Professional Experience ‘At Risk’
Procedures for the School of Education

1. An ‘at risk’ determination is made (usually by the Supervising Teacher (ST) and/or Tertiary Supervisor (TS)) *

2. Section A and B of the ‘at risk’ form is prepared, signed by all parties (TES, ST & TS) and emailed to ed.pe@mq.edu.au who then informs the unit convenor. The TES, the ST and TS all receive a copy of this form.

3. Unit convenor collects information about the ‘at risk’ case – speaks with the ST/TS.

4. Unit convenor speaks with the TES and arranges the follow up at risk visit with the TES at the centre.

5. At the follow up at risk visit the unit convenor observes the TES teaching and reviews their bookwork and completes the follow up at risk form, which outlines whether the TES is improving etc. The follow up ‘at risk’ form is signed by the unit convenor, the TES and the ST. The TES and ST receive a copy of this form. At this visit the decision is either:
   a. Sufficient improvement demonstrated (continue PE)
   b. Insufficient progress shown (the placement is terminated and the TES receives a Fail for the unit).

6. Final Determination of ‘at risk’ process is completed by the Unit Convenor after the follow-up visit.

7. The unit convenor informs the Initial Teacher Education Program Director if there are serious issues that need following up on.

8. The Student Centre has been notified that you have been placed ‘At Risk’.

*In some instances, Section A of the ‘at risk’ form may be filled out by the Unit Convenor in consultation with the Supervising Teacher
Macquarie University upholds the highest professional standards in its Teacher Education Program. A Teacher Education Student (TES) who is deemed ‘at risk’ is not reaching a satisfactory level of achievement in their professional experience placement. An ‘at risk’ determination may be made by the Supervising Teacher (ST) at any time or by a Tertiary Supervisor while undertaking a school supervision visit. It is imperative that ‘at risk’ TES are identified as early as possible during their placement, and that the areas of concern are documented, allowing appropriate processes to take place. We have developed procedures and strategies to support the TES and the ST.

<table>
<thead>
<tr>
<th>Unit (E.g. ECHP):</th>
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<tbody>
<tr>
<td>Teacher education student’s (TES) Name:</td>
</tr>
<tr>
<td>Student Number:</td>
</tr>
<tr>
<td>Centre:</td>
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<tr>
<td>Supervising Teacher:</td>
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<tr>
<td>Tertiary Supervisor:</td>
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</table>

Report submitted by:  ☐ Supervising Teacher  or  ☐ Tertiary Supervisor

**SECTION A:** Satisfactory elements of TES professional experience placement:

**SECTION B:** Additional support plan for TES

<table>
<thead>
<tr>
<th>Outline issues in relation to each area—write NA if no issue</th>
<th>List goal for TES in each area of concern and appropriate timeline for achieving</th>
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</thead>
<tbody>
<tr>
<td>1. <strong>Building Relationships:</strong> The teacher education student’s capacity to build meaningful, responsive and respectful relationships with children, staff and parents:</td>
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<tr>
<td>2. <strong>Understanding Children:</strong> The teacher education student’s capacity to observe, record, interpret and reflect on children’s behaviour, strengths, needs and interests in a professional, clear and respectful manner:</td>
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</table>
3. **Facilitating Learning**: The teacher education student’s capacity to plan and facilitate appropriate and engaging learning experiences for children:

4. **Critical and Reflective Practice**: The teacher education student’s capacity to support, plan and facilitate experiences that honour the diverse social and cultural backgrounds represented in the setting and the student teacher’s capacity to reflect, evaluate and learn from teaching experiences:

5. **Working Professionally**: The teacher education student’s capacity to conduct themselves professionally (for example: arrive on time, keep up with paperwork, follow through on tasks, justify decision making, respond to questions, communicate clearly):

**Note**: The extent to which the TES is able to master these important aspects of their teaching will be closely monitored by the Supervising Teacher and Macquarie University Unit Convenor. Should the TES be unable to demonstrate substantial improvement in the designated aspects of their professional practice they will be withdrawn from the professional experience component of their program and be awarded a Fail grade. If a TES fails to satisfactorily complete a professional experience, s/he may be excluded from all Teacher Education programs offered by the School of Education.

Please tick box (es) that this at risk status relates to:

- ☐ Book work is at risk of failure
- ☐ Professional practice is at risk of failure
- ☐ Literacy skills require further support
- ☐ Oral skills require further support
- ☐ Numeracy skills require further support

**SIGNATURES:**

Teacher Education Student: ___________________________ Date: ______________

Tertiary Supervisor: _________________________________ Date: ______________

Supervising Teacher: ________________________________ Date: ______________

Unit Convenor: _______________________________ Date: ______________

Please provide a copy of this completed form to the Teacher Education Student, Tertiary Supervisor, Supervising Teacher and email form to the School of Education Professional Experience Office ed.pe@mq.edu.au

The “At Risk” status will remain until the final assessment occurs at the completion of the unit.