

Support available during professional experience placement

Initial Teacher Education (ITE) providers, in this instance the University of New England (UNE) and the Office for Professional Learning (OPL) are required by the Australian Government to demonstrate evidence of targeted, tailored and consistent support for our UNE students. This requirement entails offering well-structured support and feedback during their placement in schools and centres by Supervising Teachers and Professional Experience (University) Liaison Officers (PELOs).

The OPL aims to further refine and develop research-informed student support processes closely aligned with the National Guidelines for ITE Provider support for students who are on their placements. Please take note of the current support processes UNE, OPL put in place and which are expected from the Professional Experience (University) Liaison Officers (PELOs):

- UNE, as Initial Teacher Education (ITE) provider, employs highly experienced, former school leaders and Lead Teachers as casual staff to mentor and advocate for students, UNE and the OPL.
- The PELOs offer guidance and feedback on quality teaching practices, classroom management, professionalism and the everyday aspect of school. However, they do **not** engage in assessment or judgement of the placement as a Fail or Pass result.
- PELOs are assigned to Teacher Education Students (TES) by the OPL, usually well ahead of the placement starting date in order to support preservice teachers before, and during placements and to contribute to their professional learning during placement.
- PELO/Student Allocation is a structured process to ensure all students have a, UNE mentor. Please contact the OPL if you are uncertain about who is allocated to you.
- UNE Students may submit a request to have a specific PELO as their UNE Professional Experience Liaison Officer (PELO).
- The support and mentoring process includes the following actions:
 - A PELO will make an introductory phone call to meet the preservice teacher (this might be an email if they experience difficulty to reach students).
 - The PELO will also contact the Supervising Teacher (ST) before the placement or during the first week of placements.
 - A 'Courtesy' phone/Teams/Face-time during the second week of placement and before the midpoint of the placement should be expected.
 - When feasible and within the current OPL guidelines, a PELO or School of Education lecturer will visit a Teacher Education Student at midpoint of their placement. These visits can be either face-to-face, or via a TEAMS or ZOOM meeting.
 - PELOs are expected to complete written feedback through the PELO Report template available to them. The content of the report can be discussed with the preservice teachers but it is the PELO's responsibility to submit the PELO report to the OPL.
- The ST is responsible to submit the Professional Experience Report to the OPL within three working days after the final day of placement. UNE students have the responsibility to ensure this report is submitted.

Please do not hesitate to contact the OPL if further clarification regarding support during professional experience is need.

Kind regards,
The OPL Team