of the supervised teaching practice (STP) days to be in a non-school setting or undertaken in a remote / online setting.

This measure will ensure all pre-service teachers (PSTs) have the opportunity to be adequately prepared to teach in Australian schools and demonstrate they have met the graduate teacher level of the Australian Professional Standards for Teachers (APST) upon graduation.

## Experience in non-school settings / remote / online teaching practice

**A maximum of 10% of STP can be made up of non-school settings / remote / online teaching Remote / online teaching practice practice.**

The VIT supports innovation in ITE programs and acknowledges professional experience in non-school settings can add value to certain ITE programs, therefore will allow up to 10% of the minimum required days to be undertaken in a non-school setting.

The VIT also accepts remote / online teaching practice as part of the minimum STP days and similarly will allow up to 10% of the minimum required days to be undertaken in a remote / online setting.

**Teacher Performance Assessment (TPA)** – the TPA cannot be undertaken during a professional experience placement in a remote, online or non-school setting. The completion of the TPA must be in line with the AITSL Expert Advisory Group (EAG) endorsement.

## Simulated / virtual reality teaching practice

Simulated / virtual reality teaching practice can only be undertaken in **addition** to the minimum required days of STP.

The VIT does not consider undertaking a simulation experience to be comparable to the complexities and experiences provided for in a school placement and consequently considers that simulation experience is unable to be used as a replacement to the minimum number of professional experience days required under Program Standard 5.2.

## Diversity

The VIT accepts diversity of STP can include remote / online teaching practice and non-school settings. The VIT also considers diversity to include

- year levels
- schools
- special needs
- rural / regional / remote.

## Memorandum of Understanding with Department of Education (MOU)

In Victoria, all Victorian ITE providers have signed a Memorandum of Understanding (MOU) with the Department of Education which outlines the process and timing for placements in Victorian government schools. A copy of the MOU must be included in an accreditation application as evidence for Program Standard 5.1.

## Early childhood and primary programs

Combined ITE programs that prepare graduates to teach across early childhood settings and school settings must include the majority of STP days in a school setting.

Program type	Total STP days in program	Days required in a school setting
Undergraduate EC and Primary Program	80 days STP	41 days in school setting
Post graduate EC and Primary Program	60 days STP	31 days in a school setting

The VIT recommends providers of these combined programs contact the Australian Children's Education and Care Quality Authority (ACECQA) to ensure compliance with early childhood STP requirements in the program.

## International placements

The VIT is guided by the national standards which require **the majority** of supervised teaching days to be completed within an Australian school context and must

- be undertaken in English and in a primary / secondary school setting with school-aged learners
- ensure the PST is delivering an Australian approved curriculum
- meet the requirements of the endorsed Teaching Performance Assessment
- provide the PST with sufficient opportunity to demonstrate the graduate teacher level of the APST
- ensure the supervising teacher has a strong working knowledge of the graduate teacher level of the APST.

To ensure the suitability of a supervising teacher in an international school setting, providers should consider whether the supervising teacher

- holds (or previously held) teacher registration in Australia or New Zealand
- completed their initial teacher education in Australia or New Zealand
- completed AITSL's - [Supervising preservice teachers – online module](#)
- has previously mentored Australian or New Zealand teachers
- has experience working in an Australian or New Zealand context.

## Permission to Teach (PTT) practice

There are a number of different categories of Permission to Teach (PTT) that a PST can hold. The relationship between PTT practice and STP requirements are outlined below.

### PTT (General)

Can PTT practice contribute to STP?	Can PTT practice contribute to TPA?
Practice under PTT (General) <b>cannot</b> contribute to STP requirements, as the practice is not being directly supervised by a qualified teacher.	The TPA <b>cannot</b> be completed under PTT (General), as it must be undertaken as part of the STP.

*Note: Pre-service teachers who hold PTT (General) can complete their STP at the same school. Irrespective of whether a PST is being remunerated while completing STP, they must fulfill all requirements of their professional experience and / or TPA, including supervision.*

## PTT (Internship)

Can PTT practice contribute to STP?	Can PTT practice contribute TPA?
As part of an accredited employment-based ITE program, practice under PTT (Internship) <b>can</b> contribute towards STP requirements in line with the accredited program.	The TPA <b>may</b> be completed under PTT (Internship) in line with the accredited program, <b>provided all requirements of the TPA, including supervision, can be met.</b>