

Memorandum of Understanding

for

PST Placements with ITE Providers

between

**The State of Victoria, as represented by the Department of
Education and Training**

and

ITE Providers

MEMORANDUM OF UNDERSTANDING BETWEEN THE DEPARTMENT OF EDUCATION AND TRAINING AND ITE PROVIDERS

PARTIES

This Memorandum of Understanding is made between the following Parties:

Department of Education and Training for and on behalf of the STATE OF VICTORIA
(ABN 52 705 101 522) (Department)

AND

Australian Catholic University Limited
(ABN 15 050 192 660) of 40 Edward Road, North Sydney, NSW 2060;

Deakin University
(ABN 56 721 584 203) of 1 Gheringhap Street, Geelong, VIC 3220;

Eastern College Australia Limited
(ABN 61 551 855 405) of 5 Burwood Highway, Wantirna, VIC 3152;

Federation University Australia
(ABN 51 818 692 256) of University Drive, Mt Helen, VIC 3350;

Holmesglen Institute
(ABN 40 096 756 729) of 1 Batesford Road, Chadstone, VIC 3148;

La Trobe University
(ABN 64 804 735 113) of Plenty Road & Kingsbury Drive, Bundoora, VIC 3086;

Melbourne Polytechnic
(ABN 50 230 165 243) of 77-91 St Georges Road, Preston, VIC 3072;

Monash University
(ABN 12 377 614 012) of Wellington Road, Clayton, VIC 3800;

Royal Melbourne Institute of Technology
(ABN 49 781 030 034) of 124 La Trobe Street, Melbourne, VIC 3000;

Swinburne University of Technology
(ABN 13 628 586 699) of John Street, Hawthorn, VIC 3122;

University of Melbourne
(ABN 84 002 705 224) of 1-100 Grattan Street, Parkville, VIC 3010;

Victoria University
(ABN 83 776 954 731) of Ballarat Road, Footscray, VIC 3011

(together, ITE Providers)

1. PURPOSE

- 1.1 The purpose of this MOU is to set out the common understanding between the Parties as a voluntary statement of intent, and represent the commitment of all Parties for the duration of the MOU.
- 1.2 The MOU provides a framework for long-term, strategic collaboration between the Department and Initial Teacher Education (ITE) Providers to facilitate improvements to the quality, efficiency, reliability, strategic direction and assessment of pre-service teacher (PST) Placements. It also supports a shared understanding of the roles and responsibilities of the Department, Victorian government schools and ITE Providers in relation to PST Placements.
- 1.3 The first edition of the MOU provides a written foundation for the Department and ITE Providers to build system-wide coherence and consistency in the quality of PST Placements.
- 1.4 The MOU aims to reduce the administrative burden on all Parties of arranging and managing PST Placements, by clarifying roles and responsibilities across the system and providing a standardised process and structure for the arrangement and assessment of a PST Placement.
- 1.5 The MOU may facilitate ITE Providers' acquittal of some of their regulatory obligations. ITE Providers should consult with VIT to seek further guidance around complying with regulatory requirements.
- 1.6 The MOU will also support the Department and ITE Providers to work together to increase Victorian government schools' capacity to host PST Placements, promote the value of PST Placements to Victorian government schools and encourage Victorian government schools to accept applications for PST Placements wherever possible.
- 1.7 The MOU offers a basis for information sharing about the current operation of PST Placements, and emerging priority areas (geographic and subject specific) across Victoria's education system.
- 1.8 The MOU will provide a foundation for further collaboration and innovation between the Department and ITE Providers and the continuous improvement of research and practice with regards to PST Placements. This will include work to support high quality supervision and assessment of PST Placements and increase recognition of the important role that teachers undertaking those functions play in developing Victoria's teachers of the future.

2. EXPECTED OUTCOMES

- 2.1 Through the initiatives detailed in the MOU, the MOU will:
 - (a) streamline the administrative, compliance and assessment obligations associated with PST Placements of ITE Providers and Victorian government schools;
 - (b) support enhanced quality of placement experiences for PSTs;
 - (c) increase the quantity of PST Placement opportunities across the system;
 - (d) deliver a more sustainable workforce supply across Victoria; and
 - (e) inform school improvement programs and innovation in ITE.

3. BACKGROUND

- 3.1 PST Placements are central to quality ITE, offering PSTs the opportunity to build experience in the classroom. Provision of strategically targeted, quality PST Placements across a diverse range of contexts in Victoria is key to driving better outcomes for PSTs, allowing them to develop the adaptability, creativity and dedication they need for their future in the Victorian teaching workforce.
- 3.2 Through their collaboration during the COVID-19 pandemic of 2020, ITE Providers and the Department recognised a series of opportunities to improve the experience of PST

Placements in Victoria, and achieve shared strategic objectives. Further background on this context, and the Parties' collective aspirations, is at **Appendix 1**.

- 3.3 The MOU provides a platform for long-term collaboration between ITE Providers and the Department in relation to PST Placements. It is designed as the foundation piece to support the Department and ITE Providers to work together to increase the quality and quantity of PST Placements for Victorian PSTs, leading to improved practice by our teachers of the future, and better outcomes for Victorian students.
- 3.4 The Parties agree to continue working together on longer-term shared priorities over the term of the MOU, including in relation to:
- (a) identifying effective ways to support and train mentor/supervising teachers, and develop strategies to enhance the recognition and status of mentor/supervising teachers;
 - (b) developing best practice guidelines for combinations of PST Placements to provide a high quality training experience for PSTs; and
 - (c) identifying and implementing joint strategies to support the distribution of PST Placements across the system, including in priority subject areas and locations.

4. SCOPE

- 4.1 The MOU (including its Schedules and Appendix) applies to PST Placements in Victorian government schools for PSTs undertaking VIT-accredited ITE programs. Victorian non-government schools and early childhood settings are outside the scope of this MOU.
- 4.2 The MOU offers a high-level framework for state-wide PST Placements, and benchmarks components common to all PST Placements. It does not preclude ITE Providers and Victorian government schools from additional tailoring of their arrangements to enrich the PST Placement experiences for their PSTs.
- 4.3 The MOU recognises the role of VIT in the accreditation and oversight of ITE programs. Terms of the MOU are designed to align with some regulatory requirements, offering a record of compliance for Parties to the MOU.

5. RESPONSIBILITIES AND ROLES

Joint Responsibilities of Parties

5.1 The Parties agree to:

- work collaboratively to implement the MOU;
- engage in annual reviews of the MOU to ensure the MOU remains fit-for-purpose; and
- continue to collaborate on longer-term shared priorities to raise the quality and quantity of PST Placements, including those listed in clause 3.4.

Department

5.2 The Department will generate for each ITE Provider a list of Victorian government schools that have indicated via a survey that they are open to working with that provider, including the number of PST Placements anticipated to be available at the school for each PST Placement round. This list will be sent directly to each ITE Provider. The lists will be refreshed annually. For avoidance of doubt:

- a) all Victorian government schools will be invited to participate in the survey;
- b) Victorian government schools will be able to nominate more than one ITE Provider that they are open to working with; and
- c) the lists represent an indication of goodwill and interest in working together, but are not exclusive: ITE providers may contact Victorian government schools that are not on their

list, and Victorian government schools may accept students from ITE providers which they did not nominate. Equally, Victorian government schools are not obliged to accept students from a nominated provider, for example if capacity constraints have arisen.

- 5.3 The Department will provide a list of priority subject and geographic areas for ITE Providers to reference in organising PST Placements (attached at **Schedule 1**). This list will be reviewed annually. Reference to this list is intended to help ITE Providers to support their PSTs to achieve a rich and balanced experience of PST Placements in the course of their ITE programs, and provide ITE Providers with the opportunity to align their distribution of PST Placements with forecast workforce demand.
- 5.4 Drawing on consultation with ITE Providers and Victorian government schools, the Department will provide an outline of agreed roles and responsibilities in organising, coordinating and facilitating PST Placements (attached at **Schedule 2**) that adhere to the national standards. This will include two specified two-week windows for ITE Providers to make initial contact with Victorian government schools regarding PST Placements required in the forthcoming academic year/semester/trimester. For clarity, once initial contact has been made within the specified two week window, ITE providers and Victorian government schools may continue communications following the two week window.
- 5.5 The Department will continue program and policy work to support the distribution of PST Placements across a range of contexts in Victoria.

ITE Providers

- 5.6 ITE Providers agree that in the first instance, they will contact the Victorian government schools which have indicated they are open to working with that provider, as set out in the list of schools provided by the Department under clause 5.2. For avoidance of doubt, the list of schools provided by the Department under clause 5.2 is not exclusive. ITE providers may approach Victorian government schools that are not on their list and Victorian government schools may accommodate requests for PST Placements from ITE Providers which they did not nominate. Equally, Victorian government schools are not obliged to accept students from a nominated ITE Provider, for example if capacity constraints have arisen.
- 5.7 ITE Providers will use a standardised reporting and assessment framework for PST Placements (**Schedule 3**).
- 5.8 ITE Providers agree to utilise:
 - a) the two specified two-week windows for making initial contact with Victorian government schools regarding organising PST Placements for the forthcoming academic year/semester/trimester, as set out in Schedule 2; and
 - b) when developed, a standard template for assessment of PSTs, with an outline of how they should be used.
- 5.9 ITE Providers agree to share relevant and timely information with the Department to support the quality and quantity of PST Placements in Victorian government schools.

OPERATIONAL ARRANGEMENTS

6. Nominated Representatives

The Parties will liaise in the first instance through their nominated Representatives as set out in the table below:

Department	Name Position Email	David Robinson Executive Director, Workforce Policy and Strategy Division, Department of Education and Training david.robinson@education.vic.gov.au
Australian Catholic University Limited	Name Position Email	Professor Donna King National Head, School of Education Donna.King@acu.edu.au
Deakin University	Name Position Email	Professor Damian Blake Head of School, School of Education, Faculty of Arts and Education damian.blake@deakin.edu.au
Eastern College Australia Limited	Name Position Email	Associate Professor Jennie Bickmore-Brand Dean of Education and Academic Program Advancement jbickmore-brand@eastern.edu.au
Federation University Australia	Name Position Email	Professor Claire McLachlan Dean, School of Education c.mclachlan@federation.edu.au
Holmesglen Institute	Name Position Email	Maxine Courtier Executive Director, Education and Applied Research Maxine.Courtier@holmesglen.edu.au
La Trobe University	Name Position Email	Professor Joanna Barbousas Dean, School of Education J.Barbousas@latrobe.edu.au
Melbourne Polytechnic	Name Position Email	Eloise Thomson VCDE Representative EloiseThomson@melbournepolytechnic.edu.au
Monash University	Name Position Email	Professor Viv Ellis Dean, Faculty of Education viv.ellis@monash.edu

Royal Melbourne Institute of Technology	Name Position Email	Professor Tania Broadley Interim Dean, School of Education tania.broadley@rmit.edu.au
Swinburne University of Technology	Name Position Email	Professor Tara Magdalinski Associate Dean, Learning Innovation (Faculty of Health, Arts and Design) tmagdalinski@swin.edu.au
University of Melbourne	Name Position Email	Dr Jim Watterston Dean, Melbourne Graduate School of Education jim.watterston@unimelb.edu.au
Victoria University	Name Position Email	Professor Rob Strathdee Dean, College of Arts and Education rob.strathdee@vu.edu.au

7. DURATION, VARIATION AND TERMINATION OF THIS MOU

- 7.1 The MOU commences operation from the date on which it is signed by all Parties.
- 7.2 The operation and effectiveness of the MOU will be reviewed annually and revised by the Parties as necessary, remaining flexible and responsive to changing needs.
- 7.3 Variations or amendments of this MOU or its Schedules or Appendix must be agreed in writing between the Parties.
- 7.4 The MOU will expire three years after its signature by all Parties, but may be renewed on the agreement of all Parties.
- 7.5 Any Party may terminate this MOU at any time by giving 30 days' written notice to the other Parties.

8. LIABILITY

- 8.1 The Parties agree to apply their best endeavours to implement the MOU in good faith.
- 8.2 The Parties acknowledge and agree that this MOU does not give rise to a legally enforceable agreement between the Parties.

9. CONFIDENTIALITY

- 9.1 Each Party may use the Confidential Information of the other Parties only for the purposes of this MOU.
- 9.2 Each Party must keep Confidential Information of the other Parties confidential except:
- (a) with the prior written consent of the other Party;
 - (b) to the extent that Party is required by Law to disclose any Confidential Information; or
 - (c) for a disclosure to employees of the Party required for the purpose of carrying out the obligations of that Party under this MOU.

9.3 Each Party's obligations under this clause 9 will survive termination of this MOU and will continue in relation to Confidential Information until the Confidential Information disclosed to it lawfully becomes part of the public domain.

10. GENERAL

10.1 Time to Act

If the time for a Party to do something is not specified in this MOU, the Party will do what is required within a reasonable time.

10.2 Counterparts

This MOU may be executed in any number of counterparts all of which taken together will constitute one instrument. A Party that has executed a counterpart of this MOU may exchange that counterpart with another Party by emailing it to the other Party (or their legal representative) and, it is intended that such exchange is to take effect as delivery.

10.3 Electronic signatures

The Parties acknowledge and agree that this MOU may be executed by electronic signature which shall have the same force and effect as a handwritten signature. Without limiting this term, 'electronic signature', whether digital or encrypted, will include scanned and transmitted versions (e.g. via pdf) of an original signature. An electronic signature is sufficient to indicate a Party's approval of the terms of this MOU and the Parties agree to be so bound by their electronic signature and the terms of this MOU.

10.4 Dispute Resolution Process

The Parties will use reasonable endeavours in good faith to resolve any dispute between themselves at the operational level between the Representatives of the Parties as set out in clause 6 from time to time.

11. DEFINITIONS AND INTERPRETATION

11.1 Definitions

In this MOU unless the contrary intention appears, the following definitions will apply:

Confidential Information means information (in whatever form) of a Party including information which comes into the possession of the other Party through intentional or unintentional disclosure, excluding information which:

- (a) is in or comes into the public domain, other than by disclosure in breach of the terms of this MOU;
- (b) is or becomes available to the recipient Party from a third party lawfully in possession of it and with the lawful power to disclose it to the recipient Party;
- (c) is rightfully known by the recipient Party (as shown by its written record) prior to the date of disclosure to it under this MOU; or
- (d) is independently developed by an employee of the recipient Party who has no knowledge of the disclosure made under this MOU.

ITE Providers means the Initial Teacher Education institutions that deliver VIT-accredited ITE programs, which are listed in the Parties section on page 2 of the MOU.

MOU means this Memorandum of Understanding as amended from time to time.

Party and **Parties** means the Department and each of the ITE Providers that are a party to this MOU and collectively the Department and ITE Providers.

Pre-service teachers (PSTs) are students enrolled in VIT-accredited programs delivered by ITE Providers, who are required to undertake practicum placements in schools.

PST Placements means a pre-service teacher practicum placement that PSTs are required to undertake in order to graduate from their ITE program.

Representative means the representative specified in clause 6.

VIT means the Victorian Institute of Teaching, the independent statutory authority for the teaching profession.

11.2 Interpretation

In this MOU unless the context indicates to the contrary:

- (a) words importing a gender include any other gender;
- (c) words in the singular include the plural and the words in the plural include the singular;
- (d) clause headings are inserted for convenience only and have no effect in limiting or extending the language of provisions to which they refer;
- (g) where any word or phrase is given a defined meaning, any other part of speech or other grammatical form in respect of that word or phrase has a corresponding meaning;
- (h) reference to a Schedule or an Appendix is a reference to a Schedule or an Appendix to this MOU and form part of this MOU; and
- (i) where a conflict or inconsistency arises between the terms and conditions contained in the clauses of this MOU and any part of a Schedule or Appendix, the terms and conditions of the clauses prevail to the extent of the conflict or inconsistency.

12. SIGNING PAGE

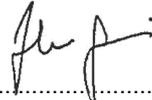
Signed as an agreement

Executed for and on behalf of the **Department of Education and Training** by a duly authorised officer who warrants that he or she is a duly authorised representative able to execute on behalf of the Department:


.....
Signature of authorised officer
Date: 2 August 2021

Kylie White
Name of authorised officer (print)
Deputy Secretary, Policy, Strategy and Performance, Department of Education and Training
Position of authorised officer

Executed for and on behalf of the **Australian Catholic University Limited (ABN 15 050 192 660)** by a duly authorised officer who warrants that he or she is a duly authorised representative able to execute on behalf of the ITE Provider:


.....
Signature of authorised officer
Date: 29.06.2021

Professor Zlatko Skrbis
Name of authorised officer (print)
Vice-Chancellor and President, Australian Catholic University Limited
Position of authorised officer

Executed for and on behalf of **Deakin University (ABN 56 721 584 203)** by a duly authorised officer who warrants that he or she is a duly authorised representative able to execute on behalf of the ITE Provider:

.....
Signature of authorised officer
Date:

Professor Iain Martin
Name of authorised officer (print)
Vice-Chancellor, Deakin University
Position of authorised officer

12. SIGNING PAGE

Signed as an agreement

Executed for and on behalf of the **Department of Education and Training** by a duly authorised officer who warrants that he or she is a duly authorised representative able to execute on behalf of the Department:

.....
Signature of authorised officer

Date:

Kylie White
Name of authorised officer (print)

Deputy Secretary, Policy, Strategy and Performance, Department of Education and Training
Position of authorised officer

Executed for and on behalf of the **Australian Catholic University Limited (ABN 15 050 192 660)** by a duly authorised officer who warrants that he or she is a duly authorised representative able to execute on behalf of the ITE Provider:

.....
Signature of authorised officer

Date:

Professor Zlatko Skrbis
Name of authorised officer (print)

Vice-Chancellor and President, Australian Catholic University Limited
Position of authorised officer

Executed for and on behalf of **Deakin University (ABN 56 721 584 203)** by a duly authorised officer who warrants that he or she is a duly authorised representative able to execute on behalf of the ITE Provider:



.....
Signature of authorised officer

Date: 28 June 2021

Professor Iain Martin
Name of authorised officer (print)

Vice-Chancellor, Deakin University
Position of authorised officer

Executed for and on behalf of
La Trobe University (ABN 64 804 735 113) by
a duly authorised officer who warrants that he
or she is a duly authorised representative able
to execute on behalf of the ITE Provider:

.....
Signature of authorised officer

Date:

Professor John Dewar AO
Name of authorised officer (print)

**Vice-Chancellor and President, La Trobe
University**
Position of authorised officer

Executed for and on behalf of
Melbourne Polytechnic (ABN 50 230 165 243) by
a duly authorised officer who warrants that he
or she is a duly authorised representative able
to execute on behalf of the ITE Provider:

.....
Signature of authorised officer

Date:

Frances Coppelillo
Name of authorised officer (print)

Chief Executive Officer, Melbourne Polytechnic
Position of authorised officer

Executed for and on behalf of
Monash University (ABN 12 377 614 012) by
a duly authorised officer who warrants that he
or she is a duly authorised representative able
to execute on behalf of the ITE Provider:

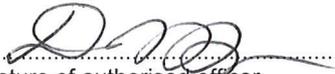
.....
Signature of authorised officer

Date:

Professor Margaret Gardner AC
Name of authorised officer (print)

Vice-Chancellor and President, Monash University
Position of authorised officer

Executed for and on behalf of the
Royal Melbourne Institute of Technology
(ABN 49 781 030 034) by a duly authorised officer
who warrants that he or she is a duly authorised
representative able to execute on behalf of the
ITE Provider:


.....
Signature of authorised officer

15 / 07 / 2021
Date:

Ms Dionne Higgins
Name of authorised officer (print)

**Interim Vice-Chancellor and President, Royal
Melbourne Institute of Technology**
Position of authorised officer

Executed for and on behalf of
Swinburne University of Technology
(ABN 13 628 586 699) by a duly authorised officer
who warrants that he or she is a duly authorised
representative able to execute on behalf of the
ITE Provider:

.....
Signature of authorised officer

Date:

Professor Pascale Quester
Name of authorised officer (print)

**Vice-Chancellor and President, Swinburne
University of Technology**
Position of authorised officer

Executed for and on behalf of
University of Melbourne (ABN 84 002 705 224) by
a duly authorised officer who warrants that he
or she is a duly authorised representative able
to execute on behalf of the ITE Provider:

.....
Signature of authorised officer

Date:

Professor Duncan Maskell
Name of authorised officer (print)

Vice-Chancellor, University of Melbourne
Position of authorised officer

APPENDIX 1

Policy background and context

See attached document – Appendix 1

SCHEDULE 1

Priority subject and geographic areas

Description	Responsible author
A list of priority subject and geographical areas identified by the Department for ITE Providers to reference in organising PST Placements.	The Department

See attached document Schedule 1

SCHEDULE 2

PST Placement roles and responsibilities

Description	Responsible author
An outline of agreed roles and responsibilities in organising, coordinating and facilitating PST Placements.	The Department in consultation with ITE Providers and Victorian government schools

See attached document Schedule 2

SCHEDULE 3

Standardised reporting and assessment framework

Description	Responsible author
Standardised reporting and assessment framework for PST Placements.	ITE Providers in consultation with the Department

See attached, point in time working draft document, Schedule 3

PST Placements MOU – Appendix 1 – Policy background and context

Appendix 1: Policy background and context for MOU

1. Pre-service teacher (PST) Placements are central to quality initial teacher education (ITE), enabling PSTs opportunities to build experience in the classroom.
2. PST Placements provide an important setting for ITE students to link academic theory to classroom practice, developing their autonomy and capacity to realise their full potential as graduate teachers.
3. For many PSTs, the PST Placement experience is the most important part of their ITE program.
4. ITE students are expected to undertake PST Placements in a diverse as practicable range of contexts, developing the adaptability, creativity, and dedication they need for their future in the Victorian teaching workforce.
5. The achievement of a successful PST Placement depends on the willingness of schools to host PSTs; high quality supervision from a mentor teacher; expert support from the PST's ITE Provider; and synergy between the PST's development needs and current and future needs across Victoria's education system.
6. Schools report that key barriers to providing high quality PST Placements are the burden of complex and varied administrative, compliance and assessment obligations; the lack of coordinated advance planning of PST Placements; and inconsistent levels of ITE Provider support for PSTs during PST Placements.
7. ITE Providers have reported barriers to securing quality PST Placements for their PSTs including difficulties in identifying potential host schools, inconsistent quality between mentor teachers, and variation in method of compensating mentor teachers.
8. The PST Placement experience of PSTs varies, from the workplace culture and educational outcomes of the school, to the degree of involvement by their ITE Provider in the process, the criteria by which the PST is assessed, the training for and recognition of mentor teachers' roles, and the degree of diversity and coherence in PSTs' collective PST Placement experiences in the course of their ITE programs.
9. Potential applicants to ITE have reported that apprehension of the challenges for PSTs in relation to PST Placements operates as a disincentive to entering ITE.
10. As system manager, the Department is committed to ensuring adequate supply of quality teachers to schools statewide, including in locations and subjects that have proved consistently hard to staff.
11. Evidence indicates that graduate teachers commonly seek employment in a school where they undertook a PST Placement; it is possible that a more strategic allocation of PST Placements

PST Placements MOU – Appendix 1 – Policy background and context

might help to address teacher supply challenges, and at the same time increase the chances of graduate teachers securing employment.

12. Provision of strategically targeted, quality PST Placements in Victoria is key to driving better outcomes for PSTs, and for Victorian school students. The Department and ITE Providers continue to work together to attract candidates to ITE from across the state, and with particular subject expertise, to support a strategic distribution of PST Placements.
13. During the 2020 COVID-19 pandemic, collaboration between the Victorian Council of Deans of Education (VCDE), the Victorian Institute of Teaching and the Department to support PSTs in relation to PST Placements prompted recognition of shared, longer term strategic interests in relation to PST Placements.
14. In May 2020, representatives of the VCDE and the Department agreed to explore opportunities to improve the operation of the PST Placements process in Victoria.

Schedule 1: Priority subject and geographic areas

The information in Schedule 1 will be reviewed on an annual basis by the Department and the ITE Providers will be notified of any updates.

- i. Undertaking PST Placements in schools with diverse characteristics enhances the breadth of experience that ITE students receive during their studies, providing challenging and dynamic opportunities to link academic theory to classroom practice.
- ii. For the term of the MOU, ITE Providers agree to work with the Department to facilitate PST Placements in the Department’s areas of workforce need.
- iii. The Department agrees to support efforts to facilitate PST Placements in these priority areas, for example, by communicating to ITE Providers which Victorian government schools are open to working with them and encouraging Victorian government schools that could benefit from hosting PST Placements to do so.
- iv. In 2021, the following subjects and locations represent areas of existing and forecast high workforce demand:

Subject areas	
<ul style="list-style-type: none"> • Special education • Science, technology, engineering and mathematics (STEM) subjects, including digital and design technology 	<ul style="list-style-type: none"> • Economics and business • Languages • Applied learning • English
Geographical areas (Local Government Areas)	
<ul style="list-style-type: none"> • Alpine • Ararat • Brimbank • Buloke • Campaspe • Cardinia • Central Goldfields • Corangamite • East Gippsland • Gannawarra 	<ul style="list-style-type: none"> • Mansfield • Melton • Mildura • Mitchell • Moira • Moorabool • Moreland • Mount Alexander • Northern Grampians • Southern Grampians

PST Placements MOU – Schedule 1

- | | |
|---|---|
| <ul style="list-style-type: none">• Glen Eira• Glenelg• Greater Dandenong• Greater Shepparton• Hindmarsh• Hobsons Bay• Horsham• Hume• Latrobe• Loddon• Macedon Ranges | <ul style="list-style-type: none">• Strathbogie• Swan Hill• Towong• Wangaratta• Warrnambool• Wellington• West Wimmera• Whittlesea• Wyndham• Yarriambiack |
|---|---|

Schedule 2 – PST Placement Roles and Responsibilities

Contents

Roles and responsibilities for ITE Providers	1
Roles and responsibilities for Victorian government schools	2
Roles and responsibilities for PSTs.....	3

The information in Schedule 2 will be reviewed annually by the Department and ITE Providers.

Victorian government school leaders will be consulted on any proposed changes.

- i. The ITE Provider and the Department acknowledge that the quality of PST Placements is a shared responsibility.
- ii. The ITE Provider and the Department agree to the common set of roles and responsibilities outlined in this Schedule for arranging and facilitating PST Placements. These aim to reduce administrative burden and duplication for both Victorian government schools and ITE Providers and establish a common language and consistent process around facilitating PST Placements. They also aim to establish and drive effective partnerships between ITE Providers and Victorian government schools to support collaboration and innovation in relation to PST Placements.
- iii. The roles and responsibilities outlined in this Schedule are aligned with, and do not supersede or replace, the Australian Institute for Teaching and School Leadership ‘Professional Experience Participant Roles and Responsibilities’ and have been developed in collaboration with ITE Providers, the Department and Victorian government school representatives.
- iv. The roles and responsibilities outlined in this Schedule are not exhaustive. ITE Providers and Victorian government schools entering into an arrangement for PST Placements may add additional elements to support the partnership.
- v. For clarity, the roles and responsibilities for ITE Providers and Victorian government schools have been divided into two phases: roles and responsibilities for arranging PST Placements, and roles and responsibilities during and after PST Placements.
- vi. ITE Providers and Victorian government schools agree to act in accordance with this MOU for all additional matters that are not outlined in this Schedule.

Roles and responsibilities for ITE Providers

Arranging PST Placements

- 1) The roles and responsibilities for ITE Providers in arranging PST Placements are:
 - a. Ensuring ITE Provider staff are assigned to coordinate PST Placements
 - b. Informing students that the ITE Provider will contact Victorian government schools to arrange PST Placements and that students are not permitted to contact Victorian government schools directly
 - c. Contacting Victorian government schools with diverse characteristics to enable PSTs to gain a diverse set of teaching experiences
 - d. Limiting initial contact with Victorian government schools regarding organising PST Placements for the forthcoming academic year/semester/trimester to the two designated two week windows (Weeks 2 and 3 of Term 2, and Weeks 2 and 3 of Term 4) of the school year/semester/trimester preceding the proposed PST Placement

- e. Providing information requested by the Victorian government school to support school planning, including the anticipated number of ITE students to be placed and the teaching areas, grades and stages required (if available), in a timely manner
- f. Providing the Victorian government school with contact information for ITE Provider PST Placement coordination staff and supervising staff when they have been allocated, prior to students commencing their PST Placements
- g. Identify and provide professional learning opportunities for mentor/supervising teachers to support them in their role
- h. Provide an outline of the PST's knowledge, skills and experiences that have already been developed in the program and the expected learning outcome of each PST Placement
- i. Identify which Australian Professional Standards for Teachers for the Graduate career stage are to be addressed at each PST Placement.

During and after PST Placements

- 2) The roles and responsibilities for ITE Providers during and after PST Placements are:
 - a. Ensuring ITE Provider staff are assigned to coordinate and supervise PST Placements and provide suitable professional learning opportunities to PSTs relevant to their level of study
 - b. Ensuring Victorian government schools have an appropriate contact person at the ITE Provider for administrative, financial, professional and academic matters relating to PSTs
 - c. Ensuring PSTs are aware of their role, responsibilities and requirements for the duration of their PST Placement, including the Australian Professional Standards for Teachers for the Graduate career stage
 - d. Supporting PSTs and Victorian government schools with assessment in line with national standards, moderation and reporting on performance, including managing instances where PSTs are 'at risk' academically
 - e. Engaging with Victorian government school staff responsible for coordinating PST Placements to ensure PST Placements meet the requirements of the ITE program and to support relationship-building and collaboration
 - f. Coordinating contact between the PST and Victorian government school, including site visits to the school during PST Placements
 - g. Assuming joint-responsibility with Victorian government schools for resolutions and decisions regarding grievances or issues that may arise during PST Placements, including in the event that a PST must withdraw from the PST Placement
 - h. Ensuring relevant PST Placement procedures and documentation requirements are followed, particularly where there is concern regarding the progress of the PST
 - i. Providing opportunities for, and collecting, feedback from Victorian government schools on ITE program content and theory, the alignment between theory and practice and the extent to which it is aligned with school needs, to inform delivery of the ITE program
 - j. Collecting feedback from PSTs to inform delivery of the ITE program.

Roles and responsibilities for Victorian government schools

Arranging PST Placements

- 1) The roles and responsibilities for Victorian government schools in arranging PST Placements are:
 - a. Providing the ITE Provider with the contact details of the person responsible for coordinating PST Placements in a timely manner, including the preferred method of communication

- b. Scheduling PST Placements for the following year/semester/trimester, in partnership with the ITE Provider
- c. Selecting appropriately skilled mentor/supervising teachers for PST Placements
- d. Supporting mentor/supervising teachers to access adequate professional development to appropriately skill and prepare them for supervising PST Placements
- e. Providing the ITE Provider with the contact details of mentor/supervising teachers within the two weeks preceding the PST Placement's commencement, including the preferred method of communication.

During and after PST Placements

- 2) The roles and responsibilities for Victorian government schools during and after PST Placements are:
 - a. Coordinating the administration of PST Placements, in collaboration with the ITE Provider
 - b. Ensuring all school staff involved in PST Placements are aware of their obligations and responsibilities, including duty of care
 - c. Completing all pre-PST Placement paperwork required by the ITE Provider and returning it to the ITE Provider prior to the student commencing the PST Placement
 - d. Ensuring appropriately skilled mentor/supervising teachers are assigned to PST Placements
 - e. Providing opportunities for PSTs to learn and develop their skills in the classroom and broader school context, including exposure to high-quality classroom teaching
 - f. Planning and delivering professional learning programs for PSTs, in line with the requirements of the ITE program and the Australian Professional Standards for Teachers and having regard to their level of study
 - g. Maintaining regular communication with PSTs to set clear expectations for performance
 - h. Providing regular observation, assessment and feedback to PSTs to support professional development and ensure they are sufficiently prepared to fulfil their level of study in line with national standards
 - i. Liaising with PSTs prior to the beginning of PST Placements, during PST Placements, and following PST Placements if necessary, to ensure all required documentation has been completed
 - j. Maintaining regular communication with the ITE Provider and other stakeholders involved in the PST Placement process to support relationship-building
 - k. Assuming joint-responsibility with the ITE Provider for resolutions and decisions regarding grievances or issues that may arise during PST Placements, including in the event that a PST must withdraw from the PST Placement
 - l. Completing all post-PST Placement student reports and paperwork required by the ITE Provider and returning them to the ITE Provider in a timely manner within a fortnight of the PST Placement's completion
 - m. Providing feedback to the ITE Provider in relation to the success of the PST Placement and any issues that may have arisen.

Roles and responsibilities for PSTs

During PST Placements

- 1) The roles and responsibilities for PSTs during PST Placements are:
 - a. Adhering to all relevant ITE Provider and school policies and procedures for the PST Placement duration, including supporting the school's values and ethos, and the VIT Codes of Conduct and Ethics

PST Placements MOU - Schedule 2

- b. Demonstrating teaching practice in line with the Australian Professional Standards for Teachers for the Graduate career stage and collating evidence of this performance in accordance with ITE Provider requirements
- c. Demonstrating the requirements for PST Placements, as specified by the ITE Provider and school
- d. Maintaining open communication with the ITE Provider and all school staff involved in PST Placements
- e. Seeking and implementing feedback, advice and guidance received during the PST Placement to support improvements to teaching practice
- f. Seizing opportunities to understand and experience the breadth of school activities, including participation in community activities outside the classroom.

Professional Experience Report Template (Draft 25/05/2021)

This professional experience report template provides a mechanism for reporting on preservice teachers' (PST) development while completing the professional experience components of their initial teacher education program (ITE).

The reporting template references the Australian Professional Standards for Teachers (APST) including highlighted descriptors most relevant to development expectations at different stages of in an ITE program.

The APSTs descriptors have been organised into five key areas within this report to support supervising teacher's assessment and judgement of PSTs' progress in relation to:

1. Planning for learning and teaching
2. Teaching effectively
3. Creating and maintaining supportive learning environments
4. Assessing and providing feedback for learning
5. Demonstrating professional and ethical conduct

The report has been developed as a collaboration between Victorian Universities and the Victorian Department of Education to provide a consistent reporting framework for professional experience placements.

Expectations

Supervising Teachers are expected to:

- Engage in collaborative and reflective conversations with the PST in regard to their teaching practice
- Assess the PST's progress using the **highlighted** APST descriptors for the stage and provide progressive feedback to the PST on their development during the placement
- Facilitate opportunities for the PST during the placement to encounter professional learning opportunities relevant to their development of the APSTs
- Make professional judgements about the PST's progress towards attainment of the APST descriptors at the completion of the placement
- Liaise with the university/provider in relation to professional experience processes and consult as required

Preservice Teachers are expected to:

- Complete the report in collaboration with the supervising teacher through ongoing professional conversations
- Work within your university processes and expectations for the placement
- Engage in self-reflective practice
- Participate in collaborative and reflective conversations with your supervising teacher (and/or other school colleagues) in regard to your teaching practice

Placement Details and Context (Completed by PST with supervising teaching teacher)

Preservice Teacher Name	Click or tap here to enter text.
Institution of study	Click or tap here to enter text.
Course (course name/code and year level details required)	Click or tap here to enter text.
Experience level (<i>graduating, consolidating, novice</i>)	Click or tap here to enter text.
Placement dates and number of days	Click or tap here to enter text.
Placement context (School name and relevant elements of context)	Click or tap here to enter text.
Supervising Teacher's name	Click or tap here to enter text.

Placements MOU – Schedule 3

Supervising Teacher’s contact details (email and phone number)	Click or tap here to enter text.
Year level(s)/methods	Click or tap here to enter text.
Institution contact	Click or tap here to enter text.

Assessment and Recommendation

Assessment Ratings Scale for APST Descriptors

Supervising teachers should apply professional judgements using evidence of the PST’s demonstrated knowledge, practice, and engagement in relation to the expected APST descriptors for the stage.

Consideration should be given for the placement context and opportunities to encounter relevant experiences enabling the PST to demonstrate the APST.

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

Recommendation for Result

Recommendation	Click or tap here to enter text.
Satisfactory	Click or tap here to enter text.
Not Satisfactory	Click or tap here to enter text.
Require further discussion regarding decision	Click or tap here to enter text.

Section 1: Planning for learning and teaching

	APST Descriptor	E	M	NM	NE
<i>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of learners and how these may affect learning</i>	1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Demonstrate knowledge and understanding of research into how learners learn and the implications for teaching</i>	1.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds</i>	1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of learners across the full range of abilities</i>	1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Organise content into an effective learning and teaching sequence.</i>	2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Use curriculum, assessment and reporting knowledge to design learning experiences, learning sequences and lesson plans.</i>	2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</i>	2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Placements MOU – Schedule 3

Set learning goals that provide achievable challenges for learners of varying abilities and characteristics.	3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan lesson sequences using knowledge of learners' learning, content and effective teaching strategies.	3.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 2: Teaching Effectively

		E	M	NM	NE
Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of learners from Aboriginal and Torres Strait Islander backgrounds	1.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	2.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement teaching strategies for using ICT to expand curriculum learning opportunities for learners .	2.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Include a range of teaching strategies.	3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge of a range of resources, including ICT, that engage learners in their learning.	3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate a range of verbal and non-verbal communication strategies to support learner engagement.	3.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve learners' learning	3.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe a broad range of strategies for involving parents/carers in the educative process.	3.7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3: Creating and Maintaining Supportive Learning Environments

		E	M	NM	NE
Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of learners with disability.	1.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify strategies to support inclusive student participation and engagement in classroom activities .	4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate the capacity to organise classroom activities and provide clear directions.	4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge of practical approaches to manage challenging behaviour.	4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe strategies that support students' wellbeing and safety working within learning contexts and/or system, curriculum and legislative requirements.	4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	4.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 4: Assessing and Providing Feedback for Learning

		E	M	NM	NE
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess learners' learning.	5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Placements MOU – Schedule 3

<i>Demonstrate an understanding of the purpose of providing timely and appropriate feedback to learners about their learning.</i>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of learners' learning.</i>	5.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Demonstrate the capacity to interpret learner assessment data to evaluate learners' learning and modify teaching practice.</i>	5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Demonstrate understanding of a range of strategies for reporting to learners and parents/carers and the purpose of keeping accurate and reliable records of learner achievement.</i>	5.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 5: Demonstrating Professional and Ethical Conduct

E M NM NE

<i>Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.</i>	6.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Understand the relevant and appropriate sources of professional learning for teachers.</i>	6.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</i>	6.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved learners' learning.</i>	6.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</i>	7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school/learning setting stage.</i>	7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Understand strategies for working effectively, sensitively and confidentially with parents/carers</i>	7.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</i>	7.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 6: Interim Feedback and Professional Conversation

- A midpoint/interim conversation between the supervising teacher and PST has taken place
- Hyperlink to midpoint/interim reflection template
- Midpoint/interim reflection template has been completed by the supervising teacher and PST

Preservice Teacher <i>summary of mid-point feedback</i>
Click or tap here to enter text.

Supervising Teacher <i>summary of mid-point feedback</i>
Click or tap here to enter text.

Section 7: Final Assessment Result

Provide feedback and relevant details for final assessment result
Click or tap here to enter text.

Section 8: Signatures

Placements MOU – Schedule 3

Preservice Teacher	Supervising Teacher(s)	
<i>Please click or tap to insert signature</i>	<i>Please click or tap to insert signature</i>	
Click or tap to enter a date.	Click or tap to enter a date.	

DRAFT