

# PROFESSIONAL EXPERIENCE AGREEMENT

THIS AGREEMENT IS MADE ON THE        DAY OF NOVEMBER 2021

*BETWEEN*

***THE STATE OF NEW SOUTH WALES by its NSW DEPARTMENT OF EDUCATION of 105 Phillip Street Parramatta NSW 2150 (ABN 40 300 173 822) (the Department)***

*AND*

***[university / ITEP]***

## **1 BACKGROUND**

- 1.1 Professional Experience is a critical aspect of initial teacher education and provides a crucial opportunity for initial teacher education providers and schools to work together to share knowledge, expertise and passion for teaching in order to prepare the next generation of teachers. This experience should expose pre-service teachers to a range of schools and make them aware of the opportunities, challenges and realities of classrooms and the diversity that exists in NSW public schools.
- 1.2 Implementing high quality professional experience is a key commitment for the Department.
- 1.3 The NSW Education Standards Authority (NESA) developed [\*A Framework for High-Quality Professional Experience in NSW Schools\*](#) (the Framework) that outlines the key commitments, principles, practices and responsibilities of all parties in relation to professional experience.
- 1.4 The Department has committed to implementing the Framework.

## **2 IMPLEMENTATION**

- 2.1 The Department wishes to enter into professional experience agreements, underpinned by the Framework, with universities/initial teacher education providers (ITEPs) to clearly articulate how schools, the Department and the universities/ITEPs will operate to provide high quality professional experience in NSW public schools.

- 2.2 There will be individual professional experience agreements with universities/ITEPS. (Universities/ITEPs are referred to as **University** in the text of this Agreement.) This Agreement with the **University** contains a schedule (**Schedule 1**) with a list of schools that have indicated their willingness to work in partnership with the **University** to support professional experience placements. **Schedule 1** is not exclusive. The **University** is able to approach other schools not on **Schedule 1** for professional experience placements, and schools, if approached by other universities/ITEPs, are able to support these requests if their circumstances allow them to do so. **Schedule 1** also does not preclude schools from continuing any existing arrangements that may be in place.
- 2.3 This Agreement also contains a **Schedule 2** where applicable. **Schedule 2** applies to universities only. It does not apply to other initial teacher education providers. **Schedule 2** outlines the expectations and commitments regarding the Professional Experience Hub School(s) that will work in partnership with the university to demonstrate, develop, trial and share high quality and innovative professional experience. **Schedule 2** contains requirements for a 'Professional Experience Hub School Strategic and Governance Plan' to be completed by a Professional Experience Hub School and its university partner. It is expected that Professional Experience Hub Schools will develop different models of professional experience which can then be evaluated and shared.
- 2.4 This Agreement also contains a **Schedule 3** which outlines the Department's protocols for use of videorecording by a pre-service teacher where required for their Teaching Performance Assessment.
- 2.5 A key function of the professional experience agreements is to provide better alignment of the provision of professional experience places to foreseeable demand for teachers in different learning areas and stages of schooling.
- 2.6 These agreements will provide schools, the Department and universities/ITEPs with greater confidence in and commitment to professional experience.
- 2.7 The Professional Experience Agreements will be iterative and will be reviewed and revised as necessary to accommodate further learnings and experiences.

### **3 SCOPE OF THIS AGREEMENT**

- 3.1 This Agreement including **Schedules 1, 2 and 3** (where applicable) applies to professional experience placements in NSW public schools for pre-service teachers undertaking NESA-approved courses at the **University**.
- 3.2 While this Agreement is focused on strengthening the quality and effectiveness of professional experience provision, it is underpinned by the broader concept of collaborative relationships between the Department,

schools and ITEPs for the purpose of building professional learning communities, sharing of innovation and research and continuously building professional knowledge in the field of education.

## 4 DEFINITIONS

4.1 For the purpose of this Agreement:

- a) **NESA** means the NSW Education Standards Authority, which is responsible for approving initial teacher education courses for NSW;
- b) **the Framework** means the document developed by NESA: *A Framework for High-Quality Professional Experience in NSW Schools*, its composite parts, and any updates to the document, which underpins this Agreement;
- c) all other terms in this Agreement have the same meaning as defined in the *Framework*;
- d) **Schedule 1** contains the list of NSW public schools that have indicated their willingness to work in partnership with the **University** to support professional experience placements. **Schedule 1** is an interim document that will be updated by the Department and notified to the **University**, as required; and
- e) **Schedule 2** outlines the expectations and commitments regarding the Professional Experience Hub School(s) that will work in partnership with the university to demonstrate, develop, trial and share high quality and innovative professional experience. This includes developing a 'Professional Experience Hub School Strategic and Governance Plan' between a Professional Experience Hub School and its university partner. In the first school term after the signing of this Agreement, the Professional Experience Hub School, the **Hub School**, together with the **University** will outline how the initiative will be implemented using the plan.
- f) **Schedule 3** contains the Department's protocols for videorecording as part of the Teaching Performance Assessment. **Schedule 3** is an interim document that will be updated by the Department as required and notified to the **University** as required.
- g) Pre-service teacher means the initial teacher education student from the **University**.
- h) **Professional experience** means teaching practice, practicum (one of a number of supervised practical teaching experiences) and internship (a final teaching practice without in-class supervision), in a school or other setting for educational purposes as defined in the NESA policy document *Professional Experience in Initial Teacher Education January 2017*.

- i) **Professional experience internship** means a final optional supervised component of the prescribed pre-service professional experience days in a NSW NESA accredited initial teacher education program in which pre-service teachers are still supervised (program supervision) but do not require direct, in-class supervision. The commencement of a professional experience internship requires:
- completion of at least 75% of the prescribed supervised days of a professional experience program **and**;
  - assessment of pre-service teachers as having met or exceeded all of the [Australian Professional Standards for Teachers at Graduate level](#).

## 5 TERM

- 5.1 This Agreement commences on the date of signing by the second party.
- 5.2 From this date until 31 December 2024 the parties will commence operation of the Professional Experience Hub Schools (**Initial Term**).
- 5.3 The parties will fully implement the terms including **Schedule 1** from the beginning of term 1, 2022 for a period of 3 years.

## 6 RENEWAL TERMS

- 6.1 No later than ninety (90) days prior to the expiration of the Initial Term, the parties may agree in writing to extend the Agreement for a further term for such period to be agreed (e.g. 12 months or 2 years) (**Renewal Term**), and the terms of this Agreement, which may be modified by the parties by agreement in writing, will apply to any such Renewal Term. If there is no agreement in writing by the date that is 90 days before expiration of the Initial Term, then this Agreement will end on 31 December 2024.
- 6.2 Agreed variations, other than those specified, may be made in writing by the parties to this Agreement.

## 7 JOINT RESPONSIBILITIES

The Department, on behalf of and in conjunction with schools, and the universities/ITEPs agree to:

- 7.1 Implement *the Framework* including the five core commitments of appropriate resourcing; effective communication; rigorous assessment; timing and number of placements; and data sharing.
- 7.2 Adhere to the best practices outlined in **Document 1** of *the Framework*.
- 7.3 Commit to the responsibilities outlined in this Agreement as being critical to support the implementation of quality professional experience in NSW

public schools. These roles and responsibilities are drawn from the more comprehensive outline in [Document 2](#) of the *Framework*.

- 7.4 Give priority, for the term of this Agreement, to the selection and matching of pre-service teachers for professional experience placements based on the Department's areas of workforce need including:
- mathematics;
  - physics;
  - technology and applied studies (particularly industrial technology, engineering science and combinations such as food technology and textiles technology);
  - special education; and
  - scholarship/ internship/ cadetship holders including those students undertaking additional studies in Aboriginal education.
- 7.5 Use best endeavours to ensure that school and university staff supervising the professional experience are suitably skilled. They should have expertise in making sound judgements about whether pre-service teachers have achieved the [Australian Professional Standards for Teachers at Graduate level](#). Expectations regarding skilled staff in schools and universities are further detailed under the separate Responsibilities section of this Agreement.
- 7.6 Adopt a common report template for professional experience placements as outlined in the *Framework* in [Document 3](#).
- 7.7 Use the evidence guide in [Document 4](#) of the *Framework*.
- 7.8 Commit to [Document 5](#) of the *Framework* to implement protocols for the collection and exchange of data to allow for evidence-based analysis of current placement needs and to inform projections of future placement requirements.
- 7.9 Implement **Schedule 1** of this Agreement outlining the schools that have indicated their willingness to work in partnership with the **University** to support professional experience placements. To be clear, **Schedule 1** is not exclusive. Once the schools in Schedule 1 have been prioritised, the **University** is able to approach other schools for professional experience placements. Similarly, schools, if approached by other universities/ITEPs, are able to support these requests if their circumstances allow them to do so.
- 7.10 Commit to working to support the establishment and functioning of Professional Experience Hub Schools as outlined in **Schedule 2** of this agreement. Together with the **University**, the **Professional Experience Hub School** will, in the first school term after this Agreement has been signed, develop a 'Professional Experience Hub School Strategic and Governance Plan' using the requirements in **Schedule 2** which outline how it will demonstrate, develop, trial and share high quality and innovative

practices in professional experience.

- 7.11 Work together to develop more standardised communications and professional experience documentation common to all **Universities** and schools including a Professional Experience Handbook and a common reporting template for all professional experience.

## 8 KEY RESPONSIBILITIES OF THE UNIVERSITY

In addition to the responsibilities referred to in the Framework (clause 7.3), the **University** agrees to:

- 8.1 Ensure that their staff managing professional experience placements are the point of contact to schools when seeking placements and that their pre-service teachers do not make direct, individual contact with schools.
- 8.2 Assign appropriately skilled tertiary supervisors to provide instruction, mentoring and feedback to their pre-service teachers during professional experience. These supervisors need to undertake/have undertaken relevant professional learning to ensure:
- detailed knowledge of the [Australian Professional Standards for Teachers at the Graduate level](#) and relevant assessment processes; and
  - current working knowledge of the NSW school context, systems and requirements.
- 8.3 Acknowledge that it, its personnel and the pre-service teachers are aware of the requirements of the *Child Protection (Working with Children) Act 2012* (NSW) and all related laws concerning child protection (Child Protection Laws). The University will ensure that it, its personnel and the teacher education students comply with the requirements of the Child Protection Laws and policies of the Department relating to child protection as notified to the University from time to time.
- This includes ensuring that pre-service teachers and provider staff/tertiary supervisors have all the relevant clearances from the appropriate department for any required criminal record check and working with children check, as well as ensure that pre-service teachers have the necessary training relating to child protection and anaphylaxis, prior to the commencement of the placement with the Department, and maintain records to that effect.
- 8.4 Certify at the University's expense, that it, its personnel, and the pre-service teachers are not a prohibited person under any Child Protection Laws and undergo any other screening, such as the 'Working with Children Check' (WWCC), as required under Child Protection Laws or by the Department.

To be clear, in relation to the WWCC requirements for pre-service teachers

in this clause, any pre-service teachers who are a 'prohibited person' must not participate in any program referred to in this clause 8. The University must immediately advise the Department if it becomes aware that it, its personnel or any pre-service teachers are the subject of a reportable allegation involving children.

- 8.5 Ensure that pre-service teachers undertaking practical training or seeking to undertake an unpaid internship including people undertaking practical training as part of an educational or vocational course have completed an online Tertiary Practicum Student Application form and have had their Working With Children Check (WWCC) clearance verified by the department for WWCC compliance.
- 8.6 Ensure that pre-service teachers undertaking a professional experience internship, having satisfactorily completed at least 75% of the prescribed supervised days of professional experience under close, in-class supervision, have a full, paid working with children check in recognition of the move from close in-class supervision to program supervision.
- 8.7 Ensure that pre-service teachers undertaking a paid internship or receiving any payment from the department e.g. salary, grant or allowance, including scholarship recipients, cadets or interns, have completed a full Criminal Record Check which includes verification of WWCC clearance.
- 8.8 Ensure that pre-service teachers complete the requirements of the Department's mandatory Induction for pre-service teachers including completion of documentation required to be viewed by schools before professional experience placements can begin. Ensure that pre-service teachers understand their responsibilities in adhering to school/system policies particularly as they relate to teachers' duty of care/ supervision of students responsibilities; as well as responsible use of information and communication technology and their obligation to maintain confidentiality and privacy of students, their parents and caregivers and supervising teachers/school staff.
- 8.9 Work with schools in all aspects of the Agreement around pre-service teachers who are at risk of not satisfactorily completing the formal teaching practice. (Subject to these pre-service teachers having been assessed as meeting or exceeding all of the Australian Professional Standards for Teachers at the Graduate level.)
- 8.10 Ensure that all pre-service teachers comply with the regulations, policies, guidelines, procedures and any reasonable directions of the Department.
- 8.11 Ensure that all pre-service teachers comply with all applicable laws and regulatory requirements, including work health and safety, and the Code of Conduct.
- 8.12 Ensure that pre-service teachers understand their obligations under all applicable privacy laws, including the *Privacy Act 1998* (Cth), the *Privacy*



and Personal Information Protection Act 1998 (NSW) and the Health Records and Information Privacy Act 2002 (NSW) when using data as part of professional experience in schools. This includes:

- ensuring that the processes and any documentation used to seek parental permission meet the Department's protocols for privacy and information management, for example as part of the Teaching Performance Assessment; and
- ensuring that if a pre-service teacher wants to undertake videorecording in the school as part of evidence collection for the Teaching Performance Assessment (TPA) that this is done in accordance with the Department's protocols for this activity and with approved permission notes. The protocols are attached at **Schedule 3**.

- 8.13 Ensure that the relevant personal accident, public liability and professional indemnity cover insurance policies for pre-service teachers under professional experience (as per NESA policy definition) are in place and that Certificates of Currency can be provided to the Department if required.
- 8.14 As described at clause 7.8, provide annual data to the Department as stated in Document 5 of the Framework:
- the total annual number of placements;
  - a list of the schools where pre-service teachers have been placed and details of the number of placements in each school; and
  - a description of the type, stage and duration of each placement detailing teaching area and stage of progress through the course for each pre-service teacher.
- 8.15 At the agreed common date of **Week 2 Term 4** of the school year in the year prior to required placements occurring, universities/ITEPs will write to schools seeking professional experience placements for the following school year. They will provide to schools listed in Schedule 1 information on anticipated placements including anticipated numbers for each cohort for which professional experience or internship will be sought from the school.
- 8.16 **Universities** will consult with Department before introduction of any new initiative which needs to be undertaken during periods of professional experience or in conjunction with schools.
- 8.17 **Universities** will identify an academic member of the education school or faculty to have responsibility to partner with the Hub School/s to ensure continuity and support communication.

## **9 KEY RESPONSIBILITIES OF THE DEPARTMENT**

In addition to the responsibilities referred to in the Framework (clause 7.8), the Department, on behalf of and in conjunction with schools specified in **Schedule 1**, agrees to:



- 9.1 Provide pre-service teachers with an in-school professional experience program that meets the expectations and focus of the specified placement, as outlined in the documentation from the **University**. The number of pre-service teachers will vary according to the size of the school and the needs of the University. The number of pre-service teachers to be placed with each school at any given time will be determined by the school.
- 9.2 Use best endeavours to ensure that schools provide quality and consistent professional experience placements for pre-service teachers, especially for those undertaking studies in the Department's identified areas of workforce need (clause 7.4).
- 9.3 Assign appropriately skilled school staff members/supervising teachers, holding at least Proficient Teacher level of accreditation, with detailed knowledge of the [Australian Professional Standards for Teachers at the Graduate level](#) and relevant assessment processes as well as expertise in mentoring, supervisory and feedback skills to coordinate/supervise the professional experience placement.
- Staff members supervising professional experience will have undertaken relevant professional learning to underpin their knowledge and skills such as the AITSL [Supervising preservice teachers](#) module 2 *Practice Analysis*.
  - Where the school has a teacher accredited at or working towards the Highly Accomplished or Lead level of the [Australian Professional Standards for Teachers](#), that teacher is expected to take on a role in supporting the professional experience of pre-service teachers.
- 9.4 Use best endeavours to ensure that all school staff, as well as the pre-service teachers, are aware that pre-service teachers must be provided with direct in-class supervision during classroom practice and while accompanying teachers in other school duties such as sport or playground duty as part of their professional experience (unless the pre-service teachers are under program supervision while undertaking professional experience internships as part of a NESA-accredited initial teacher education program). In addition, ensure that pre-service teachers must not be used in a relief teaching capacity. Note: Teachers need to be aware that pre-service teachers completing a professional experience internship are required to have undertaken a full, paid working with children check given the change from direct, in-class supervision to program supervision.
- 9.5 Use best endeavours to ensure that pre-service teachers are aware of their responsibilities in adhering to school/system policies particularly as they relate to teachers' duty of care/supervision of students responsibilities; as well as the responsible use of information and communication technology and their obligation to maintain confidentiality and privacy of students, their parents and caregivers and supervising teachers/staff.
- 9.6 Use best endeavours to ensure that school staff are aware of their obligation to maintain confidentiality and privacy of pre-service teachers, provider staff/tertiary supervisors and university documentation.

- 9.7 Use best endeavours to ensure that school staff are aware of their obligations under the Act *NSW Privacy and Personal Information Protection Act 1998* when using data to assist pre-service teachers as part of professional experience in schools.
- 9.8 Work with the **University** in all aspects of this Agreement, including being proactive in contacting the university when necessary especially where pre-service teachers are at risk of not satisfactorily completing the formal teaching practice.
- 9.9 Ensure that in any case of a pre-service teacher seeking to undertake videorecording in the school as part of evidence collection for the Teaching Performance Assessment (TPA) that this is done in accordance with the Department's protocols for this activity and with approved permission notes.
- 9.10 Identify a professional experience coordinator from each Professional Experience Hub School to have responsibility to partner with the University to ensure continuity and support communication.

## **10 GOVERNING LAW**

- 10.1 The laws in force in the State of New South Wales govern this Agreement.
- 10.2 Each party submits to the non-exclusive jurisdiction of the courts of the State of New South Wales and the courts of appeal from those courts.

## **11 INTELLECTUAL PROPERTY**

- 11.1 Nothing in this Agreement affects the continued ownership of the pre-existing intellectual property of a party.
- 11.2 Any modifications or advancements that are made to a party's pre-existing intellectual property during the Initial Term and any Renewal Term will be owned by that party.

## **12 TERMINATION**

- 12.1 Either party may terminate this Agreement for any reason on 90 days' written notice to the other party.

# EXECUTED as an Agreement.

## NSW Department of Education

SIGNED by

*(Insert full name and title)*

Yvette Cachia  
Deputy Secretary, Chief People Officer  
People Group  
**For NSW Department of Education**

Date

In the presence of:

*Name of Witness (print)*

Date

## XXXX University

SIGNED by

*(Insert full name and title)*

Date

**Signed on behalf of the  
duly authorised officer.**

**University as its**

In the presence of:

*Name of Witness (print)*

Date

## SCHEDULE 1

Schools which have indicated their willingness to work in partnership with the **UNIVERSITY** to support professional experience placements (Note: this list is iterative and will be updated by the Department, in consultation with schools and the **University**, as required):

**School Name**

**Operational Directorate**

## SCHEDULE 2

### PROFESSIONAL EXPERIENCE HUB SCHOOL

#### Statement of purpose

Professional Experience Hub Schools (**Hub Schools**) are designated school sites for demonstrating, developing and sharing high quality professional experience in conjunction with a partner university. These **Hub Schools** are required to collaborate with other schools, particularly those in their educational network, to build expertise in high quality professional experience provision.

Together with the partner **University**, the Hub Schools will, in the first school term after the Agreement has been signed, outline a Professional Experience Hub School Strategic and Governance Plan for how they will demonstrate, develop, trial and share high quality and innovative practices in professional experience. This plan forms part of **Hub School** and **University** accountability. Some **Hub Schools** with a particular curriculum focus may undertake simultaneous partnership activities with more than one **University**.

It is expected that Hub Schools, in meeting the commitments outlined below, will develop different models of professional experience which can then be evaluated and shared. The practice of high quality delivery professional experience in Hub Schools is expected to be shared across a network of other schools. Hub Schools will be provided with an additional funding resource to assist in the implementation of this initiative.

#### Commitments of the Hub Schools

The **Hub Schools** commit to strengthening high quality professional experience practices by:

- fostering strong links between Hub School and university staff, including with supervising teachers and tertiary supervisors, to investigate innovative practices in pre-service teacher supervision and support;
- working closely with the **University** to deliver the highest quality of support and supervision to pre-service teachers including working to prioritise placements in accordance with the Department's workforce areas of demand;
- collaborating with other Hub Schools to build expertise in high quality professional experience;
- providing quality professional learning in aspects of professional experience provision including mentoring and enhancing expertise in [Australian Professional Standards for Teachers at the Graduate level](#);
- ensuring that, the Hub School staff assigned to supervise pre-service teachers have completed professional learning to support their mentoring and supervisory practices such courses as the Australian Institute for Teaching and School Leadership (AITSL) [Supervising Preservice Teachers](#) modules, particularly Module 2, or equivalent

NESA-approved courses;

- working with the **University** to develop and deliver additional professional learning focussed on supporting professional experience with other schools; and
- providing opportunities for collaborative school based research to inform professional experience.

### **Commitments of the University**

The **University** commits to supporting and fostering the **Hub Schools** in strengthening quality professional experience practices by:

- fostering strong links between the Hub School and university staff, including with tertiary supervisors and supervising teachers, to investigate innovative practices in pre-service teacher supervision and support;
- ensuring a consistent relationship with a coordinator for the program as described in clause 8.17;
- working closely with the Hub Schools to deliver the highest quality of support and supervision to pre-service teachers including as required, reviewing aspects of the initial teacher education course provision;
- providing quality professional learning in aspects of professional experience provision including mentoring and enhancing expertise in the [Australian Professional Standards for Teachers at the Graduate level](#);
- working with the Hub Schools to develop and deliver additional professional learning focussed on supporting professional experience with other schools;
- providing opportunities for input of Hub School staff into the teaching program of the University, for example providing guest lectures, as appropriate and in accordance with the agreed plan which will be developed with and agreed to by the Hub School. To be clear, the level of commitment by Hub School staff will be at the discretion of the Hub School; and
- providing opportunities for collaborative school based research to inform professional experience.

### **Hub School steering committee**

Schools will manage a steering committee which includes the university partner to:

- co-develop the 3 year 'Professional Experience Hub School Strategic and Governance Plan' (see below), which reinforces development of sustainable and distributed practices and encourages more shared practices and resources across Hub schools, for review and approval;
- co-develop an annual plan which identifies agreed actions and responsibilities and responsibilities for a 1 year period;

- identify the specific role of the university partner and allocate funding to the university for this purpose from allocated Hub School funding;
- meet on a regular basis to review and evaluate the plan and identify links to other school planning, for example the School Excellence Framework; and
- co-write the annual Hub School report.

### **Professional Experience Hub School Strategic and Governance Plan**

Each **Hub School** and its partner **University** will develop a 3 year 'Professional Experience Hub School Strategic and Governance Plan', to be approved by Hub School Steering committee.

The 'Professional Experience Hub School Strategic and Governance Plan' will be implemented in annual stages. The plan for each annual stage will include

- engagement approach eg schedule of meetings;
- program goals and strategies;
- performance review eg activities to assess progress;
- data eg maintain and analyse datasets; and
- reporting through the Hub School's Strategic Improvement Plan, the School Excellence Framework v2 and the annual Hub School report.



## SCHEDULE 3



### Protocols for pre-service teacher videoing in schools

**Conditions:**

1. Protocols apply to all videoing in schools for the purpose of university assessments
2. Principal maintains final approval as to whether they will allow videoing in their school
3. Videos not to be used in lieu of university supervision visits in schools.

Actions for:	Protocols
<b>Pre-service teachers</b>	<p><b>Prior to lesson:</b> Permission notes distributed to all parents and approvals received in advance of videoing.</p> <p>NOTE: Permission for pre-service teachers (PSTs) to video in the classroom is an agreement between the parent/carer and the initial teacher education provider. The DoE is facilitating this permission process.</p> <p><b>During lesson:</b></p> <ul style="list-style-type: none"> <li>• ONLY PST to be videoed plus other teacher resources to support lesson eg board</li> <li>• No school student images to be recorded</li> <li>• Tripods must be used as it signals/makes it clear videoing is happening.</li> <li>• Prior to videoing, ensure students without parent permissions are moved to a separate area in the classroom</li> <li>• PST opening statement must be recorded at the start of the video– explicit explanation – “I am going to be recording some of this lesson. Please ensure you do not walk in front of the camera which is on the tripod over there. (point to it) We are starting to video now”</li> <li>• PST closing statement. “I will finish videoing now and will turn the camera off”.</li> <li>• Can only refer to any student by first name while videoing</li> </ul> <p><b>Post lesson:</b> Before the PST leaves the school grounds, they must make sure no student images have been accidentally recorded. If student images are accidentally recorded, they must be deleted immediately and images not allowed to leave the school.</p>
<b>Initial teacher education providers (ITEPs)</b>	<p>ITEPs must have in place, and <b>approved</b> by the DoE prior to videoing:</p> <ul style="list-style-type: none"> <li>- Storage location and process</li> <li>- destruction schedule</li> <li>- Process to manage breaches</li> <li>- Permission notes on ITEP letterhead</li> <li>- Any changes to approved protocols must be negotiated with the DoE prior to implementation.</li> </ul>
<b>Schools</b>	<ul style="list-style-type: none"> <li>- Principal maintains final approval as to whether they will allow videoing in their school</li> <li>- Supervising teacher must be in the classroom when videoing is taking place</li> <li>- Any schools participating in this videoing are required to keep a copy of the signed permission notes for 7 years or until the child reaches 25 years old as per the requirement for other permission notes.</li> </ul>