

International Professional Placements Policy

Effective date: 4/08/2021

1. Purpose and context

This policy outlines the Victorian Institute of Teaching's (VIT) position on the use of international placements to meet supervised teaching practice (STP) day requirements in an accredited Initial Teacher Education (ITE) program.

The VIT adheres to a nationally agreed approach to accreditation, the process ensures all ITE programs meet the Australian Standards outlined in the [Accreditation of initial teacher education programs in Australia: Standard and Procedures \(AITSL\)](#). These standards are designed to ensure all graduates of ITE programs have the knowledge, skills and experience to make a positive impact on student learning.

This policy specifically references the following program standards:

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

Program Standard 5.5

Providers support the delivery of professional experience in partner schools/sites, including by identification and provision of professional learning opportunities for supervising teachers and communication from, and access to, designated initial teacher education provider staff who, preferably, have current or recent experience in teaching.

2. Scope

This policy applies to Victorian ITE providers with a VIT accredited program.

3. Relevant legislation and policy

- [AITSL – Accreditation Standards and Procedures](#)
- [AITSL – Guidelines for the accreditation of initial teacher education programs in Australia Education and Training Reform Act 2006](#)

4. Definitions

Term	Definition
Australian Institute for Teaching and School Leadership (AITSL)	Commonwealth government agency 'providing national leadership for the Australian States and Territories in promoting excellence in the profession of teaching and school leadership'.
Approved Curriculum	<p>An educational program delivered to compulsory school aged children, including as follows:</p> <ul style="list-style-type: none"> a. The Victorian Early Years Curriculum Framework b. The Victorian Curriculum c. The Australian National Curriculum d. The Victorian Certificate of Education (VCE) e. The Victorian Certificate of Applied Learning (VCAL) f. Vocational Education and Training (VET) g. School Based Apprenticeships and Traineeships (SBAT) h. Any other curriculum or program approved by the Victorian Curriculum Assessment Authority (VCAA) or Australian Curriculum, Assessment and Reporting Authority (ACARA), which is to be delivered in Victorian schools / early childhood services or non-school settings i. The International Baccalaureate (IB) authorised by the International Baccalaureate Organisation. j. Any element, in a non-government school, approved as the compulsory educational program that is not otherwise included by a) to i) above k. An overseas curriculum delivered at a school registered with the Victorian Registration and Qualifications Authority (VRQA) as a 'Specific Purpose' school.
Australian Professional Standards for Teachers (APST)	Approved as the professional practice standards used by VIT to regulate Victorian teachers and early childhood teachers.
Compulsory School age	Learners who are not less than 6 and no more than 17 years of age ¹ .

¹ Education and Training Reform Act 2006, s. 1.1.3

5. Principles

Principle 1

The VIT is guided by nationally consistent standards for ITE providers conducting professional placements internationally.

Principle 2

The Australian Professional Standards for Teachers (APST) establish the competency requirements that pre-service teachers must demonstrate to successfully graduate from an ITE program.

Principle 3

Supervising teachers must have a strong working knowledge of the APST.

6. Statement of policy

6.1. International professional placements

6.1.1. The VIT relies on the national standards as guidance for ITE providers conducting professional placements internationally (Program Standard 5.2b) which requires the majority of days to be completed within an Australian school context.

6.1.2. ITE providers conducting international placements as part of an accredited ITE program must ensure that:

- the professional experience is mostly undertaken in Australia
- all professional experience, whether undertaken in Australia or overseas, meets the requirements of Program Standard 5
- the professional experience is conducted in English and in a primary / secondary school setting (or equivalent) with school aged learners*
- the pre-service teacher (PST) is mostly delivering an Australian approved curriculum
- the requirements of the endorsed Teaching Performance Assessment (TPA), Program Standard 1.2, are met
- the PST has sufficient opportunity to demonstrate the graduate teacher level of the APST
- the PST is supervised by a teacher who has a strong working knowledge of the APST, with particular focus on the graduate teacher level.

6.2. Supervising teachers

6.2.1. Providers must ensure the PST is supervised by a teacher who has a strong working knowledge of the graduate teacher level of the APST. This ensures the supervising teacher has sufficient knowledge and understanding of the APST to provide targeted feedback and is able to make judgments about the PST's practice against the APST.

6.2.2. Providers must ensure they are meeting the requirements of Program Standard 5.5 which states: Providers support the delivery of professional experience in partner schools/sites, including by identification and provision of professional learning opportunities for supervising teachers and communication from, and access to, designated initial teacher education provider staff who, preferably, have current or recent experience in teaching.

6.2.3. This includes the elements requiring verification as stated at Program Standard 5.5 in the AITSL's [Guidelines for the accreditation of initial teacher education programs in Australia](#) are met as outlined below:

- professional learning opportunities available to support supervising teachers in their roles

- designated provider staff who will be available to provide support for supervising teachers
- ITE providers can use their own discretion in determining the suitability of a supervising teacher, however, they are encouraged to consider the following factors;
- the supervising teacher holds (or previously held) teacher registration in Australia or New Zealand
- the supervising teacher completed their initial teacher education in Australia or New Zealand
- the supervising teacher has completed [AITSL's – Supervising preservice teachers – online module](#)
- the supervising teacher has previously mentored Australian or New Zealand teachers
- the supervising teacher has experience working in an Australian or New Zealand context.