



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.

TABLE OF CONTENTS

SECTION 1: PROFESSIONAL EXPERIENCE PROGRAM	3
Welcome to Professional Experience	3
The School of Education Courses	3
Our Educational Philosophy and Approach	4
Fitness to Practice and Inherent Requirements	5
SECTION 2: ROLES AND RESPONSIBILITIES	6
The Teacher Education Student	6
The Supervising Teacher	11
The Tertiary Supervisor	15
SECTION 3: REQUIREMENTS AND EVALUATION	18
Professional Experience Requirements	18
Evaluation of Teacher Education Student	18
Teacher Education Students Identified as “In Need of Additional Support”	20
Review of Professional Teaching Experience Placement Decision	21

ACRONYMS

Teacher Education Student – TES

Supervising Teacher – ST

Tertiary Supervisor – TS

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.

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 (TES); the Supervising Teacher (ST); and the Tertiary Supervisor (TS). 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).

Macquarie School of Education Courses

Macquarie School of Education is a major provider of initial teacher education in NSW. TES 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 Education (Early Childhood)

This degree qualifies graduates to teach children aged birth to five years in a broad range of prior to school settings. The course focuses on developing specialist knowledge of young children's learning and development, and to plan, implement, and evaluate curriculum and learning experiences in prior to school settings. Teacher Education Students explore a range of philosophical, theoretical, and practical aspects of learning and teaching, which equips them with the professional capacity to respond to the complexity and diversity of children, families, and communities in Australian society. A key component of this program is focused on the development of leadership and advocacy skills with an emphasis on working collaboratively with families and communities to achieve the best learning outcomes for young children.

Bachelor of Education (Early Childhood and Primary)

This award provides graduates with an early childhood and primary teaching qualification. Teacher Education Students are engaged in an exploration of evidence-based practice in educational theory, curriculum, and pedagogy. The Professional Experience and Work Integrated Learning program allows students to apply the pedagogical knowledge and skills they develop in their units in early childhood and primary classroom contexts.

Bachelor of Education (Primary)

This award provides graduates with a primary teaching qualification. Teacher Education Students are engaged in an exploration of evidence-based practice in educational theory, curriculum, and pedagogy. The integrated professional experience opportunities and Work Integrated Learning final year allow Teacher Education Students to apply the pedagogical knowledge and skills they develop in their academic and curriculum-based methodology units in primary classroom contexts.

Bachelor of Education (Secondary)

This award provides graduates with a secondary teaching qualification and engages Teacher Education Students in an exploration of evidence-based practice in educational theory, curriculum, and pedagogy. The integrated professional experience opportunities and Work Integrated Learning final year allow Teacher Education Students to apply the pedagogical knowledge and skills they develop in their academic units in secondary classroom contexts.

Master of Teaching (Birth to Five Years)

The Master of Teaching (Birth to five Years) provides a professionally accredited initial teaching degree that enables graduates to be employed as a university-qualified early childhood teacher/leader working in a prior to school setting. In keeping with Macquarie University's vision to promote research-intensive learning and teaching, critical, analytical, and integrative thinking skills are incorporated into all units in this degree. Course content draws on contemporary research-based expertise in child development, curriculum and pedagogy, and leadership and management. Students apply their understandings, skills, and specialist early childhood knowledge through engagement with children across the birth to five years range in a variety of early childhood environments. As a postgraduate course, upon successful completion of this degree, it is expected that graduates will be ready to work as ethical, autonomous, and critically reflective teacher leaders, capable of working effectively with children, parents, and other professionals in their local communities.

Master of Teaching (Primary)

The Master of Teaching (Primary) provides an accredited course of study with integrated professional experience that prepares reflexive, resilient, and research-engaged teachers for the primary school setting. Macquarie University's vision is to promote evidence-based learning and teaching that has a positive impact on student learning and wellbeing. Students will be immersed in technology-rich environments and will develop expertise in inclusive teaching practices for diverse students and contexts. Students will select one primary specialisation for advanced study in either English or Science, Technology, and Mathematics. As a postgraduate degree, upon successful completion, it is expected that graduates will be ready to be ethical, autonomous, and critically reflective primary teachers, capable of working effectively with students, parents, professionals, and others in their local communities.

Master of Teaching (Secondary)

The Master of Teaching (Secondary) provides an accredited course of study with integrated professional experience that prepares reflexive, resilient, and research-engaged teachers for the secondary school setting. Macquarie University's vision is to promote evidence-based learning and teaching that has a positive impact on student learning and wellbeing. Students will be immersed in technology-rich environments and will develop expertise in inclusive teaching practices for diverse students and contexts. Students will select at least one secondary teaching subject with elective units allowing further specialisation in areas, including differentiating learning, language and literacy, and STEM. As a postgraduate degree, upon successful completion, it is expected that graduates will be ready to be ethical, autonomous, and critically reflective secondary teachers capable of working effectively with students, parents, professionals, and others in their local communities.

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 TES undertake as part of their university course. It encompasses the role of the ST as well as the practical experience for the TES, building practical understanding of educational theory.

TES 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 TES 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 ST. 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. TES have opportunities to develop as teachers in a safe and supportive environment. Their STs 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. TES 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](#) and on the Macquarie University website.

Section 2: Roles and Responsibilities

The Teacher Education Student

Overview

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

Each Professional Experience unit has different requirements and are, therefore, not included here. 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.

TES represent the Macquarie School of Education and are 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 ST unless otherwise advised, avoid criticism, and maintain the confidentiality that is entrusted to you. TES 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 TES responsibilities as a professional 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 TS or Unit Convenor for advice and direction about the situation.

Important Information for Teacher Education Students

Accessing information about requirements and assessments for my PEx unit

Please refer to Community Units in iLearn, where you will find [Education Commons](#) and within this, a link to the Professional Experience website.

Informing the University if my contact details change

If your contact details change during your enrolment, you must change these on [eStudent](#) because the change impacts directly on your placements. The WIL Office will then be advised of the changes.

Changes to unit enrolment after I have submitted preferences

If you decide to withdraw from the unit prior to your placement, please ensure you withdraw via [eStudent](#).

Placements at your 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). TES must lodge their request in the semester before the intended placement.

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

The following should be noted:

- TES are discouraged from continuing their regular workload as a paid employee as well as completing all the requirements of the Professional Experience placement. Permission to undertake a workplace placement will not be granted unless there is a qualified teacher in the workplace to act as ST.
- The convenience of a workplace 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 TES applying for this type of placement. Approval is not guaranteed. NESA makes the final decision (for final-semester placements only).

Application process

Detailed instructions for submitting a request for a workplace 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 the application relates to a final-semester placement, the request is sent to NESA for final approval.

Early Childhood Placements

Workplace placements in Birth to Five settings are also permitted 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 TES 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 workplace placements.
- TES 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 workplace placement will not be granted unless there is a qualified teacher in the workplace to act as ST.
- Workplace placement is not available for TES who are centre owners, centre directors, or certified supervisors.
- The convenience of a workplace 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 TES 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 workplace placements during the final year of your course.

Undertaking Professional Experience at a site with a close connection to staff or children

TES 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 at a placement site attended by their child or children, their relatives, or children of their friends.

Completing multiple Professional Experience Placements at a prior-to-school or school setting

TES need to attend at least two different settings/schools on their Professional Experience placements. A wide range of experiences are considered essential.

Undertaking an overseas placement

TES 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 Colombo Plan grant scheme. Overseas placement opportunities will be advertised through Education Commons and student email.

Travelling to my Professional Experience Placement

TES should expect to travel to placements. They cannot request a change of placement based on locality and length of travel time. Every effort is made to keep the travel time to a maximum of 90 minutes (one way).

Participating in rural placement

There are opportunities to undertake a rural placement, however, this depends on the availability of suitably qualified ST and TS. A request must be lodged in the semester before this placement otherwise it will not be considered.

TES have the opportunity to apply for the NSW Department of Education (DoE) rural placement program and scholarship in their third or final placement (school placements only). Students will be notified by the WIL Office to submit their EOI but the application process is conducted by the DoE and placements are coordinated in collaboration with the WIL Office.

Teacher Education Students with previous or existing injury, a significant, or a mental health issue

Health and wellbeing concerns can impact the TES. Our concern is for your health and wellbeing and ensuring that you can be accommodated.

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. TES are also required to submit an online enquiry via Service Connect, consult with Accessibility, and discuss their concerns to receive reasonable adjustments from the relevant Unit Convenor.

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 TES 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.

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 a considerable time or sitting on the floor with children/students. The TES 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).

Approval process for working with children

TES are responsible for ensuring they have completed the necessary documentation for their state or territory and have provided evidence of completion prior to the placement details made available. For NSW the Working with Children Check (WWCC) is cleared by the DoE Probity Unit. Instructions can be found on the [TES site](#).

Online training requirements for school-based Professional Experience

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

Making initial contact with the placement site

Once the placement is confirmed you must contact the setting/school within three business days to introduce yourself and to discuss your placement. A pre-placement meeting may be requested by the setting or school, and this is a good way to become familiar with the site before you begin.

Communicating with the assigned Tertiary Supervisor

It is the responsibility of the TES to make initial contact with the assigned TS. Their contact details will be provided by the WIL Office and contact must be made one week prior to the start of placement. Please check with your TS before using SMS messaging as a contact method. Please note that some placement units will be supported by the Placement Support Team.

Arrangements for Tertiary Supervisor visit the placement site

It is your responsibility to negotiate an appropriate time with both your TS and your ST. Please take care to ensure your TS's visit does not coincide with any other setting or school events such as excursions or special events. Units supervised by the Placement Support Team will not receive a site visit.

Inability to complete the Professional Experience Placement as scheduled

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.

Required hours of Professional Experience

You are expected to do the same hours as your ST. 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 completing a 10-hour shift. In a school placement or traditional 9am to 3pm preschool, TES must attend at least seven hours each day, five days per week.

Completion and submission of the online Professional Experience Evaluation Report

Completing the Evaluation Report is the responsibility of your ST. They will receive a link to an online form, which will be populated with your name and student number and is not transferable. Your teacher submits the Evaluation Report, and you can access the Report on iParticipate. You need to liaise with your ST to ensure your Evaluation Report is submitted within one week of finishing your placement.

Responsibility if unable to attend placement due to extenuating circumstances

You must notify your ST, TS, and the WIL Office no later than 8.30am on the day of absence. 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. TES who are absent for any part of their Professional Experience period are required to make up whole days. In most circumstances, this requirement must be met within five working days following the end of a block-teaching placement period.

Inability to attend due to a natural disaster, e.g., fire, flood, or other unusual circumstance

You must notify your ST, TS, and Unit Convenor. A decision will be made on a case-by-case basis.

Absence of the supervising teacher

In most cases the replacement teacher will act as your ST for that day. If your ST is absent for more than a day you should inform the Professional Experience Coordinator/Director about arrangements for your supervision. If your ST is absent on the day of the TS visit, contact your TS as soon as possible to discuss alternative arrangements for the visit.

Procedure for reporting incidents

TES 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 TES on placement. TES can see <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 Deputy Director, Initial Teacher Education will be informed by the Unit Convenor and will provide advice and guidance on further reporting.

Prior-to-school ONLY – Absence of the qualified supervising teacher at the centre

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

Responding to duties requested to be undertaken beyond Professional Experience Requirements

TES need to explain that this is not a part of their role. TES should discuss the issue with the TS or Unit Convenor. Examples include being asked to work in the childcare setting or collating a newsletter for each child at a school.

Responding to situations if left alone with the children/students

TES are not included in educator/teacher to child/student ratios, nor are they allowed to be left alone with children/students at any time. Contact the Unit Convenor to inform them of the situation.

Being offered paid work while on Professional Experience

TES cannot fulfil the dual role of TES and paid employee. Contact your Unit Convenor if this occurs.

Responding if an accident occurs/being covered by insurance

TES are covered under the University's Group Personal Injury insurance. This insurance may provide reimbursement of non-Medicare medical expenses. In case of injury, TES must report the incident to the Director or Professional Experience Coordinator, the TS, and to the relevant Unit Convenor as soon as possible.

Being identified as "In Need of Additional Support" whilst on placement

Being identified as "In Need of Additional Support" means that the ST and/or TS has concerns about the TES's standard of work. Whilst this can be distressing, TES can work on these concerns, and can still earn a passing grade if the concerns are addressed. 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".

LANTITE and how it impacts Teacher Education Students

LANTITE (Literacy and Numeracy Test for Initial Teacher Education) was a reform introduced by the NSW Great Teaching, Inspired Learning (GTIL). TES are required to pass this literacy and numeracy test to 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](#)

Students should also consult the [NESA website](#) for current information.

Refer to the information on Education Commons 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 [Service Connect](#).

LANTITE and Prior-to-school Teacher Education Students

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

Section 2: Roles and Responsibilities

The Supervising Teacher

Overview

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

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 TES's reflective professional practice
- provide practical guidance
- offer positive encouragement
- are powerful role models.

Important Information for Supervising Teachers

Guidance and evaluation of the Teacher Education Student

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

You may like to establish a time to talk with your TES 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 TES and the TS.

You are encouraged to use the 'Professional Experience Evidence Guide for Supervising Teachers' document. This guide is designed to help build the capacity of the ST 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](#)

STs in prior-to-school settings are encouraged to use the guide relating to early childhood teachers:

[Proficient Teacher Evidence Guide - Early Childhood Teachers](#)

The ST must complete a Professional Experience 'Evaluation Report'. This report considers the accumulation of information gained through the TES's interactions with children and adults, analysis of their record keeping, comments from other personnel, and the TES's own contribution through self-evaluation and reflection. All Australian Professional Standards for Teachers included in the report need to be marked as "Demonstrated" or "Exceeds", otherwise the TES cannot pass the placement, so if you have any concerns, it is important to raise these early with the TS and/or the Unit Convenor. At the midway point of a placement, ST and TES engage in a professional conversation and note down areas that need attention in relation to meeting the APSTs for the remainder of the placement (See Section 3 of PEx Evaluation Report for relevant units). At the completion of the Evaluation Report, you are asked to recommend whether a TES 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 Convenor.

Other ways that you can support the TES include:

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

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

If you need clarification regarding your role or the University's requirements of the TES during Professional Experience, please contact either the TS or the Unit Convenor.

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 TES about the importance of this conversation prior to commencement
- speaking more broadly with TES 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 TES 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 TES 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 TES: "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 TES can share these. The Unit Convenor will follow up with the TES.

Preparation and expectations for Professional Experience Placement

Preparing Teacher Education Student for Professional Experience and providing ongoing support

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

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

This could include:

- reading and providing feedback on their plans, prior to implementation
- encouraging reflection by asking the TES: "What did you think of the session?" "What were the best parts of the session?" "How would you improve it?" Ideas from the TES can be developed and extended through discussion
- observing the TES 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 TES develop goals or create a 'to-do list' to keep them on track.

The extent and nature of teaching the Teacher Education Student is required to do on placement

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

The hours the Teacher Education Students are expected to attend

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

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

Assessing the progress of the Teacher Education Student

Formal assessment of the TES 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 TS and the TES. If you find that you have identified and ticked some areas as *Not Demonstrated* during the midway evaluation (applies to 3rd/4th year placements) it is a strong indicator that the TES 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.

Concerns relating to the Teacher Education Students’ performance

Email the WIL Office and notify the TS or Placement Support Team if you are concerned about the TES’s performance. Early contact with the TS or Placement Support Team makes it easier to support the TES by giving them sufficient time to improve their work and it ensures that you are properly supported by the University. Where a TES’s performance is deemed “In Need of Additional Support” they will be identified formally. Further information about the process for identifying TES as “In Need of Additional Support” can be found in Section 3.

Responsibilities if the Supervising Teacher is absent

Providing information about a replacement ST to the TES can alleviate confusion and concern. If you are not able to continue in your role as ST, contact the WIL Office as soon as possible. If you are unable to be present on the day of a TS visit, ask the TES to make other arrangements.

Responding to Teacher Education Student’s absence

TES 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 TES’s failure in the Professional Experience unit.

In the case of absence, TESs have been advised to notify you or the Director, Professional Experience Coordinator, or designated person, no later than 8.30am on the day of absence. They must also notify their TS as soon as possible. You may like to discuss the best procedure for being notified of absence. TES are required to make up any days missed. In most circumstances, this requirement must be met within five working days following the end of a block-teaching placement period. These arrangements should be negotiated to suit you.

Remuneration and Resources

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. STs from the previous year may not need to submit a new Withholding declaration form.

ST payments are processed at the completion of the TES’s placement once completed the Evaluation Report 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 TES 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 TES has more than one ST, whether in the same subject area or in a different area, the allocated number of days are shared between subjects/ST. If a TES withdraws from the Teacher Education Course, payment will be made for the time the TES spent with the ST.

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

Inquiries relating to payment

If you have any questions about your pay, claim forms, or other administrative matters, you can email the WIL Office on arts.wil_pay@mq.edu.au

Providing feedback and recommendations to the University or making a complaint

Feedback, recommendations, complaints or concerns can be made directly to either the TS or the WIL Office. Contact information for the TS can be found in the email sent to the centre/school prior to the TES commencing placement.

University library access

As a ST, you have borrowing rights with the University's Library and can apply for associate membership of the Library. Associate membership for STs 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.

Section 2: Roles and Responsibilities

The Tertiary Supervisor

Overview

The Tertiary Supervisor (TS) is a representative of Macquarie University. The role is an important one, which involves mentoring and support for both the Teacher Education Student (TES) and the Supervising Teacher (ST). The TS provides support for the TES by offering constructive feedback and encouragement throughout the placement. The TS can also offer support to the ST by maintaining open communication and ensuring they understand the placement expectations. If needed TS provide professional assistance to the TES and the ST by:

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

Placement Support Team

The Placement Support Team is a group of Tertiary Supervisors who provide virtual support to specific professional experience unit placements (generally, first and last placements). The team is available five days per week during placement periods to assist and advise STs and TES via email or phone contact (this team does not conduct site visits). Any issues arising that require significant attention or extra consideration will be escalated by the team to the unit convenor. The Placement Support Team provides TES support through regular online and in-person drop-in sessions on campus prior to and during placement blocks. The Placement Support Team can be contacted on arts.wil_ps@mq.edu.au

Important Information for Tertiary Supervisors

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 TES 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 TES: "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 TES can share these. The Unit Convenor will follow up with the TES.

Preparation and expectations for Professional Experience Placement

Contacting the Teacher Education Student

It is the TES's responsibility to contact the TS. Please ensure that your contact details provided to the WIL Office are up to date for the TES to make contact in a 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.

Meeting with the Teacher Education Student

You are allocated two hours per TES. This can be negotiated in consultation with the relevant Unit Convenor (UC), 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 ST 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 ST in the final week.

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

Initial discussion with Teacher Education Student

The TES is responsible for contacting the TS 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.

Responsibilities around contacting the setting/school

The TES is responsible for contacting the setting or school; however, we encourage the TS to contact before 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 also recommended that you introduce yourself to the Director, Principal, or Professional Experience coordinator and provide them with your contact details. This provides an opportunity to discuss any questions about Professional Experience.

Arranging a visit to the placement site

Contact your TES to arrange an appropriate time for your visit/s. This will involve liaising with the ST and/or school to confirm. This is a chance to answer any questions the teacher may have before your visit.

The nature of the role with the Supervising Teacher and Teacher Education Student

You are a visiting consultant supporting the work of the ST. Your role is to ensure that the TES gets the most from Professional Experience and that the ST is supported and understands their role. The level of your involvement will depend on how the TES 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.

Assessing the Teacher Education Student's written work

TES are expected to make their work available to you and to their ST for comments and discussion.

Feedback on Teacher Education Student's work

Written and verbal feedback supports the TES. Your feedback might relate to the clarity of the TES's recordings, the level of professionalism displayed through orientations and evaluations, and the presence and quality of reflections.

Responding to concerns relating to Teacher Education Student's performance

Approach the ST with some open-ended questions pertaining to the TES. 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 ST and the TES 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.

Formal process of a Teacher Education Student identified as "In Need of Additional Support"

If you feel a TES is 'In Need of Additional Support', you need to begin the formal process as early as possible. Sometimes ST are reluctant to identify TES as 'In Need of Additional Support'. TS can assure ST of the additional support that TES will receive as part of this process.

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

Teacher Education Student absence due to medical or extenuating circumstances

TES must inform you if they have been absent from a day of Professional Experience.

TES 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.

TES 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.

Responsibility of completing the Evaluation Report

Completing the Evaluation Report is the responsibility of the ST. It is the TES's responsibility to ensure the report has been submitted within one week of finishing the Professional Experience placement.

Claim for Tertiary Supervision

TS claim remuneration for 2 hours per student assigned to them plus an additional hour for any TES placed 'In Need of Additional Support.' Timesheets are submitted on Workday, an on demand financial management system used across Macquarie University. TS need to submit timesheets to claim for TES supervised once the placement is completed. Follow the instructions on the [How to Guide – Tertiary Supervisor Payment](#)

Tertiary Supervisor Forums

Macquarie University school of Education runs two TS forums on campus each year. The forums are an opportunity to engage with colleagues and educational leaders from Macquarie University. Tertiary Supervisors are informed on the professional experience units, how best to support TES on placement, learn and collaborate with other colleagues on best practices. It is also a good opportunity to network and engage with current educational research. Tertiary Supervisors are informed of the upcoming Forums by the WIL Office.

Accessing required forms

These are available on the School of Education Professional Experience website. The PE Evaluation Report link is emailed to the ST with instructions on how to complete.

Section 3: Requirements and Evaluation

Professional Experience Requirements

The Professional Experience Requirements provide criteria for Teacher Education Student's (TES) development during Professional Experience. The Requirements outline the knowledge, skills, understandings, and professional qualities expected of TES at each stage of their development. The Requirements are divided according to the seven AITSL Graduate Teacher Professional Standards, which describe aspects of the TES's development. During Professional Experience, all TES 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 Report that the Supervising Teacher (ST) completes. It is expected that TES are aware of the Standards and can articulate evidence of meeting these standards as well as exhibit ongoing professional growth. The ST and TES can discuss this at the beginning of the placement and the Tertiary Supervisor (TS) can be involved if necessary.

In any evaluative discussion, the TES should be able to show how they are 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 TES 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 TES.

Phase 1 Prior to the Placement

The TES, the ST, and the TS 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 TES is required to consider personal goals for the Professional Experience and share these with their ST on their first day and with their TS when they make the initial contact prior to starting placement.

Phase 2 Progressive evaluation

The ST collects information about the TES's work. Both formal and informal observations show the TES's progress and notes written by the ST provide a valuable source of reflection for the TES. Continual open and honest communication about progress and areas for improvement are helpful. TES and ST 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 ST and the TES. The TS 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 TES and ST are expected to engage in a professional conversation at the midway point of their placement and complete Section 3 of the Professional Experience Evaluation Report. The ST should lead the discussion regarding the TES's performance in relation to the Professional Experience Requirements and what the TES needs to address during the remainder of the placement.

A note on the 'Professional Experience e-portfolio' (record keeping system)

TES 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 ST and the TS. The TES'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. TES 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 STs. The ST is welcome to provide input and feedback related to the records. In addition, TS 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 ST leads a final evaluation meeting with the TES 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 ST is responsible for ensuring that the Professional Experience Evaluation Report and any other documentation is completed with appropriate comments and signatures. The Professional Experience Evaluation Report must be signed and dated by the TES and ST.

It is the TES's responsibility to ensure the Professional Experience Evaluation Report has been submitted to the WIL Office within one week of finishing the placement. The final assessment of the TES will be decided by the relevant academic team responsible for the 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. TES must receive a satisfactory grade to pass the Professional Experience unit. TES who receive an unsatisfactory grade will fail the Professional Experience unit.

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

Defining “In Need of Additional Support”

A TES 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 ST, and TS, 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 ST and/or the TS 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. 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:
 - a) sufficient improvement demonstrated (continue Professional Experience), or

- b) 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 Deputy Director of Initial Teacher Education, Professional Experience Lead 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 TES 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 TES have received an ‘unsatisfactory’ or ‘fail’ result for their professional teaching experience that they feel has been unfairly awarded. TES may request to have this decision reviewed. If a TES 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 TES 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 TES would have met with the unit professional experience or academic convenor to discuss their options.

Reviews will be considered for TES 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 TES’s progress
- Procedures (as per Professional Experience handbook) were not followed by the ST, which jeopardised the TES’s progress
- Procedures (as per the Professional Experience handbook) were not followed by the Professional Experience or Academic Unit Convenor, which jeopardised the TES’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 TES’s written work) to the Deputy 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 Deputy 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 TES’s identified area of disadvantage; this could include information from the setting, ST and/or TS.

Step 3: The Deputy Director of Initial Teacher Education will notify the TES 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

TES Name		Student number	
TES email	xxx@students.mq.edu.au	Correspondence regarding this application will only be sent to the official University student email account	
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)	<input type="checkbox"/> The context of the school or early childhood placement jeopardised the Teacher Education Student's progress. <input type="checkbox"/> Procedures (as per the Professional Experience Handbook) were not followed by the Tertiary Supervisor which jeopardised the Teacher Education Student's progress. <input type="checkbox"/> 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):

Professional Experience Unit Descriptions 2025

EDST1518 Practice of Teaching: Infant and Toddler Curriculum and Pedagogy

This unit will introduce students to the fundamentals of early childhood pedagogies and professional practice. With a focus on intentional teaching with children birth to two, the students will engage with principles of respectful, responsive and relationship-based pedagogies. Students will integrate these principles with their understanding of play-based learning and early child development to examine how best to support the learning and wellbeing of very young children. Students will develop an understanding of the planning cycle, ethical and reflective practice and the Early Years Learning Framework V2.0. Students will demonstrate these foundational theoretical and professional understandings and skills during professional practice with children aged birth to two (birth to 35 months).

This unit is part of the Bachelor of Education (Early Childhood) Bachelor of Education (Early Childhood and Primary) and involves a 15-day placement.

EDST2500 Practice of Teaching: Cultural and Linguistic Diversity

This unit will provide students with the theoretical and pedagogical foundations they need to use children/primary and secondary students' cultural funds of knowledge and home languages as a resource for learning, while simultaneously supporting their English language development across the curriculum. Students will learn how to design and evaluate differentiated teaching strategies that meet the learning needs of children/primary and secondary students from diverse backgrounds within an inclusive environment that recognises and affirms their cultural and linguistic identities. This unit includes structured observation in school and early childhood education settings.

This unit is part of the Bachelor of Education (Early Childhood) and involves a 10-day placement.

This unit is also part of Bachelor of Education (Early Childhood and Primary), Bachelor of Education (Primary), and Bachelor of Education (Secondary) and involves a 5-day placement.

EDST2501 Practice of Teaching: Special Educational Needs and Inclusive Pedagogies

This unit provides students with an appreciation of the principles and practices of inclusive and special education. The unit develops students' understanding of current pedagogic trends, debates over inclusion and specialist provision and policy and legislation. Key competencies for working with children/primary and secondary students with special education and diverse learning needs will be developed and practiced. The pervasive influence of social constructions of disability and special needs and issues of ableism and disablism are addressed. The unit explores family perspectives, collaboration with professionals, and the lived experience of disability/impairment/difference of diverse learners. It covers inclusive curricular and evidence-based teaching practices, including universal design for learning and quality differentiated practices, to establish an inclusive classroom environment as well as pedagogy and practice in specialist provision.

This unit is part of the Bachelor of Education (Early Childhood and Primary), Bachelor of Education (Primary), and Bachelor of Education (Secondary) and involves a 5-day placement.

EDST3500 Practice of Teaching: Reimagining Indigenous Education

This unit will deepen students' understandings of the practices of settler colonial education and the impact of colonialism in mainstream schooling. Lectures and tutorials discuss research-informed and relational approaches to effectively teach Indigenous students, embed Indigenous perspectives and build respectful and reciprocal relationships with Indigenous communities. Students will engage with Indigenous scholarship to rethink deficit perspectives and develop an understanding of the complexities involved in 'Indigenous education' in relation to policies, curriculum, resources and pedagogies. At its core, this unit will require students to critically reflect on their own positionality and knowledges to overturn the harm of schooling for many Indigenous children and young people. This unit incorporates a professional experience placement where students apply and are assessed on their understanding of 'Indigenous Education'.

This unit is part of the Bachelor of Education (Early Childhood), Bachelor of Education (Early Childhood and Primary), Bachelor of Education (Primary) and Bachelor of Education (Secondary) and involves a 15-day placement.

EDST3501 Practice of Teaching: Creating and Managing Learning Environments

This unit provides students with an overview of theories and practices to develop positive learning environments in schools. Students will build on their knowledge of primary and secondary school student's behaviour from previous units and learn about various aspects of classroom management. This unit combines theories from psychology and education and applies these to teaching and learning in schools. The ecological model that underpins the preventative approaches is explored as well as positive intervention strategies. This unit has a professional experience component requiring students to work in a school applying their learning about theories and strategies.

Students enrolled in the BEd (Primary), who are completing a specialisation in English or STEM, will focus their teaching on the relevant area of curriculum specialisation.

This unit is part of the Bachelor of Education (Early Childhood and Primary), Bachelor of Education (Primary) and Bachelor of Education (Secondary) and involves a 15-day placement.

EDST4510 Practice of Teaching: Work Integrated Learning 1

Work Integrated Learning integrates academic studies with quality experiences within a workplace or practice setting. This unit is made up of three cycles, including a community of practice commitment. The first cycle requires students to generate classroom data to make informed assessment, pedagogical and curriculum decisions to enhance student learning. In the second cycle students will plan a lesson demonstrating effective differentiation strategies. The final cycle requires students to examine the purposes and types of feedback providing contextual samples. The unit analyses, interprets, applies and critically evaluates data from classroom assessments, with a focus on critical reflection to inform practice.

This unit is part of the Bachelor of Education (Primary) and Bachelor of Education (Secondary) and involves a 20-day placement.

EDST4514 Practice of Teaching: Pedagogical Leadership in Settings for Children Aged Three to Five

Pedagogical leadership is a key responsibility of the early childhood teacher. This unit has two components. First the unit examines theoretical understandings of pedagogical leadership, as well as curriculum decision-making, teaching strategies, and documentation of children's learning, development and well-being. These understandings are then applied in a compulsory professional experience placement working with children three-five years and shadowing the Educational Leader and/or Director. The unit prepares students for work within the National Quality Framework.

This unit is part of the Bachelor of Education (Early Childhood) and Bachelor of Education (Early Childhood and Primary) and involves a 25-day placement (20 days with 3–5-year-olds and 5 days shadowing EC Director or Educational Leader).

EDST4520 Practice of Teaching: Work Integrated Learning 2

Work Integrated Learning integrates academic studies with quality experiences within a workplace or practice setting. This unit is made up of learning cycles including a community of practice commitment. The unit analyses, interprets, applies and critically evaluates data from classroom assessments with a focus on critical reflection to inform practice. Students undertake learning activities to support their completion of a Teaching Performance Assessment and transition to the profession. Students enrolled in the BEd (Primary), who are completing a specialisation in English or STEM, will focus their teaching on the relevant area of curriculum specialisation.

This unit is part of the Bachelor of Education (Early Childhood), Bachelor of Education (Early Childhood and Primary), Bachelor of Education (Primary), and Bachelor of Education (Secondary) and involves a 20-day placement.

EDST8509 Professional Practice 1: Diverse Learning Needs

This unit provides students with an introduction to inclusive educational principles and practices supported by evidence-based research. In this unit teacher education students are supported to critically engage with, reflect on, and apply to practice the principles and practices of inclusive and special education. The unit develops students' advanced understandings of current research-informed pedagogic trends, debates over inclusion and specialist provision, and policy and legislation. Key competencies for working with early childhood, primary and secondary students with special education and diverse learning needs will be developed and practiced. The pervasive influence of social constructions of disability and special needs and issues of ableism and disablism are addressed. The unit explores family perspectives, collaboration with professionals, and the lived experience of disability/impairment/difference of diverse learners. It covers inclusive curricular and evidence-based teaching practices, including universal design for learning and quality differentiated practices, to establish an inclusive classroom environment as well as pedagogy and practice in specialist provision.

The unit forms part of the **Master of Teaching (Primary)** and the **Master of Teaching (Secondary)** and involves a 15-day placement.

EDST8211 Professional Practice 2: Teaching Human Society and Its Environment (HSIE) in the Primary School

This unit develops teacher education students' pedagogical content knowledge and skills of the NSW Human Society and Its Environment (HSIE) Key Learning Area, with the focus on teaching about people and places in the History and Geography syllabuses. This Professional Experience unit will help prepare initial teacher education students for classroom teaching. This unit explores the ways in which primary school students can develop a comprehensive understanding of the world through the study of human society and its environment. Students will apply disciplinary-specific and integrated approaches to examining the world, including the exploration of a range of cultural experiences within both Australian and global communities. Throughout the unit, students will actively engage with cross-curriculum priorities such as incorporating Aboriginal and Torres Strait Islander perspectives, understanding sustainability, and fostering engagement with Asia region and the global community. Ultimately, this unit aims to enhance future teachers' ability to embrace diversity and effectively educate primary school students about how natural and human events influence our societies and the environments in which we live.

The unit forms part of the **Master of Teaching (Primary)** and involves a 15-day placement.

EDST8520 Professional Practice 2: Literacy for Culturally and Linguistically Diverse Learners

This Professional Experience unit will prepare students to use secondary students' cultural knowledge and home languages as resources for learning, while simultaneously supporting their English language and literacy development across the secondary curriculum. Students will learn how to design and evaluate differentiated teaching strategies that support the literacy needs of students from diverse backgrounds within an inclusive environment that recognises and affirms their cultural and linguistic identities. This unit includes 15 days of Professional Experience.

The unit forms part of the **Master of Teaching (Secondary)** and involves a 15-day placement.

EDST8530 Professional Practice 3: Succeeding in Secondary Education

This unit comprises Work Integrated Learning which integrates academic studies with quality experiences within a workplace or practice setting focused on the secondary years of schooling. This unit is made up of learning cycles including a commitment to and active engagement with a community of practice. The unit affords an opportunity for students to iteratively analyse, synthesise, interpret, apply and critically reflect on data from classroom assessments with a focus on reflexivity to inform future practice. The unit also requires students to complete a Teaching Performance Assessment (TPA) within their first or second teaching area as part of their accreditation as a secondary teacher and to support their transition into the profession.

The unit forms part of the **Master of Teaching (Secondary)** and involves a 30-day placement, where 15 days must be completed as a block to satisfy the requirements of the TPA.

EDST8540 Professional Practice 3: Succeeding in Primary Education

This unit comprises Work Integrated Learning, which integrates academic studies with quality experiences within a workplace or practice setting focused on the primary years of schooling. This unit is made up of learning cycles including a commitment to and active engagement with a community of practice. The unit affords an opportunity for students to iteratively analyses, synthesise, interpret, apply and critically reflect on data from classroom assessments with a focus on reflexivity to inform future practice. The unit also requires students to complete a Teaching Performance Assessment (TPA) as part of their accreditation as a primary teacher and to support their transition into the profession.

The unit forms part of the **Master of Teaching (Primary)** and involves a 30-day placement, where 15 days must be completed as a block to satisfy the requirements of the TPA.