Professional Experience Handbook

Macquarie School of Education

A guide for:
- Teacher Education Students
- Supervising Teachers
- Tertiary Supervisors

Teacher Education Students enrolled in Professional Experience units should have access to the Education Commons (EDSTCOMM) School of Education Communications iLearn site.
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Section 1: Professional Experience Program

Welcome to Professional Experience

This handbook provides an overview of Professional Experience within the School of Education (SoE), Macquarie University. In the Macquarie SoE we recognise that Teacher Education Students will experience a diversity of educational settings throughout their course. There will be many similarities between our School’s philosophical approach and those of the settings experienced during placements, although will also be differences. This handbook describes our philosophy, our approach, and our expectations of Teacher Education Students.

The handbook is in three sections:

Section 1 is an introduction to the Macquarie School of Education and the Professional Experience component.

Section 2 describes the roles and responsibilities of the Teacher Education Student; the Supervising Teacher; and the Tertiary Supervisor. These sections offer practical advice in response to frequently asked questions.

Section 3 outlines Professional Experience Requirements and the categories used for assessment purposes. It includes information about our approach to identifying a Teacher Education Student who is “In Need of Additional Support” (that is, not yet performing at the requisite level).

The School of Education Courses

Macquarie School of Education is a major provider of initial teacher education in NSW. Teacher Education Students develop skills in critical inquiry and acquire an understanding of varying traditions of learning, and benefit from the integration of theory, orientation, reflection, and practice, through field-based Professional Experience and university-based study. The School of Education provides the following courses:

Bachelor of Teaching (Birth to School Age)

This course is specifically designed to provide university qualifications for Teacher Education Students who want to work solely with children from birth to 5 years. Teacher Education Students emerging from this undergraduate degree course four year course will become early childhood teachers who are qualified to teach in prior to school settings, including: long day care preschool and occasional care settings.

Bachelor of Arts with the degree of Bachelor of Education (Primary) with a Major in Early Childhood Teaching

Teacher Education Students emerging from this undergraduate course will be recognised as early childhood teachers qualified to teach children aged from birth to 12 years. Graduates find employment in a range of settings such as long day care centres, preschools, and primary schools. Administration of children’s services is a significant graduate destination, as well as coordination of services for local government.

Bachelor of Arts with the degree of Bachelor of Education (Primary)

Primary education specialists focus on helping children reach their full potential and develop foundation skills such as literacy, numeracy, and physical and social competencies. In this course, Teacher Education Students complete a qualifying major, undertake teaching methodology units and satisfy NESA key learning area content requirements. Teacher Education Students enrolled in this course are recognised as four-year qualified teachers who can work as primary school teachers.

Bachelor of Arts - Psychology with the degree of Bachelor of Education (Primary)

Primary education specialists focus on helping children reach their full potential and develop foundation skills such as literacy, numeracy, and physical and social competencies. Psychology professionals seek to understand how the mind works and the behaviour of people. This course prepares Teacher Education Students to teach in primary schools, as well as in psychology-related areas.
Bachelor of Arts with the degree of Bachelor of Education (Secondary)

In this course, Teacher Education Students complete a qualifying major in the field of their first teaching subject. Subjects include business studies, economics, English, geography, history, languages, mathematics, and science. Teacher Education Students are also encouraged to include a second teaching subject where appropriate. Teacher Education Students enrolled in this course are recognised as four-year qualified teachers who can work as secondary school teachers.

Bachelor of Science with the degree of Bachelor of Education (Secondary)

In this course, Teacher Education Students complete a qualifying major in the field of their first science related teaching subject. Subjects include biology, chemistry, earth and environmental sciences, mathematics, and physics. Teacher Education Students are also encouraged to include a second science related teaching subject where appropriate. Teacher Education Students enrolled in this course are recognised as four-year qualified teachers who can work as secondary school teachers.

Master of Teaching (Birth to School Age)

This course is designed for postgraduate Teacher Education Students who have a prior degree and are undertaking advanced studies in early childhood to gain an early childhood teaching qualification. Upon graduation, Teacher Education Students in this course are recognised as four-year qualified teachers and are able to teach in prior to school settings, including long day care, preschool, and occasional care settings.

Master of Teaching (Primary)

This course is designed for postgraduate Teacher Education Students who have a prior degree and are undertaking advanced studies to gain a teaching qualification. Primary education specialists focus on helping children reach their full potential and develop foundation skills such as literacy, numeracy, and physical and social competencies. In this course, Teacher Education Students undertake teaching methodology units and satisfy NESA key learning area content requirements. Teacher Education Students enrolled in this course are recognised as qualified teachers who can work as primary school teachers.

Master of Teaching (Secondary)

This course is designed for postgraduate Teacher Education Students who have a prior degree and are undertaking advanced studies to gain a teaching qualification. In this course, Teacher Education Students will be qualified to teach at least one secondary subject area. Subjects include business studies, economics, English, geography, history, languages, mathematics, and science. Teacher Education Students are also encouraged to include a second teaching subject where appropriate. Teacher Education Students enrolled in this course are recognised as qualified teachers who can work as secondary school teachers.

Our Educational Philosophy and Approach

Macquarie University provides a coherent program of educational theory, curriculum studies, and experience opportunities. To ensure integration of theory and practice, our Professional Experience is undertaken concurrently with on-campus studies. This is the Macquarie difference.

Professional Experience refers to the field or practical placements Teacher Education Students undertake as part of their university course. It encompasses the role of the Supervising Teacher as well as the practical experience for the Teacher Education Student, building practical understanding of educational theory.

Teacher Education Students are required to complete Professional Experience placements over the course of their study. They are supported and challenged to develop into professional, highly skilled and reflective practitioners, and each placement adds a new level of complexity to the development of theoretical and practical expertise.

Our Initial Teacher Education Courses enable university Teacher Education Students to specialise as teachers of children from birth to five years of age; children from birth to 12 years of age (early childhood); children from Kindergarten to Year 6 (primary); and students in Years 7 to 12 (secondary). The philosophy of our Professional Experience Program is consistent with both NSW Education Standards Authority (NESA) and Australian Children’s
Education and Care Quality Authority (ACECQA) understanding of children and students as active contributors and designers of their learning.

Our Professional Experience Program is based on graduate teacher standards in the Australian Professional Standards for Teachers from the Australian Institute for Teaching and School Leadership. Our program is a partnership between the University and our educational settings, and Supervising Teachers. Importantly, the design of the Professional Experience Program and the processes which underpin it are closely aligned to the NESA Professional Experience Framework document, which was developed as part of the ‘Great Teaching, Inspired Learning’ government initiative.

Learning to teach is a complex and challenging process. Teacher Education Students have opportunities to develop as teachers in a safe and supportive environment. Their Supervising Teachers are guides and help them develop their own teaching whilst offering strategic advice and instruction. Our Professional Experience Program is underpinned by the following beliefs and values:

- Children’s/students’ learning is enhanced when they are engaged and interested in what they are doing.
- Children/students construct and acquire knowledge through intentional interaction with the physical and social world.
- Children/students are individuals with rights and responsibilities, and they are continually in a process of making sense of the world.
- The teacher is a guide and facilitator of children’s/students’ learning, rather than a director or controller. Teachers are co-constructors of knowledge with children/students.
- Focuses on the processes of learning. Learning experiences are designed to build on children’s/ students’ current knowledge and support them in developing their understanding.
- Relationships with children/students, parents, colleagues and the community recognise, respect, and embrace diversity of experience and perspectives.

**Fitness to Practice and Inherent Requirements**

Macquarie University is committed to promoting and implementing the principles of the Disability Discrimination Act 1992 (Commonwealth) ("DDA"), the Disability Standards for Education 2005 (Commonwealth) ("Standards"), Disability Services Act 1993 (NSW) ("DSA"), the Anti-Discrimination Act 1977 (NSW) and the University’s Disability Action Plan. Teacher Education Students with a Disability/Health Condition are encouraged to contact Student Wellbeing to discuss reasonable adjustments and supports available. The Fitness to Practice and Inherent Requirements documents are available on Education Commons (EDSTCOMM).

**Professional Experience units within each course**

**Early Childhood (Birth – 5)**

**EDST2010 Professional Experience: Introduction to Teaching in the Early Childhood Context**

This unit combines university based early childhood study with a compulsory practical experience of 10 days working with children two to five years, in an early childhood setting. The coursework prompts teacher education students to reflect on the nature of an early childhood curriculum, the early childhood teacher’s role in teaching and learning, and contemporary issues related to the practice of teaching young children. In this unit teacher education students also acquire foundational skills for curriculum decision making. These skills include observation-based assessment of children’s interests, development and learning and other strategies to facilitate children's engagement, learning and development.

Total number of days: 10  
Age group: 2 - 5 years
EDST3020  Pedagogies for Inclusion and Learning in the Outdoors

This unit incorporates both theoretical and practical aspects of teaching and working in early childhood contexts including a compulsory 20-day professional experience working with children two to five years. Students in this unit will explore and examine theories of learning and develop a critical understanding of (i) observing, recording, and planning for diverse learners, (ii) provisioning the outdoors as a learning space for young children, and (iii) embedding sustainability practices in everyday teaching. Students will continue to develop their teaching skills on placement.

Total number of days: 20   Age group: 3 - 5 years

EDST4050  Practice of Teaching: Making Learning Visible with Infants and Toddlers

This unit incorporates theoretical and practical aspects of teaching and includes a compulsory professional experience field component of 25 days working with children birth to three years. The unit builds on previous professional experience units particularly in the areas of curriculum decision-making, refinement of teaching strategies and documentation of children’s learning. This unit draws on contemporary research and theory relating to infant/toddler pedagogies that promote young children’s learning and development. A focus of this unit is on making the learning of infants and toddlers visible and building students’ confidence to communicate their teaching decisions to a wide audience including other educators, families, and the broader community.

Total number of days: 25   Age group: Birth - 3 years (20 days with infants)

EDST4060  The Practice of Teaching: Transition to the Early Childhood Profession

In preparing students for their professional career this capstone unit combines both day-to-day responsibility for a group of children in an early childhood setting along with a practitioner inquiry project based on a self-assessment of the students’ teaching and/or educational leadership. The aim of the unit is to build the confidence and capacity of students with a focus on curriculum decision making that reflects the unique context of the setting along with their emerging role as educational leaders and mentors to others. Students will complete a Teaching Performance Assessment (TPA).

Total number of days: 25   Age group: Birth - 2 years OR 2 - 5 years

ECHIP4250  Professional Experience 6 LAST TIME OFFERED 2024

In this unit, TES refine their teaching skills and beliefs through a focused study of the pre-primary schools of Reggio Emilia, Italy. The work of these schools is used as a springboard for reflection in this unit as the TES consider a range of philosophies that inform curriculum decision-making and educational approaches. During the Professional Experience placement, TES are encouraged to investigate and implement a wide range of strategies that promote learning and in doing so, develop confidence justifying their professional decisions. By this stage, TES are expected to take on significant responsibility for teaching. TES are also required to explore children’s learning through Pedagogical Documentation - a method through which the process, rather than the products, of children’s learning are made visible. TES are placed in settings catering for children from birth to 2 years.

Total number of days: 20   Age group: Birth - 2 years

ECHIP4240  Professional Experience 7 LAST TIME OFFERED 2024

This is the final professional experience unit and allows TES to refine and reflect on their teaching skills before they embark on their teaching career. TES will complete their Teaching Performance Assessment as part of the block requirements. TES quickly build from half day teaching in the first week to full teaching responsibilities for the final two weeks. During this time the teacher is required to remain in the classroom with the TES, however, the TES plans and teaches across the day for 10 full days.

Total number of days: 18   Age group: Birth - 5 years
EDST2000 Practice of Teaching: Inclusive Education

This unit combines university based early study with practical experience in a school setting. The unit provides an introduction to inclusive educational principles and practices. There is a focus on the development of key competencies in understanding policy, principles and teacher role in inclusive education; understanding diverse learners; establishing an inclusive classroom environment; and designing inclusive curriculum and teaching practices. Emphasis is placed on strategies that equip teacher education students to work with all students in inclusive classroom environments within early childhood, primary, and secondary settings. Focus will also be on applying differentiation within an inclusive classroom environment and being able to organise and manage a diverse inclusive classroom. The teacher education students reflect upon these skills on placement. In this unit teacher education students also acquire foundational skills for curriculum decision-making. These skills include observation based assessment of students’ learning, curriculum planning, with a focus on literacy lessons and other strategies to facilitate students’ engagement, learning and development.

Total number of days: 15 Primary ES1, S1, S2 or S3

EDST3000 The Practice of Teaching: Cultures in History and Geography

This unit develops teacher education students’ pedagogical content knowledge and skills of the NSW HSIE Key Learning Area including the History and Geography syllabuses, with a focus on Pre-stage 1 to Stage 3. It requires students to analyse how they will teach about cultures in K-6 classrooms, including Aboriginal and Torres Strait Islander histories and cultures, and Asia and Australia’s engagement with Asia without perpetuating the current stereotypes and generalisations. Students also apply their understanding of how students learn in a professional experience context. A wider range of planning and teaching techniques are introduced as student teachers explore ways in which they can appropriately and creatively plan for individuals, pairs and groups of children. The KLAs focussed on are literacy, numeracy and HSIE. Recognising diversity and planning responsively is a goal at this stage of their study. Focus is placed on teacher education students to recognise their own values and beliefs, and those of others, which may influence their professional decision-making. The importance of active, careful and critical reflexivity is also a key focus.

Total number of days: 15 Primary ES1, S1, S2 or S3 (a different stage to what the TES completed in EDST2000)

EDST4030 The Practice of Teaching: The Emerging Professional

This unit builds upon the knowledge and understandings of classroom practices developed in EDST3000. The unit builds upon the knowledge and understandings of assessment principles and classroom practices, and on using data to make informed pedagogical decisions and enhance student learning. Teacher Education Students are developing their skills in utilising data to develop effective teaching and learning activities for diverse learners. Strategies for behaviour and classroom management to ensure a supportive and safe learning environment is also a focus for their placement. The KLAs focussed on are literacy, numeracy, HSIE and creative arts. Teacher Education Students link reflexive processes to planned actions to improve their teaching practice.

Total number of days: 25 Primary ES1, S1, S2 or S3 (a different stage to what the TES completed in EDST3000)

EDST4040 The Practice of Teaching: Transition to the Profession

This capstone unit synthesizes students' knowledge, skills and experiences as they make their transition to the teaching profession. In this professional experience teacher education students demonstrate their ability to manage positive learning environments, handle the day-to-day responsibilities in the classroom and manage other demands of the profession. Students demonstrate the skills expected of a Graduate Teacher. This unit gives students the opportunity to consolidate what they have learned, including understanding how research informs their practice. The KLAs focused on are literacy, numeracy, HSIE, creative arts and PDHPE. As reflexive
practitioners they assess their professional strengths and skills in the context of their future career path. The Teacher Education Student completes their Teacher Performance Assessment (TPA) during their placement. Students MUST satisfactorily pass the TPA as well as their placement to be satisfactory for this final placement.

Total number of days: 30  Primary  ES1, S1, S2 or S3 (a different stage to what the TES completed in EdST4030)

**Primary (Kindergarten – Year 6) (pre 2019 enrolments)**

**EDTE4030  Professional Experience in Primary School 2 LAST TIME OFFERED 2023**

This is a Primary Teacher Education Student’s second professional experience in a primary school. Teacher Education Students enrolled in this unit have previously completed 20 days of professional experience. Teacher Education Students complete a three-week block plus 15 single days. Graduate Entry Teacher Education Students complete the three-week block plus five additional days, a total of twenty days. The goal is for Teacher Education Students to plan, teach and evaluate lessons for half of a full teaching load each day, spread across six Key Learning Areas (KLA’s), English, Mathematics, Science and Technology, HSIE, Creative and Practical Arts and PDHPE. Planning, implementation, assessment and evaluation skills are developed for a range of teaching/learning approaches. An integrated approach to programming across the Key Learning Areas is examined.

Total number of days: 30  Primary: S1 / S2

**EDTE4040  Professional Experience in Primary School 3 LAST TIME OFFERED 2023**

This is the Primary Teacher Education Student’s final professional experience and they complete their Teaching Performance Assessment as part of the block requirements. The goal is for Teacher Education Students to plan, teach and evaluate a minimum of half a normal full time teaching load with an emphasis on the Key Learning Areas (KLA’s) of English and Mathematics. Teacher Education Students are expected to teach whole days with full teaching responsibility towards the end of the professional experience. Undergraduate Teacher Education Students complete a thirty-day placement comprising a three-week block plus fifteen additional days. Graduate Entry Teacher Education Students complete the three-week block plus five additional days, a total of twenty days.

Total number of days: 30  Primary: S2

**B. Arts and B. Education (Primary) with a Major in Early Childhood Teaching (Birth - 12)**

**EDST2000  Practice of Teaching: Inclusive Education**

This unit combines university based early study with practical experience in a school setting. The unit provides an introduction to inclusive educational principles and practices. There is a focus on the development of key competencies in understanding policy, principles and teacher role in inclusive education; understanding diverse learners; establishing an inclusive classroom environment; and, designing inclusive curriculum and teaching practices. Emphasis is placed on strategies that equip Teacher Education Students to work with all students in inclusive classroom environments within early childhood, primary, and secondary settings. Focus will also be on applying differentiation within an inclusive classroom environment and being able to organise and manage a diverse inclusive classroom. The Teacher Education Students reflect upon these skills on placement. In this unit teacher education students also acquire foundational skills for curriculum decision making. These skills include observation based assessment of students’ learning, curriculum planning, with a focus on literacy lessons and other strategies to facilitate students’ engagement, learning and development.

Total number of days: 10  Primary  ES1 or S1

**EDST3020  Pedagogies for Inclusion and Learning in the Outdoors**

This unit incorporates both theoretical and practical aspects of teaching and working in early childhood contexts. Teacher Education Students in this unit will explore and examine theories of learning and develop a critical understanding of (i) observing, recording and planning for diverse learners, (ii) provisioning the outdoors as a
learning space for young children, and (iii) embedding sustainability practices in everyday teaching. Teacher Education Students will continue to develop their teaching skills on placement.

Total number of days: 20   Age group: 3 - 5 years

**EDST3000  The Practice of Teaching: Cultures in History and Geography**

This unit develops Teacher Education Students’ pedagogical content knowledge and skills of the NSW HSIE Key Learning Area including the History and Geography syllabuses, with a focus on Pre-stage 1 to Stage 3. It requires students to analyse how they will teach about cultures in K-6 classrooms, including Aboriginal and Torres Strait Islander histories and cultures, and Asia and Australia’s engagement with Asia without perpetuating the current stereotypes and generalisations. Teacher Education Students also apply their understanding of how students learn in a professional experience context. A wider range of planning and teaching techniques are introduced as student teachers explore ways in which they can appropriately and creatively plan for individuals, pairs and groups of children. The KLAs focused on are literacy, numeracy and HSIE. Recognising diversity and planning responsively is a goal at this stage of their study. Focus is placed on Teacher Education Students to recognise their own values and beliefs, and those of others, which may influence their professional decision-making. The importance of active, careful and critical reflexivity is also a key focus.

Total number of days: 15   Primary   S2 or S3 (a different stage to what the TES completed in EDST2000)

**EDST4050  Practice of Teaching: Making Learning Visible with Infants and Toddlers**

This unit incorporates theoretical and practical aspects of teaching and includes a compulsory professional experience field component of 25 days working with children birth to three years. The unit builds on previous professional experience units particularly in the areas of curriculum decision-making, refinement of teaching strategies and documentation of children’s learning. This unit draws on contemporary research and theory relating to infant/toddler pedagogies that promote young children’s leaning and development. A focus of this unit is on making the learning of infants and toddlers visible and building Teacher Education Students’ confidence to communicate their teaching decisions to a wide audience including other educators, families and the broader community.

Total number of days: 25   Age group: Birth to 3 years (20 days with infants)

**EDST4040  The Practice of Teaching: Transition to the Profession**

This capstone unit synthesizes Teacher Education Students’ knowledge, skills and experiences as they make their transition to the teaching profession. In this professional experience, Teacher Education Students demonstrate their ability to manage positive learning environments, handle the day-to-day responsibilities in the classroom and manage other demands of the profession. Teacher Education Students demonstrate the skills expected of a Graduate Teacher. This unit gives Teacher Education Students the opportunity to consolidate what they have learned, including understanding how research informs their practice. The KLAs focused on are literacy, numeracy, HSIE, creative arts and PDHPE. As reflexive practitioners they assess their professional strengths and skills in the context of their future career path. The Teacher Education Student completes their Teacher Performance Assessment (TPA) during their placement. Teacher Education Students MUST satisfactorily pass the TPA as well as their placement to be satisfactory for this final placement.

Total number of days: 30   Primary   ES1, S1, S2 or S3

**B. Education (Early Childhood Education) (Birth - 12) (pre 2019 enrolments)**

**ECHP4250  Professional Experience 6 LAST TIME OFFERED 2024**

This unit incorporates understanding of relational pedagogy and practice in early childhood education by combining university-based study with practical teaching experience in an early childhood organisation. The practical experience component is based on a sound understanding that students will be operating at a level reasonably expected of an undergraduate student teacher undertaking a block of professional experience and as an undergraduate teacher of young children. Unit content will focus on examining and reflecting on the student’s role in teaching and learning with young children from birth to three years.
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Total number of days</th>
<th>Age group</th>
</tr>
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<tr>
<td>ECHP4240</td>
<td>Professional Experience 7 LAST TIME OFFERED 2024</td>
<td>20</td>
<td>Birth - 2 years</td>
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<td></td>
<td>This is the final professional experience unit and allows Teacher Education Students to refine and reflect on their teaching skills before they embark on their teaching career. Teacher Education Students will complete their Teaching Performance Assessment as part of the block requirements. Teacher Education Students quickly build from half day teaching in the first week to full teaching responsibilities for the final two weeks. During this time the teacher is required to remain in the classroom with the Teacher Education Students, however, the Teacher Education Students plan and teach across the day for 10 full days.</td>
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<td></td>
<td>Total number of days: 15</td>
<td>Age group: ES1, S1, S2, or S3 (must be school placement K – 6)</td>
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<td>EDST2000</td>
<td>Practice of Teaching: Inclusive Education</td>
<td>10</td>
<td>Secondary teaching subject area</td>
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<tr>
<td></td>
<td>This unit combines university based early study with practical experience in a school setting. The unit provides an introduction to inclusive educational principles and practices. There is a focus on the development of key competencies in understanding policy, principles and teacher role in inclusive education; understanding diverse learners; establishing an inclusive classroom environment; and designing inclusive curriculum and teaching practices. Emphasis is placed on strategies that equip Teacher Education Students to work with all students in inclusive classroom environments within secondary settings. Focus will also be on applying differentiation within an inclusive classroom environment and being able to organise and manage a diverse inclusive classroom. The Teacher Education Students reflect upon these skills on placement. In this unit Teacher Education Students also acquire foundational skills for curriculum decision making. These skills include observation-based assessment of students’ learning, curriculum planning, with a focus on literacy lessons and other strategies to facilitate students’ engagement, learning and development.</td>
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<td>EDST3010</td>
<td>Practice of Teaching: Classroom Management and Assessment in Secondary School</td>
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<td>Secondary teaching subject area</td>
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<td>Teacher Education Students are required to work in a school for 10 days under the guidance of a Supervising Teacher implementing the strategies and techniques being developed concurrently in the unit. Lectures and tutorials focus on developing students' knowledge and skills for managing school students' behaviour and the principles of assessment and reporting.</td>
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<tr>
<td>EDST4010</td>
<td>Practice of Teaching: ICT in the Secondary</td>
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<td>Secondary teaching subject area</td>
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<td>The unit considers how information and communication technology can be effectively and ethically integrated into everyday teaching practice. It is particularly concerned with issues related to the use of technology in the classroom: how to successfully select and apply learning technologies to achieve syllabus outcomes; how to interact with social networking in the classroom; how to develop cyber safety habits in secondary school students; and appropriate pedagogies for online learning. Practical application of these understandings is developed through skills-based workshops that focus on the creation, trial and evaluation of a teaching and learning website.</td>
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<td>EDST4020</td>
<td>Practice of Teaching: Culturally and Linguistically Diverse Classrooms</td>
<td>30</td>
<td>Secondary teaching subject area</td>
</tr>
<tr>
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<td>Teacher Education Students are required to work in a school under the guidance of a Supervising Teacher implementing the strategies and techniques being developed concurrently in the unit and building on the work covered in the secondary methodology units. Lectures and tutorials focus on developing students' knowledge and understanding of the learning needs of culturally and linguistically diverse students. The Teacher Education Student completes their Teacher Performance Assessment (TPA) during their placement. Students MUST satisfactorily pass the TPA as well as their placement to be satisfactory for this final placement.</td>
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Secondary (Year 7 to Year 12) (pre 2019 enrolments)

EDTE4010  Professional Experience in the Secondary School I LAST TIME OFFERED 2023

Teacher Education Students placed in EDTE4010 (S1) have previously completed a 20 day placement in a secondary school focused on their first teaching subject. They have completed two units of study focused on the secondary curriculum and have commenced their first teaching methodology units. Teacher Education Students placed in EDTE4010 complete a 15 day block plus some additional days. Teacher Education Students enrolled in double degree programs (BABEd, BScBEd) complete 15 additional days; Graduate Entry BEd students complete an additional 5 days. The EDTE4010 placement is primarily designed as an opportunity to observe a variety of lessons and gain experience in teaching whole-class lessons. It is recommended that Teacher Education Students spend the first day observing lessons and learning about the school and its routines. They could then begin working with individuals or small groups of students or teaching part of a whole-class lesson. As the placement proceeds, Teacher Education Students should plan, teach and evaluate whole-class lessons. There is no specified number of minutes or lessons to be taught. Supervising Teachers are encouraged to use their professional judgment in making decisions about the number and frequency of whole-class lessons taught by the Teacher Education Students. As a guide, by the fourth or fifth day of the placement, Teacher Education Students should be teaching for about one-third of the day, gradually increasing the number of lessons so they teach up to half the typical daily teaching load (i.e., the equivalent of 4 x 40-minute lessons) each day. When teaching, lesson plans must be prepared using the University template. Completed lesson plans must be shown to the Supervising Teacher well in advance of the class so there is ample time to discuss them with the Supervising Teacher and revise them as required. When not teaching, Teacher Education Students should be observing the Supervising Teacher’s lessons or those presented by other Teachers where this has been negotiated. When observing lessons, Teacher Education Students should take notes on what they notice and use these in post-lesson discussions with the Teacher.

Teacher Education Students receive a visit from a Tertiary Supervisor during the TEP401 placement. The purpose of the visit is to observe a lesson (or part thereof), liaise with the Supervising Teacher and discuss the Teacher Education Student’s progress towards achieving the Graduate Teaching Standards.

Total number of days: 30  Secondary:  S1 / 2

EDTE4020  Professional Experience in the Secondary School II LAST TIME OFFERED 2023

Teacher Education Students placed in EDTE4020 (S2) have previously completed a minimum of 40 days in secondary schools. They have completed two units of study focused on the secondary curriculum and some of their teaching methodology units. Teacher Education Students placed in EDTE4020 complete a 15-day block plus some additional days and complete their Teaching Performance Assessment as part of the block requirement. Teacher Education Students enrolled in double degree programs (BABEd, BScBEd) complete 15 additional days; Graduate Entry BEd students complete an additional 5 days. Teacher Education Students are placed at the same school for both EDTE4010 and EDTE4020 unless the school cannot accommodate the Teacher Education Student for their minor teaching subject(s).

The EDTE 4020 placement is primarily designed as an opportunity to gain experience in teaching whole-class lessons and to fully participate in the life of the school. There is no specified number of lessons to be taught. Supervising Teachers are encouraged to use their professional judgment in making decisions about the number and frequency of whole-class lessons taught by the Teacher Education Students. The goal is for Teacher Education Students to teach for at least half the typical daily teaching load (i.e., at least the equivalent of 4 x 40-minute lessons) each day. When teaching, lesson plans must be prepared using the University template. Completed lesson plans must be shown to the Supervising Teacher well in advance of the class so there is ample time to discuss them with the Supervising Teacher and revise them as required. When not teaching, Teacher Education Students should be observing the Supervising Teacher’s lessons or those presented by other Teachers where this has been negotiated. When observing lessons, Teacher Education Students should take notes on what they notice and use these in post-lesson discussions with the Teacher.
Teacher Education Students receive a visit from a Tertiary Supervisor during the EDTE 4020 placement. The purpose of the visit is to liaise with the Supervising Teacher and discuss the Teacher Education Student's progress towards achieving the Graduate Teaching Standards.

Total number of days: 30  Secondary:  S1 / 2

### Master of Teaching (Birth to five years)

#### ECHE6030/ECHX6030 Early Childhood Professional Practice 1

This unit incorporates both specialist theory and practice in early childhood education by combining university-based study with a 15-day professional experience in an early childhood setting. Central to the unit is the exploration of a variety of theories on how children learn. Students learn to record thoughtful, reflective observations, to use intentional teaching strategies to plan an appropriate curriculum and to follow the planning cycle. A range of teaching strategies for guiding children's learning and behaviour are considered. Students also engage in critical reflection as part of their commitment to teaching. Students will utilise their coursework knowledge to complete a compulsory professional experience in a prior to school early childhood setting with children aged two to five years.

Total number of days: 15  Age group: 2 – 5 years [from 2023]

#### ECHE8250/ECHX8250 Early Childhood Professional Practice 2

In this unit students will build on the knowledge of early childhood theory and practice that gained from your experiences in ECHE/X6030. Students will extend understanding of critical reflection and personal professional philosophy as a developing teacher. Central to this unit is a 15-day professional experience placement to develop awareness of the professional role and responsibilities of an early childhood teacher working with children from two to five years. This unit therefore combines theory and practice to enable students to construct practical knowledge of teaching and learning through guided reflection.

Total number of days: 15  Age group: 2 – 5 years

#### ECHE8290/ECHX8290 Early Childhood Professional Practice 3

This is a second-year unit. The 30-day professional experience component is based on a sound understanding that Teacher Education Students will be operating at a level reasonably expected of a postgraduate TES teacher. As an about to graduate teacher for young children, Teacher Education Students will undertake a block of professional experience (three days for 10 weeks). Unit content will focus on examining and reflecting on the TES role in teaching and learning with young children in any age group.

Total number of days: 30  Age group: birth - 5 years

### Master of Teaching (Primary)

#### EDST8206 Professional Practice 1: Teaching English in the Primary School

Initial professional experience for Graduate Entry Teacher Education Students in the first Semester of a two year Master of Teaching course. This unit introduces students to English teaching in the primary years. Learning will include a focus on language development, language and literacy in Australian curriculum and other policy documents and quality research-informed teaching strategies. The placement is primarily designed as an opportunity to observe a variety of lessons and gain experience in working with small groups and teaching whole class lessons. Teacher Education Students may sometimes be placed in pairs. It is recommended that Teacher Education Students spend the first day or two observing lessons and learning about the school and its routines. If placed in a pair with another Teacher Education Student, co-teaching and peer observation of lessons are also encouraged. In the next three teaching days Teacher Education Students implement small group activities that have been planned with the teacher. In the second week implement two connected literacy lesson plans and manage transitions from one activity to another as appropriate. Towards the end of the second week and into the third week Teacher Education Students take responsibility for planning larger blocks of time.

Total number of days: 15  Primary:  S2
EDST8211 Professional Practice 2: Teaching Human Society and its Environment in the Primary School

Teacher Education Students have previously completed a 15-day placement in a primary school. This Professional Experience unit prepares Teacher Education Students for further classroom teaching. This unit develops Teacher Education Students’ ability to critically review and apply pedagogical content knowledge relating to the Australian curriculum and related syllabus documents with the focus on research-informed teaching about people and places in the History and Geography syllabuses. It requires them to synthesise current research regarding quality classroom practice to analyse and evaluate how they will teach the key concepts and skills of History and Geography in K-6 classrooms, including Aboriginal and Torres Strait Islander histories and cultures, and Asia and Australia’s engagement with Asia without perpetuating stereotypes and generalisations. This unit incorporates a block placement during which they attend on 15 consecutive days professional experience placement in a primary school as an opportunity to gain experience in teaching whole-class lessons. It is recommended that Teacher Education Students spend the first day observing lessons and learning about the school and its routines. They should then begin working with individuals or small groups of students and move to teaching part(s) of a whole-class HSIE lesson and manage transitions from one activity to another as appropriate. In their second week implement two lesson plans each day. These lessons should be for HSIE/History/Geography and include lesson plans for literacy and numeracy. In their third week of teaching, Teacher Education Students take responsibility for planning larger blocks of time, building up to ½ days by the end of the placement and across KLAs (these must include literacy, numeracy, and HSIE/History/Geography).

Total number of days: 15  Primary:  S2

EDST8240 Professional Practice 3: and Educational Research (Common with Secondary)

This unit is a Professional Experience unit for intending primary/secondary school teachers. This capstone unit synthesises students’ knowledge of teaching diverse learners and skills in independent educational research. Teacher Education Students will teach in a school for 30 days under the guidance of a Supervising Teacher and concurrently conduct practitioner research to meet the requirements of the mandatory NESA Teaching Performance Assessment (TPA).

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<th>Master of Teaching (Secondary)</th>
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<td>EDST8237 Professional Practice 1: Curriculum and Pedagogy</td>
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Initial professional experience for Graduate Entry Teacher Education Students in the first Semester of a 2-year Master of Teaching course. The EDST 8237 placement is primarily designed as an opportunity to observe a variety of lessons and gain experience in working with small groups and teaching whole class lessons. Teacher Education Students may sometimes be placed in pairs. It is recommended that Teacher Education Students spend the first day or two observing lessons and learning about the school and its routines. If placed in a pair with another Teacher Education Student, co-teaching and peer observation of lessons are also encouraged. As the placement proceeds, Teacher Education Students should plan, teach and evaluate whole class lessons. There is no specified number of lessons to be taught. Supervising Teachers are encouraged to use their professional judgment in making decisions about the number and frequency of whole class lessons taught by the Teacher Education Students. As a guide, Teacher Education Students should aim to teach the equivalent of at least 2 x 40 minute lessons a day by the fourth or fifth day of the placement. Towards the end of the 15-day placement, Teacher Education Students can be expected to teach up to half the typical daily teaching load (ie, the equivalent of 4 x 40 minute lessons) each day. The Supervising Teacher will provide written feedback on each lesson using the Macquarie University observation template. When teaching, lesson plans should be prepared in advance of the class so there is ample time to discuss them with the Supervising Teacher and revise them as required. When not teaching, Teacher Education Students should be observing the Supervising Teacher’s lessons or those presented by other Teachers where this has been negotiated. When observing lessons, Teacher Education Students should take notes on what they notice and use these in post-lesson discussions with the Teacher. Teacher Education Students receive a visit from a Tertiary Supervisor during their placement. The purpose of the visit is to liaise with the Supervising Teacher and discuss the Teacher Education Student’s progress towards achieving the Graduate Teaching Standards.
EDST8238  Professional Practice 2: Literacy and Numeracy for Diverse Learners

Teacher Education Students placed in EDST8238 (S2) have previously completed a 15-day placement in a secondary school focused on their first teaching subject. They have completed two units of study focused on the secondary curriculum and one unit in their first and second teaching subject (if applicable). Teacher Education Students placed in EDST 8238 complete a block placement during which they attend on 15 consecutive days. The EDST 8238 placement is primarily designed as an opportunity to gain experience in teaching whole-class lessons. It is recommended that Teacher Education Students spend the first day observing lessons and learning about the school and its routines. They should then begin working with individuals or small groups of students and move to teaching part(s) of a whole-class lesson. By Week 2, Teacher Education Students should plan, teach and evaluate whole-class lessons. There is no specified number of minutes or lessons to be taught. Supervising Teachers are encouraged to use their professional judgment in making decisions about the number and frequency of whole-class lessons taught by the Teacher Education Students. As a guide, by the fourth or fifth day of the placement, Teacher Education Students should be teaching for about one-third of the day, gradually increasing the number of lessons so they teach up to half the typical daily teaching load (i.e. the equivalent of 4 x 40-minute lessons) each day. When teaching, lesson plans must be prepared using the University template. Completed lesson plans must be shown to the Supervising Teacher well in advance of the class so there is ample time to discuss them with the Supervising Teacher and revise them as required. The Supervising Teacher will provide written feedback on each lesson using the Macquarie University observation template. When not teaching, Teacher Education Students should allocate time each day to observing the Supervising Teacher’s lessons or those presented by other Teachers, where this has been negotiated. When observing lessons, Teacher Education Students should take notes on what they notice and use these in post-lesson discussions with the Teacher. Teacher Education Students receive a visit from a Tertiary Supervisor during the EDST 8238 placement. The purpose of the visit is to observe a lesson (or part thereof), liaise with the Supervising Teacher and discuss the Teacher Education Student’s progress towards achieving the Graduate Teaching Standards.

EDST8240  Professional Practice 3: and Educational Research (Common with Primary)

This unit is a Professional Experience unit for intending primary/secondary school teachers. This capstone unit synthesises students’ knowledge of teaching diverse learners and skills in independent educational research. Students will teach in a school for 30 days under the guidance of a Supervising Teacher and concurrently conduct practitioner research to meet the requirements of the mandatory NESA Teaching Performance Assessment (TPA). All courses have received approval through the appropriate regulatory bodies. Teacher Education Students must ensure they are completing the relevant number of days in the correct setting with the correct age group for their course.
Section 2: Roles and Responsibilities

The Work Integrated Learning Office

The Work Integrated Learning (WIL) team establishes relationships with schools and early childhood settings, inviting them to participate in the Professional Experience Program and host Teacher Education Students.

Teacher Education Students do not find their own placements, rather the WIL Office will place students. Teacher Education Students are allocated schools and early childhood setting placements according to availability. When necessary, the WIL office will contact students asking them to indicate preferences regarding their placement. Please respond to the appropriate email from the WIL Office. Preferencing is usually completed online via iParticipate program. All placements are confirmed by the WIL Office in writing. The office is also responsible for arranging University-appointed Tertiary Supervisors to support Teacher Education Students during their Professional Experience placement.

The WIL Office also manages mandatory checks: the Working with Children Check, anaphylaxis certificates, child protection certificates, workplace health and safety, and the professional experience code of conduct. All Teacher Education Students are required to complete the relevant mandatory checks prior to placement. Please refer to iLearn site where you can find instructions on completing mandatory checks.

The WIL Office:

- manages Professional Experience administrative, financial, and professional matters between schools and the University
- facilitates and oversees placement of Teacher Education Students in schools and prior to school settings by liaising with Directors, Principals or Heads of Schools, Teacher Education Students, Professional Experience convenors, Tertiary Supervisors and, as required, other staff in the University
- ensures documentation for the Professional Experience Program is up to date, consistent with policies, and available; this is carried out by working with the Director of Initial Teacher Education and the appropriate Initial Teacher Education Course Director
- monitors procedures and due process for managing concerns relating to Teacher Education Students, also advises the unit convenor and Tertiary Supervisors
- assists on decisions concerning intervention or support for Teacher Education Students on Professional Experience; this assistance is given to the unit convenor and the appropriate Initial Teacher Education Course Director
- assists on decisions concerning withdrawal from schools or early childhood settings of Teacher Education Students where significant concerns, conflict or lack of professionalism have occurred; this assistance is given to the unit convenor and the appropriate Initial Teacher Education Course Director
- ensures documents for Professional Experience placement are correctly completed, submitted, processed, and recorded.

The Teacher Education Student

Professional Experience can be exciting, inspiring, challenging and terrifying all at the same time. It offers opportunities to develop as a teacher, to broaden your experience with children/students and your understanding of the wide range of settings that provide education for children/students.

Each Professional Experience unit has different requirements and as such we have not included these within the handbook. Please refer to the Professional Experience Requirements of your Professional Experience unit for details and be sure to keep up to date with lectures and tutorials.

Teacher Education Students represent the Macquarie School of Education and are, therefore, expected to act professionally. Learning how to make appropriate and polite contact with settings and schools, gaining confidence...
speaking to teachers and parents, and learning to work alongside other teachers are all important areas of your professional development.

Your professional responsibilities extend to children/students, teachers, and non-teaching staff as well as to families. This includes appropriate care of property and other resources, appropriate participation in daily routines, and constructive use of non-teaching time. You are expected to attend the same hours as your Supervising Teacher unless otherwise advised, avoid criticism, and maintain the confidentiality that is entrusted to you. Teacher Education Students should dress in accordance with the practice and policy of the setting.

Requirements for the supervision of children/students will vary among settings, but you should never assume sole supervision of a group of children/students either in the classroom or outdoors, or outside the grounds of the setting. You are not to be used as replacement staff in any capacity nor included in the adult-child ratio, related to licensing if in a prior to school setting.

To understand more about your responsibilities as a professional you must read the Early Childhood Australia Code of Ethics. This clearly outlines the conduct that is required of any professional working with children aged birth to 8 years. The Department of Education Code of Conduct also provides advice on conducting yourself professionally and ethically in Primary and Secondary schools. If there is any reason you feel you cannot meet these requirements it is essential that you discuss your concerns with your unit convenor. Please note that any substantiated report of unprofessional conduct may result in failure of the Professional Experience unit.

If at any time you feel you are asked to act in a manner that contradicts the Early Childhood Code of Ethics or the Department of Education Code of Conduct, it is your responsibility to contact your Tertiary Supervisor or unit convenor for advice and direction about the situation.

What do I need to know?

Where do I get information about requirements and assessments my PE unit?
Please refer to your unit iLearn site, Education Commons (EDSTCOMM) in your Full Year iLearn site and the Professional Experience website.

Who needs to know if my contact details change?
If your contact details change during your enrolment, you must change these on eStudent. The WIL Office will then be advised of the changes.

What if I change my mind about enrolling in the unit after I have submitted my preference?
If you decide to withdraw from the unit prior to your placement, please ensure you withdraw via eStudent.

Can I undertake a placement in my place of work?
Primary/Secondary placements

Final-year students are permitted to complete the last two placements at the school where they are currently employed (if approved). Teacher Education Students must lodge their request in the semester before the intended placement.

In some cases, the interests of the Teacher Education Student and those of their employer are both served by permitting the workplace placement; however, this may not be the case in all circumstances. Teacher Education Students need to consider the advantages and disadvantages of working in their own setting before making an application.

The following should be noted:

- Teacher Education Students are discouraged from continuing their regular workload as a paid employee as well as completing all the requirements of Professional Experience. Permission to undertake a work placement will not be granted unless there is a qualified teacher in the workplace to act as a Supervising Teacher.

- The convenience of a work placement needs to be considered carefully. The possibility of difficulties with existing colleagues or the potential embarrassment of failure can create significant issues. Careful
consideration is given to all Teacher Education Students applying for this type of placement. Approval is not guaranteed as NESA makes the final decision (for final-semester placements only).

**Application process**

Detailed instructions for submitting a request for a work placement are sent to eligible cohorts by the WIL Office. You must apply before the deadline.

Students will be required to submit an approval letter from the Principal of the school, complete a NESA requirements form, submit past Evaluation Reports, and provide contact details and additional information via an online form. Once all required information is submitted, the request is reviewed by the Unit Convenor. If it concerns a final-semester placement, the request is then sent to NESA for final approval.

**Early Childhood Placements**

Workplace placements in Birth to Five settings are not encouraged, however, you can apply for two work placements during the final year of your course. A request must be lodged in the semester before this placement otherwise it will not be considered. Your request will be considered by the relevant Unit Convenor. Your interests as a Teacher Education Student and those of your employer may both be served by permitting a workplace placement; however, this is not always the case. Students need to consider the advantages and disadvantages of working in their own setting before making an application. Please note:

- Some employers, particularly local councils, do not permit staff to undertake work placements.
- Teacher Education Students are discouraged from continuing their regular workload as a paid employee as well as completing all the requirements of Professional Experience.
- Permission to undertake a work placement will not be granted unless there is a qualified teacher in the workplace to act as a Supervising Teacher.
- Workplace placement is not available for Teacher Education Students who are centre owners, centre directors, or certified supervisors.
- The convenience of a work placement needs to be considered carefully. The possibility of difficulties with existing colleagues or the potential embarrassment of failure can create significant issues. Careful consideration is given to all Teacher Education Students applying for this type of placement. Approval is not guaranteed.

The WIL Office will advise you of the outcome of your request. Approval will only be given for Professional Experience work placements during the final year of your course.

**Can I undertake Professional Experience if I have a close connection to staff or children?**

No. Teacher Education Students are not permitted to undertake a Professional Experience placement where they have a close personal connection with staff or children. They are not permitted to undertake Professional Experience in a centre or school attended by their child or children, their relatives, or children of their friends.

**Can I go to a centre/preschool/school for more than one placement?**

Teacher Education Students may not attend the same centre or school for more than one Professional Experience placement. A wide range of experiences is considered essential.

**Can I do an overseas placement?**

Teacher Education Students can apply to complete one Professional Experience placement overseas, however, it cannot be their final placement. The overseas placement is contingent on external funding and approvals, for example, the New Columbo grants. Overseas placement opportunities will be advertised through Education Commons (EDSTCOMM) and students’ emails.
Will I need to travel to my Professional Experience Placement?

Yes. Teacher Education Students should expect to travel to placements. They cannot request a change of placement based on locality and length of travel time.

Can I participate in a rural placement?

Yes. There are opportunities for this, however, it depends on the availability of suitably qualified Supervising Teachers and Tertiary Supervisors. A request must be lodged in the semester before this placement otherwise it will not be considered.

What if I have a previous or existing injury, a significant disability, or a mental health issue?

Health and wellbeing concerns can impact the Teacher Education Student. Our concern is for your health and wellbeing and ensuring that you can be accommodated. Teacher Education Students should discuss their concerns with the relevant Professional Experience unit convenor.

Students with previous or existing injuries, such as back, shoulder or elbow injuries, or significant disabilities that will impact their capacity to complete the placement must inform the WIL Office prior to placement. You can do so by submitting an online enquiry via AskMQ.

If you have an injury, you will need to provide a medical certificate, before placement begins, stating that you are able to carry out the required duties. The medical certificate must list activities that you can and cannot do. Examples of specific activities could include manual lifting, standing for considerable time, sitting on the floor with children/students, supervising children/students inside and outside, or completing handwritten or word-processed documentation. In all instances the Teacher Education Student is responsible for notifying the Director or Principal at their placement in relation to their injury, disability, or issue, and doing this prior to the placement.

Teacher Education Students who are pregnant or planning pregnancy, please refer to further information in the following section.

What do I need to do if I am pregnant and undertaking Professional Experience?

Professional Experience is physically and emotionally demanding, and your fitness to undertake a placement must be considered carefully. You should discuss your circumstances with your unit convenor. If you are pregnant during a Professional Experience placement you must obtain a medical certificate prior to commencing the placement, which states that you are able to carry out the required duties. The certificate must list the activities you can and cannot do. These may include manual lifting, standing for considerable time or sitting on the floor with children/students. The Teacher Education Student can decide whether to notify the Director or Principal.

Pregnant women, in the first trimester, are not permitted to complete a Professional Experience placement with children under two years of age due to medical risks associated with the virus CMV (Human Cytomegalovirus).

What are the approval processes for working with children?

Teacher Education Students are responsible for ensuring they have completed the necessary documentation for their state or territory and have provided evidence of completion prior to preferencing, or the date stated in the unit outline, to receive a placement. In New South Wales this is the Working with Children Check (WWCC).

What are the online training requirements for school-based Professional Experience?

In addition to the Working with Children Check, Teacher Education Students enrolled in units with school placements must provide current and valid certification of mandatory training sessions prior to preferencing. Teacher Education Students are responsible for keeping copies of certificates for the duration of their course. Teacher Education Students who do not meet these requirements may not be eligible for a placement.

Who makes the initial contact with the centre or school?

Once the placement is confirmed you must contact the setting within three business days to introduce yourself and to discuss your placement. A pre-placement meeting may be requested by the prior-to-school setting or school, and this is a good way of becoming familiar with the setting before you begin.
Do I wait for my Tertiary Supervisor to contact me?

No. It is your responsibility to make initial contact with your Tertiary Supervisor. You will be given their contact details by the WIL Office and you must contact them one week prior to starting your placement. Please check with your Tertiary Supervisor before using SMS messaging as your primary contact method.

Who arranges the time for my Tertiary Supervisor to visit?

It is your responsibility to negotiate an appropriate time with both your Tertiary Supervisor and your Supervising Teacher. Please take care to ensure your Tertiary Supervisor’s visit does not coincide with any other centre or school events such as excursions or special events.

What if I can’t complete my Professional Experience placement on the set dates?

Permission to change dates will only be given in exceptional circumstances. Work and family commitments are not considered sufficient grounds for a change of dates. You can request a change of dates in writing, which clearly states your reason. Your request will be considered by the Unit Convenor. If you are unable to do the placement in the allotted time you are advised to withdraw from the unit.

How flexible are my hours?

You are expected to do the same hours as your Supervising Teacher. In early childhood settings, however, you cannot complete a 10-hour day, four days per week. It is unrealistic to undertake your daily responsibilities, such as written records of orientations, planning, and evaluation, after also completing a 10-hour shift.

Who completes and submits my online Professional Experience Report Evaluation?

Completing the Evaluation Report is the responsibility of your Supervising Teacher. They will receive a link to your personalised form which will be populated with your name and student number and is not transferable. Either you or the teacher can submit the Evaluation Report. You can submit the report by uploading to ‘Forms’ in iParticipate. The teacher can also submit the report by following the instructions provided in the email. You need to liaise with your teacher to ensure your Evaluation Report is submitted within one week of finishing your placement.

What are my responsibilities if I am not able to attend my placement?

You must notify your Supervising Teacher, the Centre Director, School Principal, or other designated person no later than 8.30am on the day of absence and your Tertiary Supervisor as soon as possible. You must attend every day of your Professional Experience. A medical certificate is required for any absence due to illness that exceeds one day. Absence may be seen as evidence of unprofessional conduct and may result in failure of the Professional Experience unit. Teacher Education Students who are absent for any part of their Professional Experience period must make up whole days. In most circumstances, this requirement must be met within five working days following the end of a block-teaching period.

What if I can’t attend due to a natural disaster, e.g., fire, flood, or other unusual circumstance?

You must notify your Supervising Teacher, Tertiary Supervisor and Unit Convenor. A decision will be made on a case-by-case basis.

What if my Supervising Teacher is absent?

In most cases the replacement teacher will act as your Supervising Teacher for that day. If your Supervising Teacher is absent for more than a day you should inform your Tertiary Supervisor and speak with the Principal or Director about arrangements for your supervision. If your Supervising Teacher is absent on the day of your Tertiary Supervisor’s visit, contact your Tertiary Supervisor as soon as possible to discuss alternative arrangements for the Tertiary Supervisor visit.

What procedures are in place for reporting of incidents?

Teacher Education Students engaged in a Professional Experience placement sometimes find themselves in complex and unexpected situations. They may witness situations where they believe that a child may be subject to abuse, whether sexual, psychological, physical or neglect. The Children and Young Persons (Care and
Protection) Act 1998 identifies people in the community who are mandatory reporters. This does not include Teacher Education Students on placement. Teacher Education Students can see [http://www.community.nsw.gov.au/preventing-child-abuse-and-neglect](http://www.community.nsw.gov.au/preventing-child-abuse-and-neglect) for further information from the NSW Department of Family and Community Services in relation to these matters. The TES should document their concerns and be sensitive about where this documentation is kept and should contact the Unit Convenor to discuss the situation. The Director, Initial Teacher Education will be informed by the Unit Convenor and will provide advice and guidance on further reporting.

**EC ONLY: What should I do if the qualified early childhood teacher is not present in the centre?**

If your Supervising Teacher takes annual leave or sick leave and is not replaced with a qualified teacher in the centre, you must contact your Tertiary Supervisor for advice and inform the Unit Convenor. This is not necessary when the replacement is a qualified teacher.

**What do I do if I am asked to undertake duties beyond Professional Experience requirements?**

Try to explain that this is not a part of your role. You should discuss the issue with your Tertiary Supervisor or Unit Convenor. Examples include being asked to work in the childcare centre or collating a newsletter for each child at a school.

**What happens if I am left on my own with the children/students?**

Contact the Unit Convenor. Teacher Education Students are not included in educator/teacher to child/student ratios, nor can they be left alone with children/students at any time.

**What do I do if I am offered paid work while on my Professional Experience?**

You cannot fulfil the dual role of Teacher Education Student and paid employee. Contact your Unit Convenor if this occurs.

**What should I do if I have an accident? Am I insured?**

Teacher Education Students are covered under the University’s Group Personal Injury insurance. This insurance may provide reimbursement of non-Medicare medical expenses. In case of injury, you must report the incident to the Director or Principal, the Tertiary Supervisor, and to the relevant Unit Convenor as soon as possible.

**What if I am identified as “In Need of Additional Support” whilst on placement?**

Being identified as “In Need of Additional Support” means that the Supervising Teacher and/or Tertiary Supervisor has serious concerns about your standard of work. Whilst this can be distressing you have the opportunity to work on the areas of concern. If you receive an ‘unsatisfactory’ or ‘fail’ result for Professional Experience placement, which you feel has been unfairly awarded, you may request to have this decision reviewed. You may be given an opportunity to repeat the Professional Experience in a different setting. The Application for Review of Unsatisfactory Grade for Professional Experience form can be found in Section 3. See Section 3 for more information about “In Need of Additional Support”.

**What is LANTITE and how does it impact me?**

One of the NSW Great Teaching, Inspired Learning (GTIL) reforms, announced in 2013, was that from 2016 Teacher Education Students would need to pass a literacy and numeracy test. The test would ensure that graduate teachers have personal literacy and numeracy skills at least equivalent to those of the top 30 per cent of the population. The Australian Council of Educational Research (ACER) currently implements the national tests. See ACER for information: [ACER Literacy and Numeracy Test for Initial Teacher Education Students](http://www.community.nsw.gov.au/preventing-child-abuse-and-neglect). Students should also consult the [NESA website](http://www.nesa.nsw.edu.au) for current information.

Refer to the information on Education Commons (EDSTCOMM) for the School of Education requirements about completing LANTITE in relation to your Professional Experience units.

If you have specific questions not covered in this document, please lodge your query through: [https://ask.mq.edu.au/](https://ask.mq.edu.au/)
What does this mean for early childhood students?

Students enrolled in the B Teach (birth to five) or Master of Teaching (birth - 5 years) courses are not required to undertake LANTITE.

The Director/Principal

Thank you for hosting a Teacher Education Student. We appreciate that you value Professional Experience placements and the mentoring opportunities available to your staff. As the Director or Principal, the Teacher Education Student is primarily your responsibility; however, we are aware that this responsibility is delegated to Supervising Teachers.

We ask that the Teacher Education Student has appropriate support, and that the Supervising Teacher has the appropriate experience, skills, and support during this time.

Due to legal reasons Teacher Education Students should not be left alone with children/students nor given sole responsibility for supervising activities. We ask that all staff are informed of their legal responsibility. Under no circumstances should Teacher Education Students be asked to replace absent teachers or staff members.

The Supervising Teacher

Experienced teachers, who have the endorsement of their immediate supervisor and their Principal or Director, are welcome to become a Supervising Teacher for our Teacher Education Students.

Supervising Teachers:

- share their pedagogical expertise
- share their discipline-content knowledge
- model effective teaching practice
- provide constructive, scaffolded feedback on specified professional teaching standards
- help facilitate the Teacher Education Student’s reflective professional practice
- provide practical guidance
- offer positive encouragement
- are powerful role models.

Guidance and evaluation of the Teacher Education Student

During Professional Experience you have primary responsibility for the evaluation of the Teacher Education Student. The ‘Professional Experience Requirements and Professional Experience Evaluation Report’ indicate the standards of practice we expect of our Teacher Education Students. With your support, the TES can fulfil the professional experience requirements in the centre or school setting. The University provides documents that outline the tasks a Teacher Education Student must undertake to complete their Professional Experience. This will be provided to you.

You may like to establish a time to talk with your Teacher Education Student and clarify your expectations and the University’s requirements. We recognise that the requirements may need adjusting to suit specific settings and if so, speak with the Teacher Education Student and the Tertiary Supervisor.

You are encouraged to use the ‘Professional Experience Evidence Guide for Supervising Teachers’ document. This guide is designed to help build the capacity of Supervising Teachers to make professional judgements by clarifying the meaning and significance of each Graduate Teacher Standard descriptor. It is a practical guide that develops from the conceptual to the operational with indicators of practice:

Professional Experience Evidence Guide for Supervising Teachers

Supervising Teachers in prior-to-school settings are encouraged to use the guide relating to early childhood teachers:
Proficient Teacher Evidence Guide - Early Childhood Teachers

The Supervising Teacher must complete a Professional Experience ‘Evaluation Report’. This report considers the accumulation of information gained through the Teacher Education Student’s interactions with children and adults, analysis of their record keeping, comments from other personnel, and the Teacher Education Student’s own contribution through self-evaluation and reflection. All Australian Professional Standards for Teachers need to be marked as “Demonstrated” or “Exceeds”, otherwise the Teacher Education Student cannot pass the placement, so if you have any concerns, it is important to raise these early with the Tertiary Supervisor and/or the University convenor. At the completion of the Evaluation Report, you are asked to recommend whether a Teacher Education Student is satisfactory or unsatisfactory. Simply mark the appropriate box on the final page of the Evaluation Report.

The final grade for the unit is the responsibility of the Unit Convener.

Other ways that you can support the Teacher Education Student include:

- arranging an initial orientation to the centre or school for the Teacher Education Student
- introducing the Teacher Education Student to other members of staff
- providing opportunities for the Teacher Education Student to observe aspects of teaching and learning
- providing guidance on the planning and presentation of learning experiences/lessons
- observing the Teacher Education Student’s work and providing oral and written feedback, which is honest, positive, analytical, and constructive
- identifying potential difficulties and communicating these to the Teacher Education Student
- offering suggestions to the Teacher Education Student concerning the development of teaching skills and strategies
- helping the Teacher Education Student understand children's/students’ behaviour and how to interpret their characteristics
- discussing the Teacher Education Student's progress with the Tertiary Supervisor
- undertaking appropriate procedures if the Teacher Education Student requires “Additional Support”.

Supervising Teachers should be aware that due to legal reasons Teacher Education Students should not be left alone with children/students or given sole responsibility for supervision. Under no circumstances should Teacher Education Students be asked to replace absent teachers or staff members.

If you need clarification regarding your role or the University’s requirements of the Teacher Education Student during Professional Experience, please contact either the Tertiary Supervisor or the Unit Convener.

Privacy/Confidentiality

Observation and documentation of children’s/students’ work is an integral component of Professional Experience units; however, confidentiality and privacy in relation to collecting and recording information about children/students and the broader prior-to-school or school community is important. Take time early in the placement to discuss the policies and procedures in your educational setting and the requirements regarding collecting information or observing children. We will assist in this process by:

- reminding Teacher Education Students about the importance of this conversation prior to commencement
- speaking more broadly with Teacher Education Students about privacy and confidentiality when collecting information, observations, and work samples, particularly in relation to use and misuse of photographs, social media, and the internet
- providing form letters for Teacher Education Students to discuss with you and distribute to parents where necessary in relation to observing children/students.
Teacher Education Student wellbeing

At times a TES may disclose confidential personal or family issues that raise concerns for you and impact their progress. Macquarie School of Education staff have a duty of care to our Teacher Education Students and will support them by linking them to support and counselling services on campus. In the event of a concerning disclosure, please respond along the following lines:

a  To the Teacher Education Student: “Thank you for informing me. The University has a duty of care so I will be advising the WIL Office that they need to contact you in relation to a current personal/medical issue or “I am so sorry to hear this, but I need to tell the University since they have a duty of care for you. I will contact the WIL Office”.

b  Notify the WIL Office immediately. Details do not need to be provided to the Unit Convenor, but the Teacher Education Student can share these. The Unit Convenor will follow up with the Teacher Education Student.

What do I need to know?

You can assist the Teacher Education Student by providing them with a list of staff names and roles, a layout of your facility, and information about relevant policies and procedures before they begin Professional Experience. If your setting has a dress code, please inform the Teacher Education Student about these expectations as early as possible.

Creating and maintaining channels of open and honest communication is foundational to a productive and positive Teacher Education Student/Supervising Teacher relationship. Constructive feedback and evaluation regarding their progress is another way you can support the success of your Teacher Education Student.

This could include:

- reading and providing feedback on their plans, prior to implementation
- encouraging reflection by asking the Teacher Education Student: “What did you think of the session?” ”What were the best parts of the session?” ”How would you improve it?” Ideas from the Teacher Education Student can be developed and extended through discussion
- observing the Teacher Education Student when teaching and providing constructive feedback
- providing written and verbal feedback about planning skills, appropriate teaching strategies, management techniques, being responsive to children, flexibility, and adaptability.

You may like to help the Teacher Education Student develop goals or create a ‘to-do list’ to keep them on track.

How do I formally assess and evaluate the Teacher Education Student’s progress?

Formal assessment of the Teacher Education Student is guided by Professional Experience requirements for each stage of their professional development. These requirements relate directly to the assessment criteria listed in the Professional Experience Evaluation Report. The report can be used as a guide for discussion with the Tertiary Supervisor and the Teacher Education Student. If you find that you have identified and ticked some areas as Not Demonstrated during the midway evaluation it is a strong indicator that the Teacher Education Student should be identified as “In Need of Additional Support”.

Ensure the Professional Experience Evaluation Report is completed by the final day of the Professional Experience placement.

What if my experience and expertise do not relate to the Teacher Education Student’s Professional Experience requirements?

Teacher Education Students experience your teaching and draw much value from your modelling and expertise. We encourage you to show Teacher Education Students how you do things, offer ideas about how they could improve their practice, and to guide them in being a productive and effective teacher.
How do I find out about the extent and nature of teaching the Teacher Education Student is required to do?

Requirements vary depending on the Professional Experience unit a Teacher Education Student is undertaking. More detail about specific requirements can be obtained from the Teacher Education Student and by referring to the information emailed to the centre or school prior to placement. Teacher Education Students are aware of their teaching requirements before they begin placement.

What are my responsibilities if I am absent?

Providing information about a replacement Supervising Teacher to the Teacher Education Student can alleviate confusion and concern. If you are not able to continue in your role as Supervising Teacher, contact the WIL Office as soon as possible. If you are unable to be present on the day of the Tertiary Supervisor’s visit, ask the Teacher Education Student to make other arrangements.

What if my Teacher Education Student is absent?

Teacher Education Students are required to attend every day of their Professional Experience. Unreliable attendance may be seen as evidence of unprofessional conduct and may result in the Teacher Education Student’s failure in the Professional Experience unit.

In the case of absence, Teacher Education Students have been advised to notify you or the Director, Principal, or designated person no later than 8.30am on the day of absence. They must also notify their Tertiary Supervisor as soon as possible. You may like to discuss the best procedure for notifying you of absence with the TES. Teacher Education Students are required to make up any days missed through absence. In most circumstances, this requirement must be met within five working days following the end of a block-teaching period. These arrangements should be negotiated to suit you.

What should I do if I am concerned about my Teacher Education Student’s performance?

Email the WIL Office and notify the Tertiary Supervisor if you are concerned about the Teacher Education Student’s performance. Making early contact with the Tertiary Supervisor makes it easier to support the Teacher Education Student by giving them sufficient time to improve their work and it ensures that you are properly supported by the University. Where a Teacher Education Student’s performance is deemed “In Need of Additional Support” they will be identified formally. Further information about the process for identifying Teacher Education Students as “In Need of Additional Support” can be found in Section 5.

What hours are the Teacher Education Students expected to attend?

Teacher Education Students are expected to attend the same hours as their Supervising Teacher unless otherwise advised. For example, in a long day care setting Teacher Education Students are expected to attend a maximum of eight hours a day, five days a week, undertaking the same shift as their Supervising Teacher. Teacher Education Students are not permitted to attend a 10-hour day, four days a week.

In a school placement or traditional 9am to 3pm preschool, Teacher Education Students are expected to attend for a minimum of seven hours each day, five days a week.

How can I give feedback to the University or make a complaint?

Complaints or concerns can be made directly to either the Tertiary Supervisor or the WIL Office. Contact information for the Tertiary Supervisor can be found in the email sent to the centre/school prior to the Teacher Education Student commencing placement.

Supervising Teacher payment procedures

To qualify for payment, new Supervising Teachers must submit required payment forms. These include Banking Authority form, Superannuation standard choice form and Tax File Number Declaration form from the ATO. This information is provided to Supervising Teachers at the commencement of the Teacher Education Student’s placement or can be provided upon request. Supervising Teachers from the previous year may not need to submit a new Withholding declaration form.
Supervising Teacher payments are processed at the completion of the Teacher Education Student’s placement once completed Final Evaluation and Register of Visits have been received. Payment is made via an electronic transfer into the nominated bank account in six to eight weeks.

The number of days each Teacher Education Student is required to complete is in accordance with the placement, no more than the required number of days will be paid to the Supervising Teacher. If the Teacher Education Student has more than one Supervising Teacher, whether in the same subject area or in a different area, the allocated number of days are shared between subjects/Supervising Teachers. If a Teacher Education Student withdraws from the Teacher Education Course, payment will be made for the time the Teacher Education Student spent with the Supervising Teacher.

Payment summaries are no longer issued by Macquarie University and are available via myGov.

Who do I contact if I have questions about my pay or my claim form?

If you have any questions about your pay, claim forms, or other administrative matters, you can email the WIL Office.

University Library Access

As a Supervising Teacher, you have borrowing rights with the University's Library and can apply for associate membership of the Library. Associate membership for Supervising Teachers expires on 31 December each year. Borrowing privileges are 10 items for two weeks, with one renewal. Database access is available for use in the Library only. Complete the online application form Register for Macquarie University Library to apply for Library membership.

Where do I access required forms?

These are all available on the School of Education Professional Experience website

The Tertiary Supervisor

The role of a Tertiary Supervisor is threefold. First, when a Tertiary Supervisor visits a Teacher Education Student, they represent Macquarie University. Second, the Tertiary Supervisor supports the Teacher Education Student, offering constructive criticism and encouragement. This is significant for both the TES and Supervising Teachers. Finally, the Tertiary Supervisor role provides support for the Supervising Teacher. If needed Tertiary Supervisors provide professional assistance to the Teacher Education Student and the Supervising Teacher by:

- ensuring requirements of the TES are understood by the centre or school staff and can be met at the placement
- advising TES about planning and organising experiences to meet practice teaching requirements
- observing TES and/or providing written and oral feedback on their planning and teaching
- helping TES understand and adapt to centre or school expectations
- encouraging TES to reflect on their experiences and evaluate their teaching
- counselling TES concerning difficulties and anxieties and referring TES to support personnel when appropriate
- discussing the TES work with the Supervising Teacher
- undertaking appropriate procedures if the TES is identified as “In Need of Additional Support” for their Professional Experience.

What do I need to know?

Teacher Education Student wellbeing

A TES may disclose confidential personal or family issues that raise concerns for you and impact their progress. Macquarie School of Education staff have a duty of care to our Teacher Education Students and will support them
by linking them to support and counselling services on campus. In the event of a concerning disclosure, respond along the following lines:

a To the Teacher Education Student: “Thank you for informing me. The University has a duty of care so I will be advising the Unit Convenor that they need to contact you in relation to a current personal/medical issue.” I am so sorry to hear this, but I need to tell the University since they have a duty of care for you. I will contact the WIL office”.

b Notify the WIL Office immediately. Details do not need to be provided to the Unit Convenor but the Teacher Education Student can share these. The Unit Convenor will follow up with the Teacher Education Student.

Do I need to contact the Teacher Education Student prior to Professional Experience?

No. It is the Teacher Education Student’s responsibility to contact you. Please ensure that your contact details provided to the WIL Office are up to date for the TES to make contact in reasonable time. We ask that you make every effort to respond to your TES as quickly as possible when contact is made. SMS messaging is not considered a suitable form of contact unless you have requested it.

How often am I expected to meet with the Teacher Education Student?

You are allocated two hours per Teacher Education Student. This can be negotiated in consultation with the relevant Unit Convenor, but we suggest you use this time in the following ways:

- phone conversations, such as an initial conversation with the TES or an initial conversation with the Supervising Teacher in the first week
- viewing written work, either online or via email, a visit to the setting midway through the Professional Experience placement
- a phone conversation with the TES at the end of placement and a concluding phone call with the Supervising Teacher in the final week.

Visits to the placement are important and should not be overlooked.

What might you discuss in an initial conversation with the Teacher Education Student?

The Teacher Education Student is responsible for contacting the Tertiary Supervisor by phone to introduce themselves and share contact details. Advise the TES of suitable times for contacting you. Email may be appropriate for you, but you must clarify expectations regarding your response time. This is also an opportunity to ensure the TES knows how to contact you in case of sickness or unexpected absence.

Who is responsible for contacting the centre/preschool/school?

The Teacher Education Student has the primary responsibility for contacting the centre or school; however, we encourage Tertiary Supervisors to make contact prior to their first visit. Initial contact provides an opportunity to thank the teacher, answer questions, confirm they have received information about the Professional Experience requirements, and provide your contact details. It is recommended that you introduce yourself to the Director or Principal or Professional Experience coordinator and provide them with your contact details. This provides an opportunity to discuss any questions about the Professional Experience.

Who do I contact to arrange a visit?

Contact your TES to arrange an appropriate time for your visit/s. This will involve liaising with the Supervising Teacher and/or school to confirm. This is an opportunity to answer any questions the teacher may have prior to your visit.

What is the nature of my role with the Supervising Teacher and the Teacher Education Student?

You are a visiting consultant supporting the work of the Supervising Teacher. Your role is to ensure that the Teacher Education Student gets the most from Professional Experience and that the Supervising Teacher is supported and understands their role. The level of your involvement will depend on how the Teacher Education
Student is progressing. In some placements your role may be minimal, offering encouragement and support. In other situations, it may require more detailed advice, support, and direction.

**How do I assess the Teacher Education Student’s Professional Experience written work?**

Teacher Education Students are expected to make their work available to you and to their Supervising Teacher at all times and it must be available for comments and discussion.

**Can I write in the Teacher Education Student’s written work?**

Yes. Written and verbal feedback supports the Teacher Education Student. Your feedback might relate to the clarity of the Teacher Education Student’s recordings, the level of professionalism displayed through orientations and evaluations, and the presence and quality of reflections.

**What should I do if I am concerned about a Teacher Education Student?**

Approach the Supervising Teacher with some open-ended questions pertaining to the Teacher Education Student. For example:

- “How do you think they are performing/coping?”
- “Are there any issues you would like me to discuss with them?”
- “Is there anything noteworthy that you want to discuss at this stage?”

If your concerns are confirmed by the Supervising Teacher and the Teacher Education Student is in danger of not meeting the expectations of the Professional Experience, it is imperative that they are identified as “In Need of Additional Support” as early as possible. When supportive intervention is offered early in a placement, it is much more likely that the experience can be improved to avoid failure.

**What should I note about a Teacher Education Student being identified as “In Need of Additional Support”?**

If you feel a Teacher Education Student is ‘In Need of Additional Support’, you need to begin the formal process as early as possible. Sometimes Supervising Teachers are reluctant to identify Teacher Education Students as ‘In Need of Additional Support’. Tertiary Supervisors can assure Supervising Teachers of the additional support that Teacher Education Students will receive as part of this process.

Teacher Education Students may need guidance in this situation so directing them to the Unit Convenor is helpful. Remind them to behave professionally throughout the process.

**What if a Teacher Education Student is unable to attend due to sickness?**

Teacher Education Students must inform you if they have been absent from a day of Professional Experience. Teacher Education Students must attend every day of their Professional Experience. A medical certificate is required for any absence that exceeds one day. Absence will be seen as evidence of unprofessional conduct and may result in failure of the Professional Experience unit.

Teacher Education Students who are absent for any amount of time will need to make up missed days. This requirement should be met within five working days following the end of the Professional Experience.

**Who is responsible for completing the Professional Experience Evaluation Report?**

Completing the Evaluation Report is the responsibility of the Supervising Teacher. It is the Teacher Education Student’s responsibility to submit the report within one week of finishing the Professional Experience placement.

**Where do I access required forms?**

These are available on the School of Education Professional Experience website. The PE Evaluation Report is emailed to the Supervising Teacher and the TES has access to a copy on Education Commons.
Section 3: Requirements and Evaluation

**Professional Experience Requirements**

The Professional Experience Requirements provide criteria for Teacher Education Students’ development during Professional Experience. The Requirements outline the knowledge, skills, understandings, and professional qualities expected of Teacher Education Students at each stage of their development. The Requirements are divided according to the seven AITSL Graduate Teacher Professional Standards, which describe aspects of the Teacher Education Student’s development. During Professional Experience, all Teacher Education Students are expected to show development in all areas identified. The AITSL Graduate Teacher Professional Standards have been identified in each section to show relationship to the Evaluation document that the Supervising Teacher completes. It is expected that Teacher Education Students are aware of the Standards and can articulate evidence of meeting these standards as well as exhibit ongoing professional growth. The Supervising Teacher and TES can discuss this at the beginning of the placement and the Tertiary Supervisor can be involved if necessary.

In any evaluative discussion, the Teacher Education Student should be able to show how s/he is meeting the Professional Experience Requirements. This may be done by identifying examples of personal practice with children/students, staff or families, and/or identifying aspects of written records in their e-portfolio that relate to any specific part of the guidelines.

The Professional Experience Requirements highlight the sequential nature of the evaluation criteria, where each level assumes mastery of the previous levels. For example, 3000 level Teacher Education Students are expected to have mastered the 2000 level requirements as well as those required at 3000 level to be eligible for a satisfactory grade. The requirements for the specific unit are included in the package emailed to you.

**Evaluation of Teacher Education Student**

Our courses have adopted a three-phase approach for the evaluation of Teacher Education Students.

**Phase 1 Prior to the Placement**

The Teacher Education Student, the Supervising Teacher, and the Tertiary Supervisor are all expected to be familiar with this handbook, in particular, the Professional Experience Requirements. They should also complete all administrative paperwork required by the University.

At this stage the Teacher Education Student is required to consider personal goals for the Professional Experience and share these with their Supervising Teacher on their first day and with their Tertiary Supervisor when they make the initial contact prior to starting placement.

**Phase 2 Progressive Evaluation**

The Supervising Teacher collects information about the Teacher Education Student’s work. Both formal and informal observations show the Teacher Education Student’s progress and notes written by the Supervising Teacher provide a valuable source of reflection for the Teacher Education Student. Continual open and honest communication about progress and areas for improvement are helpful. Teacher Education Students and Supervising Teachers establish how feedback and evaluation will be facilitated.

**Progressive evaluation meeting**

In most cases, this will involve a meeting in the middle of placement, with the Supervising Teacher and the Teacher Education Student. The Tertiary Supervisor may attend this meeting if it fits with their planned visit. All participants should come to the meeting having considered the criteria listed in the Professional Experience Requirements. The Teacher Education Student is expected to have completed their copy of the Professional Experience Evaluation Report for self-evaluation. The Supervising Teacher will complete their mid-way report and lead the discussion regarding the Teacher Education Student’s performance in relation to the Professional Experience Requirements.

**A note on the ‘Professional Experience e-portfolio’ (Record Keeping System)**
Teacher Education Students are expected to maintain a satisfactory standard of written records. They must justify, critique, and record their decision-making, planning, and practice. This ensures thinking is made visible to both the Supervising Teacher and the Tertiary Supervisor. The Teacher Education Student’s actions, records, and critiques become indicators for evaluating progress and providing evidence of professional development.

Relevant documentation is to be kept in a Professional Experience e-portfolio. Teacher Education Students must ensure that the e-portfolio is maintained in a competent, thoughtful, and conscientious manner to demonstrate that the expectations for Professional Experience have been met. A high standard of recording is necessary to pass the Professional Experience component of the Professional Experience units. As stated, this e-portfolio must be made available to Supervising Teachers. The Supervising Teacher is welcome to provide input and feedback related to the records. In addition, Tertiary Supervisors may request the submission of the Professional Experience records to the Unit Convenor if a ‘second opinion’ is helpful. This documentation may also be required at university tutorials and sections may be required for the completion of university assignments.

**Phase 3: Complete the final evaluation**

The Supervising Teacher leads a final evaluation meeting with the Teacher Education Student near the end of their final week of Professional Experience. This meeting is conducted in a similar way to the progressive evaluation meeting with a discussion of the criteria outlined in the Professional Experience Requirements. After the final meeting, the Supervising Teacher is responsible for ensuring that the Professional Experience Evaluation Report and any other documentation is completed with appropriate comments and signatures.

Summary comments are to be added by the Teacher Education Student once the Professional Experience Evaluation Report has been completed by the Supervising Teacher. The Professional Experience Evaluation Report must be signed and dated by the Teacher Education Student and Supervising Teacher.

It is the Teacher Education Student’s responsibility to submit the Professional Experience Evaluation Report to the WIL office within one week of finishing the placement. The final assessment of the Teacher Education Student will be decided by the relevant academic team responsible for the related Professional Experience unit.

**A Note about Grading: Satisfactory/Unsatisfactory**

The Professional Experience component of each Professional Experience unit is graded on a satisfactory/unsatisfactory basis. Teacher Education Students must receive a satisfactory grade to pass the Professional Experience unit. Teacher Education Students who receive an unsatisfactory grade will fail the relevant Professional Experience unit.

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**Teacher Education Students Identified as “In Need of Additional Support”**

**Defining “In Need of Additional Support”**

A Teacher Education Student may be identified as “In Need of Additional Support” if the TES is deemed potentially unable to meet the requirements of the Professional Experience. There may be areas of concern and elements in the Evaluation Report that are marked as Not Demonstrated. This is a strong indicator that the TES should be identified as “In Need of Additional Support”. Early notification of “In Need of Additional Support” is in the best interest of the TES. This can give the TES sufficient time to improve and reach a passing standard in their teaching practice and/or documentation/written work. Any TES identified as “In Need of Additional Support”, regardless of the reason, will be required to present their documentation/written work (e-portfolio) for assessment to the Professional Experience convenor on the first working day after completion of placement.

**Determining “In Need of Additional Support”**

If there are concerns about a TES, the Supervising Teacher, and Tertiary Supervisor, and potentially the Unit Convenor, discuss the concerns to determine whether the student should be identified as “In Need of Additional Support”. This discussion could include:

- “How is the Teacher Education Student doing?”
- “Is there anything that is noteworthy at this stage of the placement?”
• “Are there any issues that need to be discussed with the Teacher Education Student?”

Some points to note about this process:

• Warning TES that they may be identified as “In Need of Additional Support” can increase anxiety and may mean they do not receive the assistance required in a timely manner. If you feel a TES is not performing in relation to the requirements, please begin the process rather than delaying it.

• Being told that they require “Additional Support” can cause stress for a TES. Directing them to the Unit Convenor is helpful. Please remind the TES to behave professionally throughout the process.

The process required for “In Need of Additional Support”

When the Supervising Teacher and/or the Tertiary Supervisor are concerned about a TES’s progress the following steps should be taken:

• A TES “In Need of Additional Support” determination is made, usually by the Supervising Teacher (ST) and/or Tertiary Supervisor (TS), although in some instances it is the Unit Convenor in consultation with the ST.

• The Notification of “In Need of Additional Support” form is prepared electronically or handwritten and signed by all parties (TES, ST & TS). Please complete both Sections A and B. The notification form should then be emailed to arts.wil_admin@mq.edu.au and the Unit Convenor is informed. The TES, ST and TS receive a copy of this form.

• The Unit Convenor collects information about the “In Need of Additional Support” notification and may speak with/contact the ST and TS.

• The Unit Convenor speaks with/contacts the TES and arranges the follow-up “In Need of Additional Support” visit with the TES at the centre or school. If the need for additional support is only for documentation/written work the Unit Convenor would not usually visit the centre/school, but the TES must submit their documentation/written work (e-portfolio) for assessment to the Unit Convenor on the first working day after completion of placement.

• At this follow-up visit the Unit Convenor observes the TES teaching and reviews their written work and completes the Follow-up “In Need of Additional Support” form, which outlines whether the TES is improving. This form is signed by the Unit Convenor, the TES and the ST. The TES and ST receive a copy of the form which is then submitted to the WIL Office. At this visit the decision is either:
  ▪ sufficient improvement demonstrated (continue Professional Experience), or
  ▪ insufficient progress shown, in which case the placement is terminated, and the TES receives an Unsatisfactory grade for the Professional Experience and fails the unit.

• If sufficient improvement is demonstrated the TES continues Professional Experience then the ST should complete the Evaluation Report at the end of placement leaving only the final Satisfactory/Unsatisfactory boxes blank. The final determination of the “In Need of Additional Support” process and allocation of the final grade on the Professional Experience Evaluation Report is completed by the Unit Convenor at the end of the placement.

• The Unit Convenor informs the Director of Initial Teacher Education if there are serious issues that require follow-up.

The required forms are available on the School of Education Professional Experience website.
Review of Professional Teaching Experience Placement Decision

The Macquarie School of Education is committed to promoting excellence in learning and teaching. The evaluation report is part of the assessment process for Professional Experience. The School of Education expects Teacher Education Students to take an active role in their learning and to assimilate and incorporate feedback received throughout their professional teaching experience. They are encouraged to discuss their progress with relevant staff and reflect on their expectations against the stated criteria in the evaluation document and the professional requirements of the unit.

There may be circumstances in which Teacher Education Students have received an ‘unsatisfactory’ or ‘fail’ result for their professional teaching experience that they feel has been unfairly awarded. Teacher Education Students may request to have this decision reviewed. If a Teacher Education Student decides to have the decision reviewed, they are advised to follow the process outlined below before lodging an appeal with the Department Appeals Committee. This review relates only to the professional experience and not any academic assessment grade that may be associated with the unit. Requesting a review does not preclude a Teacher Education Student from a formal appeal against the grade even if the outcome of the review is not upheld. It is assumed before considering this review that the Teacher Education Student would have met with the unit professional experience or academic convenor to discuss their options.

Reviews will be considered for Teacher Education Students who provide evidence that they have been disadvantaged in any of the areas identified below:

- The context of the school or early childhood placement jeopardised the Teacher Education Student’s progress
- Procedures (as per Professional Experience handbook) were not followed by the Tertiary Supervisor, which jeopardised the Teacher Education Student’s progress
- Procedures (as per the Professional Experience handbook) were not followed by the Professional Experience or Academic Unit Convenor, which jeopardised the Teacher Education Student’s progress.

The review process has 3 steps:

**Step 1:** Complete and submit the Application for Review of Unsatisfactory Grade for Professional Experience form. This is to be submitted with supporting documentation (including the Teacher Education Student’s written work) to the Director of Initial Teacher Education no later than 5 working days after receiving the unsatisfactory grade for the professional experience.

**Step 2:** There will be a meeting led by the Director of Initial Teacher Education or suitable replacement to make an independent determination about the case presented. The meeting will include no less than two additional academics who teach or coordinate professional experience units.

The Unit Convenor (professional experience or academic) will provide a response to the meeting in relation to the Teacher Education Student’s identified area of disadvantage; this could include information from the setting, Supervising Teacher and/or Tertiary Supervisor.

**Step 3:** The Director of Initial Teacher Education will notify the Teacher Education Student in writing of the outcome from the committee meeting.
Application for Review of Unsatisfactory Grade for Professional Experience

Please refer to Steps 1-3 in previous section for instructions

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<tr>
<th>TES Name</th>
<th>Student number</th>
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<td>TES email</td>
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Course

Professional Experience Unit

Unit Convenor

Setting name

Address

Phone Number

Supervising Teacher

TES is working with Stage(s)/Age Group

Reason for review: (select one)

- The context of the school or early childhood placement jeopardised the Teacher Education Student’s progress
- Procedures (as per the Professional Experience Handbook) were not followed by the Tertiary Supervisor which jeopardised the Teacher Education Student’s progress
- Procedures (as per the Professional Experience Handbook) were not followed by the Professional Experience or Academic Unit Coordinator which jeopardised the Teacher Education Student’s progress

Please outline the specific details of the above circumstance for which you seek the review (Maximum 1 page):