

APPLICABLE TO	Principals and current Year 12 students enrolled in diocesan schools		
DOCUMENT OWNER	Director of Schools		
SCHOOL ACTIONS	System Procedure – Schools are to ensure their practices are consistent with this policy. A local policy is not required.		
APPROVAL DATE	October 2019		
APPROVED BY	CSO Leadership Team		
LAST REVIEW DATE/S	November 2018	NEXT REVIEW DATE	2020
RELATED DOCUMENTS	Teacher Education Scholarship Policy Teacher Education Scholarship Student Information Sheet Teacher Education Scholarship Application Form Targeted Graduate Recruitment Program Policy Targeted Graduate Recruitment Program Procedure		

Purpose

This procedure is to guide the application of the Teacher Education Scholarship Program.

Scope

This procedure is made under the Teacher Education Scholarship Policy and informs principals and current Year 12 students enrolled in Diocese of Maitland-Newcastle schools who wish to commence a teacher undergraduate course of study in the following year.

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 priority 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 is accompanied by a school stamped copy of HSC trial results and referee reports. The application 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.

Step by Step

1. Commencement of Term 3

Letter sent to six (6) secondary principals of Years 11–12 schools with student information sheets and application forms, on first day of Term 3. Applicants are asked to complete the application form and submit it to the CSO by the last day of Term 3.

2. Term 4

Mid-term 4, the CSO Education Officer will contact students who have applied for a scholarship to remind them of the due date to submit their HSC results.

3. Early Term 1 (January)

- Panel formation: CSO Education Officers, Assistant Director, Head of Teaching & Learning Services or delegate, and Principal of a hard to staff school

- Determination of recipients
- Interview best HSC recipients (up to 10)
- Up to five scholarships are offered each year
- Correspondence to:
 - Successful applicants
 - Unsuccessful applicants
 - School principals

4. Term 1: Prior to Commencement of University

- Successful applicants are asked to confirm acceptance of the scholarship, and to submit their acceptance email from the university along with the Electronic Funds Form.

5. Term 1 (February): Welcome to the Program

- Formal welcome to scholarship recipients at CSO, including presentation of first cheque of \$1000
- Meeting with key CSO personnel

6. End of Semester 1: Years 1 to 3

- Reminder to scholarship recipients to send Semester 1 results to activate \$500 payment
- Payment distributed pending satisfactory completion of Semester 1 courses

7. End of Semester 2: Years 1 to 3

- Reminder to scholarship recipients to send Semester 2 results to activate \$500 payment
- Payment distributed pending satisfactory completion of Semester 2 courses

8. End of Semester 1: Final Year

- Reminder to fourth year scholarship recipients to send Semester 1 results to receive final \$3000 payment

9. End of School Term 2: Presentation of Final Payment of \$3000

Fourth year recipients have a final meeting at the CSO to discuss the following:

- Merit selection procedures and priority interviews explained to Year 4 cohort
- Addressing job criteria, writing job application letters and resumes
- Interview techniques: appropriate dress, language and demeanour
- Postgraduate studies in Religious Education
- Two targeted graduate positions available 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 Officers and university supervisors
 - Outstanding internship reports from the school
 - Interview with scholarship selection panel

Offers will be for selected schools only and will be non-transferable. The CSO reserves the right to not offer positions where these criteria are not met.

10. Targeted Graduates

In Week 1 of Term 4 all recipients are to submit their final transcripts and the Internship Practical Report to the CSO. The committee will convene to choose up to five (5) graduates as Targeted Graduates based on academic progress throughout the 4 years at university, their Internship Practical Report, and a reference from a priest.

CRITERIA FOR ELIGIBILITY FOR A SCHOLARSHIP

Applicants must fulfil all the criteria as listed in the application form and student information handout. Applications will be judged on the quality of the application and the HSC results.

- Applicants must meet the Australian Tertiary Admission Rank for university.
- Continuation in the program will be dependent upon continuing enrolment, successful completion of units, and the maintenance of suitable academic and professional standards. The program will not extend beyond a four (4) year duration.
- Applicants wishing to enter into teaching degrees need to achieve three Band 5s the HSC, one being English.
- Applicants must be practising Catholics.
- Applicants enrolled in a Primary teaching degree must have Mathematics in their course of study.
- Applicants must have overall potential for success in university study in these areas:
 - Writing and analytical skills
 - Literacy skills
 - Mathematical ability (where relevant to course is undertaken)
 - Competence in Science or Applied Science (where relevant to course undertaken)
- Personal attitudes (e.g. persistence, motivation, capacity for independent work, ability to organise time)
- Contribution to school extra-curricular activities and/or community services activities.
- Potential to be a committed and successful teacher in a Catholic school.

Definitions

ACER Test for Literacy and Numeracy: The Literacy and Numeracy Test for Teacher Education Students (the test) is designed to assess 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 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 a 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.

NSW Education Standards (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.

Satisfactory completion: Successful achievement in required units.