

APPLICABLE TO	Principals and current Year 12 students enrolled in diocesan schools
DOCUMENT OWNER	Director of Schools
APPROVAL DATE	October 2021
APPROVED BY	CSO Leadership Team
SCHOOL ACTIONS	System policy: Schools are to ensure their practices are consistent with this policy. A local policy is not required.
LAST REVIEW DATE/S	November 2018, October 2019
NEXT REVIEW DATE	2024
RELATED DOCUMENTS	Incentive-based School Policy Teacher Education Scholarship Procedure

Purpose

The purpose of the Teacher Education Scholarship Program is to attract high achieving students to study teaching, and to recognise, support and mentor these students in preparation for a teaching career in Catholic Diocese of Maitland-Newcastle Catholic schools.

Policy Statement

The Teacher Education Scholarship Program ensures that participants contribute to the development of the quality of the teaching profession in the Catholic Diocese of Maitland-Newcastle.

Scope

This policy informs Principals, and current Year 12 students enrolled in Catholic Diocese of Maitland-Newcastle schools who wish to commence a teacher undergraduate course of study in the following year.

Guiding Practices

The following practices underpin this policy:

- Up to five scholarships are offered each year. These scholarships are available to all Year 12 students in the Diocese, including supporting indigenous students, to make teaching a preferred career pathway.
- In determining scholarship recipients, current academic performance, suitability to be a quality professional in Catholic schools and school recommendations are taken into consideration. Further consideration may be given to a particular key learning area identified at the time.
- Students wishing to enter into teaching degrees need to achieve three Band 5s in the HSC, one being English.
- Continuation in the program is dependent on continuing enrolment in teaching undergraduate courses and maintenance of suitable academic standards.
- This scholarship provides for a total benefit of up to \$7000 per recipient. The \$7000 sum is payable in five (5) lump sum payments.
- The degree must be completed within the 4-year timeframe to receive the final \$3000 payment:

- The first instalment of \$1000 will be paid on acceptance of the scholarship at a formal Catholic Schools Office (CSO) scholarship event.
- In the first three (3) years of study, a payment of \$1000 will be paid each year: \$500 will be paid following successful completion of Semester 1 and a further \$500 will be paid following completion of Semester 2 (academic transcript demonstrating a pass for both semesters should be submitted).
- In the final year of study (the 4th year), students will receive \$3000 in Term 2 of the school year prior to commencing their internship in Term 3. This financial support helps students whilst on their internship.
- All students will complete an ACER Test for Literacy and Numeracy prior to completion of the third year.
- Students who are awarded scholarships are offered additional support including:
 - Familiarisation with the operations of the CSO.
 Ongoing support and advice with regards to Accreditation to Work, Teach and Lead (faith accreditation)

The CSO will provide up to five permanent contracts each year to scholarship recipients who meet the following criteria:

High academic results throughout the four years.

Internship completed at a Diocesan school.

Excellent performance in internship based on observation by Education Officer –

Teacher Accreditation, supervising teacher and university supervisor.

Outstanding internship reports from the school.

Interview with scholarship selection panel.

The CSO reserves the right to not offer positions where these criteria are not met.

Initial priority may be given to incentive-based diocesan schools.

If there is not a position available at an incentive-based school because of operational requirements and business needs of the school, graduates of the program will be allocated to alternative schools within the Diocese on a temporary appointment until a permanent position becomes available.

Responsibilities

Office of the Director: The Office of the Director applies the principles of merit selection to the process of selecting scholarship recipients and coordinates the Teacher Education Scholarship Program including liaising with participants, payment of funds and organising interviews.

Principals: The school principal is to alert prospective Year 12 students of the scholarship program, the criteria for eligibility and the application process and to make application packages available.

Scholarship applicants: Applicants must ensure all sections of the Teacher Education Scholarship Program Application Form are completed accurately and that it is accompanied by a school stamped copy of HSC trial results and referee reports. The form is to be lodged with the CSO prior to the closure date for applications. The closure date is updated annually on the information pack.

Definitions

ACER Test for Literacy and Numeracy: The Literacy and Numeracy Test for Teacher Education Students (the test) is designed to assess initial teacher education students' personal literacy and numeracy skills

to ensure teachers are well equipped to meet the demands of teaching and assist higher education providers, teacher employers and the general public to have increased confidence in the skills of graduating teachers. The test has been introduced to assess those aspects of initial teacher education students' personal literacy and numeracy skills that can be measured through an online assessment tool. From 1 July 2016, all students enrolled in an initial teacher education course (either undergraduate or postgraduate) will be expected to sit and pass the test prior to graduation.

Australian Tertiary Admission Rank (ATAR): The primary criterion for entry into most undergraduate entry university programs in Australia.

Incentive-based School: A school that has difficulty attracting and retaining staff based on a number of factors including geographic location. The incentive-based schools gain incentives to attract and retain quality staff. Identified roles will be advertised with the particular incentives attached to them in accordance with this policy.

NSW Education Standards NSW (NESA): The Australian Professional Standards for Teachers define the knowledge, practice and professional engagement needed for high quality, effective teaching that improves student learning outcomes. The Standards use nationally agreed indicators of teacher quality to guide the preparation, support and development of teachers throughout their careers from Graduate to Proficient Teachers, to Highly Accomplished and Lead Teachers.

Course timetable: Timetables are published by the Faculty of Education at the University of Newcastle at the beginning of each semester. Classes are scheduled within the university's core teaching hours of Monday to Friday 8 am to 9pm.

Internship: Final year practical placement.

Budget

An allocation to cover the costs associated with the implementation of this policy is made annually by the CSO.

Legislative/Professional Guidelines

NESA Policies and Guidelines

Teacher Accreditation Act 2004