2020
Professional Experience Handbook
Department of Educational Studies

A GUIDE FOR:

Teacher Education Students

Supervising Teachers

Tertiary Supervisors

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Teacher Education Students enrolled in Professional Experience Units have automatic access to the EDSTCOMM Department of Educational Studies Communications iLearn site.
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Welcome to Professional Experience

This handbook has been designed to give you a broad overview of Professional Experience within the Department of Educational Studies, Macquarie University. In recognition of the diversity of educational settings that Teacher Education Students are placed into throughout their course, this handbook will provide a window into our approach to education. We expect there are many similarities between our philosophical approach and those of the settings in which our Teacher Education Students undertake Professional Experience placements. That being said, we also recognise there will be differences. As such we hope this handbook offers an introduction to the work of our courses by providing a broad framework for understanding our philosophy, our approach and the expectations we hold for our Teacher Education Students at each level of their experience.

The handbook has been organised into six sections:
Section 1 offers a general introduction to the Department of Educational Studies at Macquarie University and to the Professional Experience course.

Sections 2 to 4 examine the roles and responsibilities of the three primary contributors to Professional Experience Placements – that of the Teacher Education Student, the Supervising Teacher and the Tertiary Supervisor. These sections offer information about your specific role in Professional Experience and offer practical advice in response to frequently asked questions.

Section 5 begins with an introduction to the Professional Experience Requirements and a consideration of the categories used for grouping the expectations for assessment purposes. This section also includes specific information about our approach to the processes involved in identifying a Teacher Education Student who is not performing at the required level and who therefore is considered to be requiring “Additional Support”.

We hope that this handbook acts as an informative and supportive reference for Professional Experience. Please do not hesitate to contact us with any queries, concerns or stories of your experiences with our Professional Experience courses.

The Professional Experience Team
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Section 1:

OVERVIEW AND COURSE CONTENT
The Department of Educational Studies Courses: Objectives and Intended Outcomes

The Department of Educational Studies is a major provider of initial teacher education in NSW. Teacher Education Students have the opportunity to develop skills in critical enquiry and to acquire a broad understanding of varying traditions of learning, and benefit from the integration of theory, orientation, reflection and practice, through field-based Professional Experience experiences and university-based study. The Department of Educational Studies 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 enrolled in this course are four-year-educated 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 enrolled in this course are recognised as four-year-educated 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: Objectives and Intended Outcomes

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 our students’ on-campus studies. This is the Macquarie difference. Practical experiences and curriculum sessions are not separate, but mutually supportive.

Professional Experience refers to the field or practical placements Teacher Education Students undertake as part of their university course. The phrase Professional Experience encompasses the significant role of the Supervising Teacher and the opportunity for experience for the Teacher Education Student; these elements build understanding of educational theory in practice.

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. Professional Experience Program units are based on a spiral sequence as Teacher Education Students proceed to develop their skills and ability. As they progress, each placement adds new levels of complexity to the theory and practice of teaching presented and explored.

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). Foundational to the priorities of our courses is our intention to encourage a deep respect for children and students. The philosophy of our Professional Experience Program resonates with the image of the child embraced by both NSW Education Standards Authority (NESA) and Australian Children’s Education and Care Quality Authority (ACECQA), positioning children and students as active contributors and designers of 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 viewed as a partnership between the University and our educational settings, and specifically the Teacher Education Students’ mentors, referred to as Supervising Teachers. This relationship is mutually beneficial. 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. As there are many ways to be an effective educator, Teacher Education Students are encouraged to explore a wide range of experiences on their journey towards teaching. By working alongside experienced teachers, Teacher Education Students are given the opportunity to develop as teachers in a safe and supportive environment. Supervising Teachers are guides for Teacher Education Students – creating space for Teacher Education Students to develop their own styles whilst simultaneously offering strategic advice and instruction to help shape Teacher Education Student growth along a professional and productive pathway. Professional Experience can be understood as a negotiated experience shaped by the Teacher Education Student, the Supervising Teacher and the Tertiary Supervisor.

In order to uphold a respectful and empowering image of the child/student, 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 role of the teacher is as a guide and facilitator of children’s/students’ learning, rather than as a director or controller of their experiences. In this way, we see teachers as co-constructors of knowledge positioned beside children/students.
- Programming and planning for children/students must prioritise the learning process. Learning experiences should be designed to build on children’s/ students’ current knowledge and support them towards more complex understandings.
- Building meaningful, respectful and professional relationships with children/ students, parents, colleagues and the community is of utmost importance. These relationships will recognise and respect multiple perspectives and embrace diversity.

**Fitness to Practice and Inherent Requirements**

The study and practice of teaching requires respect for diversity, knowledge of theories, legislation, policies and procedures, effective communication, inter-personal, critical thinking and problem solving skills and the stamina to effectively work with children/school students/young people/adults, their families and communities.

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 the Student Wellbeing to discuss reasonable adjustments and supports available.

The Fitness to Practice and Inherent Requirements documents are available on EDSTCOMM.

**The Professional Experience Units**

**Early Childhood PE Units (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: 2 - 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

**Early Childhood PE Units (birth -5) (teach out program) (pre 2019 enrolments)**

**ECHP1220 - Professional Experience 1**

Teacher education students are placed in settings catering for children from birth to 5 years. This unit combines university based early childhood study with practical teaching experience. The coursework prompts TES 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, TES also acquire foundational skills for curriculum decision-making including the observation based assessment of children's interests, development and learning, as well as strategies to facilitate children's engagement, learning and development.

Total number of days: 10
Age group: Birth - 5 years

**ECHP2220 – Professional Experience 2**

This unit builds on ECHP122 by broadening teacher education students’ experiences. TES are placed in settings catering for children aged 2 - 5 years. A wider range of observation, planning and teaching techniques are introduced as TES explore ways in which they can appropriately and creatively plan for individuals, pairs and groups of children. Recognising diversity and planning responsively is a goal at this stage of their study. Focus is placed on TES beginning 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 reflection is also introduced at this stage. TES are encouraged to question and reconsider teaching practices in light of their Professional Experience.

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

ECHP3250 – Professional Experience 5
Teacher education students are placed in preschool or kindergarten settings that cater to children aged 3 - 5 years. This unit incorporates both theoretical and practical aspects of teaching and working in early childhood contexts. TES will explore and examine theories of learning and develop a critical understanding for: (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.  
Total number of days: 20
Age group: 3 - 5 years

ECHP4250 – Professional Experience 6
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

ECHP4240 – Professional Experience 7
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

Primary PE Units (Kindergarten –Year 6)

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, 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 Teacher Education Student completed in EDST200)

EDST4030 The Practice of Teaching: The Emerging Professional
This unit builds upon the knowledge and understandings of classroom practices developed in EDST300. 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 Teacher Education Student completed in EDST300)

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 Teacher Education Student completed in EDST403)

Primary PE Units (Kindergarten – Year 6) (teach out program) (pre 2019 enrolments)
EDTE3010 – Professional Experience in Primary School 1
Primary Teacher Education Student enrolled in EDTE301 are in their first year of the Graduate Entry BEd (Primary) program or 3rd year of their Undergraduate program BABEd (Primary). This is an initial four week placement for Teacher Education Student in a primary school which includes a three-week block. These placements provide Teacher Education Student with the opportunity to develop the skills and attitudes that lead to effective classroom teaching. The goal is for Teacher Education Students to gradually increase the number of lessons taught so they are teaching for half of a full teaching load each day spread across six KLA’s, English, Mathematics, Science and Technology, HSIE, Creative and Practical Arts and PDHPE. Teacher Education Student may be placed in 'paired teams' of two students.
EDTE4030 – Professional Experience in Primary School 2
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
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 – S3 / S4

Major in Early Childhood Teaching PE Units (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: 2 - 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 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 – S2 or S3 (a different stage to what the teacher education student completed in EDST200)

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 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

Bachelor of Education (Early Childhood Education) PE Units (birth – 12) (pre 2019 enrolments)

ECHP223 – Reflective Practice 3
This is an Early Childhood (Birth–12) Teacher Education Students’ first professional experience in a primary school. They have had prior experience in early childhood settings. Teacher Education
Students are placed for five observation days and then for a three-week block. ECHP 223 provides Teacher Education Students with an understanding of the school curriculum and their role as a Teacher in observing and planning in this setting. The unit will identify the importance of the relationships across and transitions between primary schools, early childhood settings and secondary schools. Teacher Education Students will explore appropriate ways to guide children’s behaviour in the school setting and to refine and articulate a philosophy of professional practice. Teacher Education Students in their first week plan and teach two connected lessons per day. In their second week, they plan and teach across two KLA’s for a whole session, for example, after recess to lunch. In their third week, they plan and teach across all KLA’s for half days.

Total number of days: 20
Primary – S4

ECHP3270 - Reflective Practice 4
This is an Early Childhood (Birth-12) TES, second professional experience in a primary school. Teacher Education Students are placed for five observation days and then for a three-week block. This unit builds on previous experiences and extends on teaching skills by providing Teacher Education Students with further experiences in K-6 classrooms. ECHP327 assists Teacher Education Students in extending their understanding of approaches to curriculum planning and documentation of children’s learning in the school environment. The unit focuses on essential skills for curriculum decision-making and integrating technology in their teaching. The unit also enables Teacher Education Students to develop their knowledge of anti-bias issues within the classroom setting. Teacher Education Students in their first few days plan and teach two connected lessons per day. By the end of Week 1, they will plan and teach for half days across at least two KLA’s. In their second and third week, they plan and teach across all KLA’s for full days (in negotiation with their Supervising Teacher).

Total number of days: 20
Primary – S2

ECHP4240 – Professional Experience 7
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.

Total number of days: 15
Age group: Birth – 12 years

Secondary (Year 7 – Year 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 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
Secondary – teaching subject area

**EDST 3010 Practice of Teaching: Classroom Management and Assessment in Secondary School**
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.
Total number of days: 10
Secondary – teaching subject area

**EDST4010 Practice of Teaching: ICT in the Secondary**
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.
Total number of days: 30
Secondary – teaching subject area

**EDST 4020 Practice of Teaching: Culturally and Linguistically Diverse Classrooms**
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.
Total number of days: 30
Secondary – teaching subject area

**Secondary (Year 7 – Year 12) (pre 2019 enrolments)**

**EDTE 3020* - Introduction to Professional Experience in the Secondary School - Semester 1 or 2**
Initial professional experience for Graduate Entry Teacher Education Students and Teacher Education Students in their 3rd year of the 4 year programs. The EDTE 302 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 20 day placement, Teacher Education Students can be expected to 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 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 Studies 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.

Total number of days: 20
Secondary – teaching subject area

EDTE4010
Teacher Education Students placed in EDTE 4010 (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 EDTE 401 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 EDTE 4010 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
Teacher Education Students placed in EDTE 4020 (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 EDTE 4020 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 EDTE 4010 and EDTE 4020 unless the school cannot accommodate the Teacher Education Student for their minor teaching subject(s). In this case, Teacher Education Students must notify the Professional Experience Office which will source another school for the required subject area(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 402 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 – S 3 / 4

Master of Teaching (birth-5)

ECED6030/ECEX6030 – Early Childhood Professional Practice 1
This is a first year Masters of Early Childhood unit. The 20 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 undertaking a block of professional experience as a teacher of young children for the first time. Unit content will focus on examining and reflecting on the Teacher Education Students role in teaching and learning with young children from birth to 2 years.

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

ECED8250/ECEX8250 – Early Childhood Professional Practice 2
This is a second year Masters unit that builds on the knowledge of early childhood theory and practice gained from experience in ECED6030. This 20-day placement (15 day block plus 5 single observation days) aims to develop the Teacher Education Students’ awareness of the professional role and responsibilities of an early childhood teacher working with children from 2 - 5 years. Teacher Education Students are encouraged to take responsibility for their professional development by beginning to identify their beliefs, goals, interests and strengths. They are also expected to explore alternatives and gain practice in making and justifying decisions. It is anticipated that Teacher Education Students will develop their personal teaching style and demonstrate a thoughtful approach to their work.

Total number of days: 20
Age group: 2 - 5 years

ECED8290/ECEX8290 – Early Childhood Professional Practice 1
This is a second year Masters of Early Childhood 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 undertaking a block of professional experience as a teacher of young children an about to graduate intern. 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: 2-5 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

EDST 8211 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 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 – S4

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).
Master of Teaching (Secondary)

EDST8237 Professional Practice 1: Curriculum and Pedagogy
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 (i.e., 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 EDST 8238 (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.
The Professional Experience Office

The Professional Experience Office 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. The Professional Experience Office contacts prior-to-school and school settings. Teacher Education Students are allocated schools and early childhood setting placements according to availability. All placements are confirmed by the Professional Experience Office in writing. The office is also responsible for arranging University-appointed Tertiary Supervisors to support Teacher Education Students during their Professional Experience placement.

Staff at the Professional Experience Office also manage mandatory checks: the Working with Children Check, anaphylaxis certificates, child protection certificates, workplace health and safety and the professional experience code of conduct. All paperwork, including badges, is managed through the office.

The Professional Experience Office:

- is the first point of contact for all 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 Professional Experience Office is open weekdays from 8.30am to 4.30pm.

Professional Experience Office
Faculty Student Centre
Level 3
4 First Walk
Macquarie University
T: (02) 9850 9460
E: des.pe@mq.edu.au
Summary of Roles and Responsibilities of Teacher Education Student, Supervising Teachers and Tertiary Supervisors

Professional Experience placements take place within a web of overlapping relationships. Teacher Education Students with children/students, Teacher Education Students with Supervising Teachers, Teacher Education Students with Tertiary Supervisors and Tertiary Supervisors with Supervising Teachers.

In order to bring greater clarity to the crucial roles played by the three primary contributors to Professional Experience Placements - the Supervising Teacher, the Tertiary Supervisor and the Teacher Education Student- we have compiled a summary of the roles and responsibilities to guide your particular involvement.

Each of the following three sections includes a broad overview of the role and responsibilities of each participant in the process, and is followed by a practical response to the question ‘What do I need to know’? We have tried to include details about Professional Experience that may be helpful on a day-to-day basis as well as give you a feel for your role in a more general sense.

If you have any further questions or concerns regarding your role and/or your responsibilities during Professional Experience please do not hesitate to contact the Professional Experience Office on 02 9850 9460.
Section 2:

THE TEACHER EDUCATION STUDENT
THE TEACHER EDUCATION STUDENT

Whether you are embarking on your first Professional Experience placement or this is your last, we know this is an experience that comes with a mix of emotions. Professional Experience can be exciting, inspiring, challenging and terrifying – all at the same time. It offers a wonderful, intensive, opportunity 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.

To make the most of your Professional Experience, please ensure you are familiar with the specific requirements for evaluation at your level in your course before you begin your placement. 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. Keeping up to date at university is one of the best ways to ensure you are ready for your Professional Experience placement.

As you start your Professional Experience you do so as representatives of the Department of Educational Studies. As Teacher Education Student, we expect you to go into your placement seeing yourselves as professionals. Your professional conduct acts as a protection for yourself, the children/students whom you will meet, the setting where you will be. Learning how to make appropriate and polite contact with settings and schools, gaining confidence speaking to teachers and parents and learning how to work alongside other teachers are all important areas of your development.

Your professional responsibilities extend to children/students, teachers and non-teaching staff as well as to families. These responsibilities include appropriate care of property and other resources, appropriate participation in daily routines and constructive use of non-teaching time. At all times we ask that you avoid criticism and maintain the confidentiality that is entrusted to you. You are expected to attend the same hours as the Supervising Teacher with whom you are working, unless otherwise advised. In addition, some settings have strict dress codes and 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 we ask that you carefully read the Early Childhood Australia Code of Ethics. This clearly outlines the conduct that is required of any professional working with children birth to 8. The Department of Education Code of Conduct also provides sound 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 in regard to professional standards it is your responsibility to contact your Tertiary Supervisor or unit convenor for advice and direction about how to respond to the situation.
What do I need to know?

Who needs to know if my contact details change?
If your contact details change during your enrolment you must change the details on eStudent. The Professional Experience Office will then be automatically 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 and contact the Professional Experience Office so they can inform the school/centre and the Tertiary Supervisor.

EC ONLY: Can I undertake a placement in my place of work?
Work placements will only be considered for Birth to Five settings. Although workplace placements are not encouraged, you can request to undertake one such placement during the final year of your course. A request must be lodged in the semester before this placement is due to commence otherwise it will not be considered. Please contact the Professional Experience Office for further details on how to lodge a request. This will be forwarded to the relevant unit convenor for consideration. Clearly, in some cases, your interests as a Teacher Education Student and those of your employer are both served by permitting the work place placement. However, this may not be the case in all circumstances. You need to carefully analyse the advantages and disadvantages of working as a Teacher Education Student in your own setting before making an application.

Please note:
- Some employers, particularly local councils, do not permit staff to undertake work placements.
- You should not expect to be able to carry your workload as a paid employee as well as completing all the requirements of Professional Experience. For this reason, you are discouraged from simultaneously undertaking the dual roles of Teacher Education Student and employee in a centre during Professional Experience as these two roles may be incompatible and jeopardise completion of Professional Experience requirements.
- 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.
- This option is not available for Teacher Education Students who are centre owners, centre directors or certified supervisors.
- The potential convenience of a work placement needs to be balanced against the possibility of difficulties with particular staff members or the embarrassment of failure. Careful consideration is given to all Teacher Education Students applying for this type of placement. Approval is not guaranteed.

The Professional Experience Office will advise you of the outcome of your request. Approval will only be given for one Professional Experience work placement during your final year of enrolment in the course.

Can I undertake Professional Experience if I have a close connection to staff or children?
In general, 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?
In general, 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.

Why travel for Professional Experience Placement?
Teacher Education Students can expect to travel to attend placements. Teacher Education Students will not be able to request a change of placement based on locality and length of travel time.

**Can I participate in a country placement?**
There are possible opportunities for Teacher Education Students to complete a country placement. Permission to complete a country placement depends on the availability of suitably qualified Supervising Teachers and Tertiary Supervisors. A request must be lodged in the semester before this placement is due to commence otherwise it may not be considered. Please contact the Professional Experience Office for further details on how to lodge a request.

**What if I have a previous or existing injury, significant disability or mental health issue? Or I am pregnant or planning a pregnancy?**
Health and wellbeing concerns may impact on the Teacher Education Student’s ability to complete the requirements for placement and may involve further discussion to determine the best course of action. Our concern is for your health and wellbeing and ensuring that your placement is able to accommodate you. Teacher Education Students are advised to make an appointment before preferencing to discuss their health and wellbeing concerns with the relevant Professional Experience unit convenor.

Teacher Education Students who are pregnant or planning pregnancy, please refer to further information in section “What do I need to do if I am pregnant and undertaking Professional Experience?”

Teacher Education Students with previous or existing injuries – such as back, shoulder or elbow injuries, or significant disabilities which will impact on the capacity to carry out the requirements of the placement – must inform the Professional Experience Office prior to placement.

For Teacher Education Students with injuries, a medical certificate stating that the Teacher Education Student is able to carry out the required duties will need to be provided prior to commencement of placement. The medical certificate must list activities the Teacher Education Student can and cannot do due to their injury. 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, issue or pregnancy, and doing this prior to the placement.

**What are the approval processes for working with children?**
All Teacher Education Students are required to complete the appropriate approval processes for working with children. In New South Wales this is the Working with Children Check (WWCC). 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, in order to receive a placement. Teacher Education Students may need to withdraw from the unit if this has not been completed satisfactorily.

**What are the online training requirements for school-based Professional Experience?**
In addition to the Working with Children Check, Teacher Education Students enrolled in Professional Experience units with school placements are required to provide certification of completion of the mandatory training sessions prior to preferencing. Teacher Education Students who do not meet these requirements may not be eligible for a placement. This certification must be current and valid. Teacher Education Students are responsible for keeping copies of certificates for the duration of their course. The Professional Experience Office will provide opportunities for anaphylaxis practical training throughout the year. Further information will be provided via email from the Professional Experience Office and/or on iLearn for relevant units.
What do I need to do if I am pregnant and undertaking Professional Experience?
If you are pregnant or likely to become pregnant it is crucial that you are aware of the following important information. Please be realistic and responsible in relation to both your health and the health of your developing child. Professional Experience is physically and emotionally demanding, and your fitness to undertake a placement must be considered carefully in light of a pregnancy. Please feel free to discuss your circumstances with the unit convenor of the Professional Experience unit in which you are enrolled. If you are pregnant during a Professional Experience placement you are required to obtain a doctor’s clearance for participating in the placement. A medical certificate stating that you, the Teacher Education Student, is able to carry out the required duties will need to be provided prior to commencement of placement. A medical certificate must list the activities a Teacher Education Student can and cannot do. For example, these could include manual lifting, standing for considerable time or sitting on the floor with children/students. It is for the Teacher Education Student to decide whether or not to notify the director or principal at their placement prior to Professional Experience. Pregnant women 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) in the first trimester of pregnancy. CMV is transmitted between humans, through breast milk, saliva, sexual intercourse and blood. Most healthy adults usually show no symptoms, but some may suffer an illness with symptoms similar to glandular fever (infectious mononucleosis). In adults, acute illness may last two to three weeks, then the virus persists in a latent state. A pregnant woman infected with CMV may transmit the virus across the placenta to her unborn child. A small number of babies thus infected may have symptoms at birth and can suffer long-term complications including damage to the nervous system, learning disability and deafness. Measures for reducing risks associated with CMV include paying scrupulous attention to hygiene such as handwashing. Also particular care should be taken when handling nappies and excreta from babies and children. No vaccine is available at present, but many women are immune through infection in early life.

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 prior to your placement beginning.

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 advised of the name and contact details for your Tertiary Supervisor by the Professional Experience Office and you must contact the Tertiary Supervisor within 1 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?
The schedule of Professional Experience placements is carefully planned to suit a number of factors, including access to placements. 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. Teacher Education Students are to request any change of dates in writing, clearly stating the reason, to the convenor of their Professional Experience unit. If you are unable to do the placement in the set period you are advised to withdraw from the unit.
How flexible are my hours?
You are expected to attend your placement during the same hours as your Supervising Teacher. In early childhood settings, Teacher Education Students are not permitted to attend a 10-hour day, four days a week, as it is unrealistic to undertake the daily responsibilities of a Teacher Education Student including written records of orientations, planning and evaluation after a 10-hour shift.

Who completes and electronically submits my online Professional Experience Report/Evaluation form?
Completing your formal online evaluation is the responsibility of your Supervising Teacher. Your supervising teacher should receive a link to your personalised form. This form will be populated with your name and student number and is not transferable. It is possible for only one person (your supervising teacher) to open and use this link. It is your responsibility to ensure the online evaluation form is correctly submitted by your Supervising Teacher to the electronic depository in the Professional Experience Office within one week of finishing your placement. Please ensure you print a copy prior to submitting any reports. You are expected to print a generic form available via EDSTCOMM on iLearn for you to complete a self-evaluation and to use for reflection during your Professional Experience placement. This is for your use and is not to be submitted to the Professional Experience Office.

What are my responsibilities if I am not able to attend my placement?
In any case of absence 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. You must also notify the Professional Experience Office, contact (02) 9850 9460, and your Tertiary Supervisor as soon as possible. In short, you must make three phone calls: one to your placement, one to your Tertiary Supervisor and one to the Professional Experience Office. If you are unable to make the calls you need to ask a friend or relative to make the calls on your behalf. You are required to attend every day of your Professional Experience. A medical certificate is required for any absence due to illness that exceeds one day. Unreliable attendance 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 will be 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 period.

What if I can’t attend due to a natural disaster, e.g. fire, flood or other unusual circumstance?
As above please the Professional Experience Office, contact (02) 9850 9460 who will pass this information onto the Director: Initial Teacher Education. A decision will be made on a case by case basis.

What if my Supervising Teacher is absent?
The replacement teacher will, usually, act as your Supervising Teacher for the day. If your Supervising Teacher is absent for more than a day or two of your Professional Experience it is important that you inform your Tertiary Supervisor and speak with the Principal or Director about what arrangements can be made for your supervision. If your Supervising Teacher will be absent on the day of your Tertiary Supervisor’s visit, please contact your Tertiary Supervisor as soon as possible to save time and unnecessary travel on their part. At that time you could discuss arrangements for an alternative date 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. Teacher Education Students may witness situations in schools and early childhood settings where they believe that a child may be subject to abuse – whether it be sexual, psychological, physical abuse 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 in schools and early childhood settings as they are not paid employees and as such are not left alone with the children. 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 Teacher Education Student is to document their concerns and be sensitive about where this documentation is kept. The Teacher Education Student should contact the unit convenor to discuss the situation. If the Teacher Education Student reaches the decision for notification of the issue, the unit convenor will support this process. The Director, Initial Teacher Education will be informed of these situations by the unit convenor and will provide advice and guidance on reporting.

EC ONLY: What should I do if the qualified early childhood teacher is not present in the centre?
If the qualified teacher is replaced by another early childhood teacher, that is fine. However, for example, in a situation where the 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 about what has occurred.

What do I do if I am asked to undertake duties beyond Professional Experience requirements?
Explain that this is not a part of your Professional Experience requirements and discuss the issue with your Tertiary Supervisor or the unit convenor. Examples here would be being asked to fill-in in a childcare centre kitchen when the cook is away, or being asked to collate a newsletter and flyer 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 to be included in educator/teacher to child/student ratios or left alone with children/students at any time.

What do I do if I am offered paid work while on my Professional Experience?
In your placement as a Teacher Education Student you are additional to staffing requirements and therefore cannot fulfil the dual role of Teacher Education Student and paid employee. If this occurs please contact your unit convenor for advice.

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 are required to report the incident to the director or principal, the Tertiary Supervisor and to the relevant unit convenor as soon as possible. Claim forms are available from the Professional Experience Office, contact (02)9850 9460.

What if I am identified as requiring “Additional Support” whilst on placement?
Being identified as requiring “Additional Support” on your placement means that the Supervising Teacher and/ or Tertiary Supervisor had serious concerns about your standard of work. The process is further outlined in section 5. This can be a distressing time for you. However, you also have an opportunity to work on your areas of concern and work towards a second assessment from a Tertiary Supervisor or the unit convenor. You need to consider your level of professionalism when the information is delivered to you; perhaps taking time out to digest this information away from the children/student and other staff is helpful. Try not to assert blame on those around you but rather think about the strategies you need to employ to move forward. There may be a situation in which you receive an ‘unsatisfactory’ or ‘fail’ result for Professional Experience placement which you feel has been unfairly awarded due to extenuating circumstances. Teacher Education Students may request to have this decision reviewed. In some cases, Teacher Education Students 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 5.

What is LANTITE and how does it impact on 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. All students are given an initial attempt at each test (literacy and numeracy) and up to two
resits of each component of the test. The Australian Council of Educational Research (ACER) currently implements the national tests. Please see ACER for information on registering for the tests: https://teacheredtest.acer.edu.au/?__hstc=227787458.547ea26a56e991ce60c038dc45a73e60.1487910098185.1487910098185.1487910098185.1&__hssc=227787458.7.1487910098185&__hsfp=3963568175
Students should consult the NESA websites for up to date information: http://www.nswteachers.nsw.edu.au/future-returning-teachers/become-a-teacher/literacy-and-numeracy-tests/

After reviewing the websites above – please see EDSTCOMM on iLearn for further information.

Please read the information on EDSTCOMM for the Department of Educational Studies’ requirements for when you need to complete LANTITE in relation to your Professional Experience units.

If you have specific questions for which you still require an answer to please lodge this through: 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) courses do not need to undertake LANTITE.
Section 3:

THE EARLY CHILDHOOD SETTING/SCHOOL:
The DIRECTOR/PRINCIPAL
The SUPERVISING TEACHER
THE DIRECTOR/PRINCIPAL

Thank you for agreeing to have a Teacher Education Student in your setting. We appreciate that you value Teacher Education Student placements and the mentoring opportunities available to your staff. As the Director or Principal, the Teacher Education Student is primarily responsible to you; however we are aware that this responsibility is delegated to supervising teachers. We value your involvement.

We ask that you ensure the Teacher Education Student has appropriate support whilst they are placed with you, taking into consideration that the Supervising Teacher has sufficient teaching experience, interpersonal skills and appropriate support during the placement.

Directors and Principals should be aware that due to legal reasons Teacher Education Students should not be left alone with children/students or given sole responsibility for supervising activities. We ask that you ensure all staff are informed that at all times the legal responsibility lies with the staff members. Therefore Teacher Education Students under no circumstances should be asked to relieve for absent teachers or staff members.
THE SUPERVISING TEACHER

Experienced teachers, who have the endorsement of their immediate supervisor and their Principal or Director, mentor our Teacher Education Students. Mentors share their pedagogical expertise and discipline-content knowledge. They model effective teaching practice and provide constructive, scaffolded feedback on specified professional teaching standards. They also fulfil a generally supportive role, helping facilitate Teacher Education Students’ reflective professional practice.

Teacher Education Students gain valuable insights into effective teaching practice from observing and interacting with their Supervising Teachers. They have an opportunity to link theory with professional practice in classroom settings. The pedagogical and curriculum-related knowledge and skills Teacher Education Students are developing are applied in classrooms over an extended period of time. The students' classroom-based experiences are used to frame and inform the learning experiences that take place in their other course units. These units also provide a forum for the students to share and reflect on their experiences in the classroom.

Working with experienced teachers is a foundational part of our Teacher Education Students’ experience, providing them with motivation and inspiration as they pursue excellence in teaching. Professional Experience provides Teacher Education Students with invaluable teaching practice in real situations that support them to explore and discover their beliefs and what they can do. These situations also support Teacher Education Students to understand what they have to learn and to set realistic goals for their future placements. The Supervising Teacher’s role in the professional development of the Teacher Education Student is vital. Provision of practical guidance, positive encouragement and constructive criticism will support development of professional attitudes in Teacher Education Students. The Supervising Teacher is a powerful role model. Our Teacher Education Students are at different stages of development. The ‘Professional Experience Requirements and Professional Experience Evaluation Report’ indicate the standards of practice we expect of our Teacher Education Students at each stage of their development. With your support, the Teacher Education Student is helped to develop an understanding of how their requirements can be integrated with those of the centre or school in which they find themselves. To assist this negotiation, the University offers documents that provide a specific outline of the tasks a Teacher Education Student must undertake before completing their Professional Experience. This will be provided to you as part of the package you are emailed.

As the Supervising Teacher, it is your responsibility to negotiate with the Teacher Education Student the best way forward for the Professional Experience. Establishing a time to chat with your Teacher Education Student is of great value. At this time you may wish to clarify your expectations and go through the University’s requirements together. We recognise that the requirements may at times need adjusting to suit specific settings in which our Teacher Education Students find themselves. If this is required, please speak with the Teacher Education Student and Tertiary Supervisor.

Privacy/ Confidentiality
An integral component of Professional Experience units is observation and documentation of children’s/students’ work. However, we are aware of the importance of confidentiality and privacy in terms of collecting and recording information about children/students and the broader prior-to-school or school community. We would ask that during the first few days you would take some time to speak with your Teacher Education Student about policies and procedures in your educational setting and what Teacher Education Students are required to do prior to collecting information or observing children. We will assist in this process by:

- speaking with 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 generally
• providing form letters for Teacher Education Students to discuss with you and distribute to parents where necessary in relation to observing children/students.

Guidance and evaluation of the Teacher Education Student
During Professional Experience you have primary responsibility for the supervision, evaluation and guidance of the Teacher Education Student. This involves daily communication and clarifying ways in which you expect them to engage with the children/students in your care. 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; we ask that you ensure all teachers are informed that at all times legal responsibility lies with the teachers. Therefore Teacher Education Students should not be asked to relieve for absent teachers or staff members.

Supervising Teachers are encouraged to use the ‘Professional Experience – Evidence Guide for Supervising Teachers’ document. This guide for Graduate Teacher Standards 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

As a Supervising Teacher you are required to complete a Professional Experience ‘Evaluation Report’ for the Teacher Education Student. When completing this evaluation you may take into account accumulated information gained through the Teacher Education Student’s interactions with children and adults, analysis of the Teacher Education Student’s record keeping, comments from other personnel involved with the Teacher Education Student and the Teacher Education Student’s own contribution through self-evaluation and reflection. If aspects of the report are marked as unsatisfactory the Teacher Education Student cannot pass the placement so it is important if you have any concerns that these are raised 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. The final grading of Professional Experience is thereafter the responsibility of the academic who is responsible for the Professional Experience unit.

Other ways that you can provide professional development for 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
• outlining expectations clearly for the Teacher Education Student at the beginning of the placement
• 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
• foreseeing 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
• supporting the Teacher Education Student when faced with difficult situations
• encouraging the Teacher Education Student to reflect on their experiences and evaluate their own teaching
• discussing the Teacher Education Student’s progress with the Tertiary Supervisor
• leading evaluation meetings and completing the Professional Experience ‘Evaluation Report’
• undertaking appropriate procedures if the Teacher Education Student is requiring ‘Additional Support’ for the Professional Experience.

The requirements for the supervision of children/students will vary among educational settings, but Teacher Education Students must never assume sole supervision of a group of children either indoors or outdoors, or outside the grounds of the setting. They must not be treated as replacement staff nor be included in the adult to child ratio, related to licensing in prior to school settings.

If at any time you feel your role or responsibilities are being compromised or if you need further 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 convenor responsible for the relevant Professional Experience unit.

Teacher Education Student wellbeing
You may find yourself in a situation where a Teacher Education Student discloses, in confidence, personal or family situations which are concerning. This can impact on the Teacher Education Student’s progression through the unit. Staff in the department support the health and wellbeing of all our Teacher Education Students, and services on campus can provide support and counselling. 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 unit convenor that they need to contact you in relation to a current personal/ medical issue.”

b. Straightaway notify the unit convenor that there are personal issues needing attention. Details do not need to be provided to the unit convenor as the Teacher Education Student can share these. The unit convenor will follow up with the Teacher Education Student.

What do I need to know?

How can I help the Teacher Education Student to get the most out of Professional Experience?
You can assist the Teacher Education Student at your centre or school 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.
We ask that you carry out the following each day:

- read the plans, prior to implementation, that the Teacher Education Student has prepared
- clarify the objectives, in terms of learning outcomes for the children/students, that the Teacher Education Student has set
- provide feedback. During the initial stages of the feedback session resist the temptation to tell the Teacher Education Student what should have happened. Instead, encourage reflective processes 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. We ask that you carry out the following each week:
  - clarify, in terms of professional development of the Teacher Education Student, the objectives the Teacher Education Student has set
  - observe the Teacher Education Student and note particular examples relating to earlier discussions that could be used in the follow-up session
  - provide written and verbal feedback commenting on planning skills, appropriate teaching strategies, management techniques, responsiveness to children, flexibility and adaptability.

Please also take the time to familiarise yourself with the Professional Experience requirements. You may like to help the Teacher Education Student to develop an appropriate set of goals or a to-do list to keep them on-track with required tasks.

**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* at it is a strong indicator that the Teacher Education Student should be identified as requiring “Additional Support”.

Please ensure the Professional Experience Evaluation Report is completed by the final day of the Teacher Education Student’s Professional Experience placement. For units using a digital Evaluation form, it is the Supervising Teacher’s responsibility to ensure the completed report is emailed to the email address/link indicated on the report. It is the Teacher Education Student’s responsibility to submit the report within one week of finishing the Professional Experience placement.

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

Our Teacher Education Students arrive with the information they need to complete the University requirements. You do not need to be the expert in our approach to education. We recognise that there are many ways to teach. What our Teacher Education Students need is your wisdom, your feedback and your time. We recognise providing time for Teacher Education Students in an overcrowded timetable can be a challenging task. In many cases Teacher Education Students will adapt their requirements to suit the needs of your particular setting. Please ensure you set aside time early in the Professional Experience placement to negotiate the best way forward for you and your Teacher Education Student.
Beyond the tasks required by the University, it is our hope that the Teacher Education Students experience your ways of teaching and draw as much value from your modelling as possible. As such, we encourage you to take time out to show Teacher Education Students how you do things, to offer ideas about how they could improve their practice and to guide them specifically on how they can be a productive and effective teacher in your setting.

**How do I find out about the extent and nature of teaching the Teacher Education Student is required to do?**
Teacher Education Student teaching requirements vary depending on which Professional Experience unit a Teacher Education Student is enrolled. More detail about specific requirements for each Professional Experience placement can be obtained by speaking to the Teacher Education Student and by referring to the information emailed to the centre or school prior to placement. Teacher Education Students are provided with very specific details about their teaching requirements before they begin orientation days.

**What are my responsibilities if I am absent?**
Please consider who might take on the responsibility of supervising your Teacher Education Student in your absence. Providing this information about a replacement Supervising Teacher to the Teacher Education Student can alleviate confusion and concern. If, for any reason, you are not able to continue in your role as Supervising Teacher we would ask that you, or a member of the staff, contact the Professional Experience Office as soon as possible. If you are unable to be present on the day of the Tertiary Supervisor’s visit, please request that the Teacher Education Student make other arrangements that are more suitable for you.

**What if my Teacher Education Student is absent?**
Teacher Education Students are required to attend every day of their Professional Experience. The University requires a medical certificate for any absence due to illness that exceeds one day. 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 any 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. Please discuss with your Teacher Education Student the best procedure in your particular setting. The Teacher Education Student is also required to notify the Professional Experience Office on (02) 9850 9460 and their Tertiary Supervisor as soon as possible.

Teacher Education Students who are absent for one or more days of their Professional Experience period will be required to make up the days. 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?**
Contact the Professional Experience Office. Please also notify the Tertiary Supervisor if you believe the Teacher Education Student is experiencing difficulty. The earlier this is known, the better. Making early contact with the Tertiary Supervisor ensures the best possible outcome for the Teacher Education Student. Early notification ensures the Teacher Education Student is given sufficient time to improve their work as well as ensuring you are properly supported by the University. If, for any reason, you are unable to get in contact with the Tertiary Supervisor or the Professional Experience Office on (02) 9850 9460. Where a Teacher Education Student’s performance is deemed requiring “Additional Support” by you and/or the Tertiary Supervisor, the Teacher Education Student should be formally identified. Further information about the process for identifying Teacher Education Students requiring “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?
Your comments help provide the best possible experience for our Teacher Education Students on Professional Experience. In the case of comments, complaints or concerns we would ask that you make those directly to either the Tertiary Supervisor or the Professional Experience 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. These details can also be obtained from the Professional Experience Office on (02) 9850 9460.

Supervising Teacher payment procedures
New Supervising Teachers must submit a Withholding declaration form from the ATO. Supervising Teachers who had a Teacher Education Student in the previous year do not need to submit a new Withholding declaration form from the ATO. Supervising Teachers whose circumstances have changed and/or if they have claimed the general exemption on the form submitted must complete a new form. Supervising Teachers who need to submit Withholding declaration form from the ATO should complete Section A only and not claim the General Exemption as Macquarie University is not your primary employer. Some Supervising Teachers prefer their payments to be taxed at the highest rate to offset earnings. If you wish to be taxed at the highest rate, please attach a signed note to your completed Withholding declaration form from the ATO stating this preference.

Payment is made via an electronic transfer into your nominated bank or credit union account. This is the only method of payment. A Banking Authority Form is to be completed by all new Supervising Teachers and by renewing Supervising Teachers who wish to change their banking details. Supervising Teacher payments are processed and payment is deposited into the Supervising Teacher's nominated account within three to four weeks.

The number of days each Teacher Education Student is required to complete is specified and we cannot pay more than the required number of days. 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.

Human Resources will post to the Supervising Teacher's home address, notification of the amounts paid, tax deducted and account details. Please note that the ‘units’ shown on the advice are actually the number of days and not hours. The Supervising Teacher's Macquarie University staff number will also appear on the advice above their name and should be quoted if querying a payment. Payment summaries will be issued to the Supervising Teacher's home address.

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, contact the
Professional Experience Office on (02) 9850 9460. The Professional Experience Office should be your first contact for questions about Professional Experience.

**University Library access**
As a Supervising Teacher in the Macquarie Professional Experience Program, you have borrowing rights to the University's Library. Supervising Teachers 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 get all the forms from?**
These are all available on our [Department Professional Experience website](#).
Section 4:

THE TERTIARY SUPERVISOR
THE TERTIARY SUPERVISOR

We are fortunate to be supported by a diverse group of Tertiary Supervisors. Your role is essential in ensuring the successful completion of Professional Experience. The role of a Tertiary Supervisor is threefold. Firstly, when a Tertiary Supervisor visits a Teacher Education Student on Professional Experience placement, they represent Macquarie University and our courses. Secondly, the Tertiary Supervisor contributes support to the Teacher Education Student, offering constructive criticism and encouragement from an external point of view. This is significant for both Teacher Education Students and Supervising Teachers. Finally, the Tertiary Supervisor role provides support for the Supervising Teacher, as needed.

Tertiary Supervisors provide professional assistance to the Teacher Education Student and the Supervising Teacher by:

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

Teacher Education Student wellbeing

You may find yourself in a situation where a Teacher Education Student discloses, in confidence, personal or family situations which are concerning. This can impact on the Teacher Education Student’s progression through the unit. Staff in the Department support the health and wellbeing of all our Teacher Education Students, and services on campus can provide support and counselling. 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 unit convenor that they need to contact you in relation to a current personal/medical issue.”

b) Straightaway notify the unit convenor that there are personal issues needing attention. Details do not need to be provided to the unit convenor as the Teacher Education Student can share these. The unit convenor will follow up with the Teacher Education Student.
What do I need to know?

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 Professional Experience Office are up to date for the Teacher Education Student to make contact in reasonable time. We ask that you make every effort to respond to your Teacher Education Student 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:

- in phone conversations, such as the initial conversation with the Teacher Education Student or the initial conversation with the Supervising Teacher in the first week
- in viewing written work, either online or have it emailed to you
- in a visit to the setting midway through the Professional Experience placement
- in a phone conversation with the Teacher Education Student 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 the initial conversation with the Teacher Education student be about?

The Teacher Education Student is responsible for contacting the Tertiary Supervisor by phone as a way of introduction and sharing contact details. Let the Teacher Education Student know if there are times when it would not be suitable to contact you. Email may be an appropriate form of communication. If this is the case, please clarify expectations of response time. This is also an opportunity to ensure the Teacher Education Student 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, to answer questions, confirm the teacher has received the information about the Professional Experience requirements and provide your contact details. We request that when you go for your visit you introduce yourself to the Director or Principal or Professional Experience coordinator and provide them with your contact details should they have any concerns. This provides an opportunity for you to ask if the Director or Principal have any questions about the Professional Experience.

Who do I contact to arrange a visit?

Arranging an appropriate time for your visit/s is coordinated with the Teacher Education Student and then with the teacher. Contacting the school to confirm that the time arranged is suitable is advisable and provides an opportunity to contact the teacher and answer any questions she/he may have prior to your visit.

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

In a manner of speaking, you are a visiting consultant supporting the work of the Supervising Teacher as a third-party evaluator and supporter. You help ensure that the Teacher Education Student gets the most from Professional Experience and that the Supervising Teacher is supported and informed of their role. Beyond the basic requirements of your role, the level of your involvement in Professional Experience will depend largely on
how the Teacher Education Student is progressing. In some placements your role may be minimal, offering encouragement and support. In other situations quite specific advice, support and direction are required.

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

We ask that you read and review the Teacher Education Student’s written work. Teacher Education Students are expected to have their work available at all times. It must be available every day and made available to you and the Supervising Teacher for comments and discussion.

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

Yes. Providing written, as well as verbal feedback powerfully supports the Teacher Education Student. Considerations when reviewing the work may 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?**

Contact the Professional Experience Office. If you are concerned about a Teacher Education Student we suggest that you approach the Supervising Teacher with some open-ended questions pertaining to the Teacher Education Student. For example:

- “How do you think they are doing?”
- “Are there any issues you would like me as the Tertiary Supervisor to discuss with them?”
- “Is there anything that you would see as noteworthy, at this stage of the placement?”

If the Supervising Teacher shares your concerns this will open up the conversation. A supportive response to the situation concerning the Teacher Education Student can be discussed. In many cases encouragement and strategic advice can transform a placement.

If your concerns are of a more serious nature and the Teacher Education Student may not be able to meet the expectations of the Professional Experience it is of utmost importance that the Teacher Education Student be identified as requiring “Additional Support” as early as possible. You may find that areas of concern are discussed at your visit and that the Supervising Teacher has identified in the evaluation document some elements as not being demonstrated. This is a strong indicator that the Teacher Education Student should be identified as requiring “Additional Support”. Although we do not wish to pre-empt failure we recognise that the earlier supportive intervention is offered, the more likely it is that the experience can be turned from a potential fail into a success.

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

Being identified as requiring “Additional Support” can cause stress for a Teacher Education Student. However, if you feel a Teacher Education Student is not performing in relation to the requirements, please use this process rather than putting matters off. Sometimes Supervising Teachers are reluctant to identify Teacher Education Students as requiring “Additional Support”. Tertiary Supervisors should manage this process by linking back to the requirements and assuring Supervising Teachers of the additional support Teacher Education Students will receive.

When stressed, Teacher Education Students may need guidance. Directing them to the unit convenor can be helpful. Please remind Teacher Education Students of their need for professionalism throughout the process.
What if a Teacher Education Student is unable to attend due to sickness?
Teacher Education Students are required to inform you if they have been absent from a day of Professional Experience. Please let your Teacher Education Student know when would be a suitable time to contact you if they are not able to attend on a particular day.

Teacher Education Students must attend every day of their Professional Experience. A medical certificate is required for any absence that exceeds one day. Unreliable attendance 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 the days. It is expected this requirement will 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 formal evaluation is the responsibility of the Supervising Teacher. Please feel free to contact the Professional Experience unit coordinator if you have any questions about the evaluation process. It is the Teacher Education Student’s responsibility to submit the report within one week of finishing the Professional Experience placement.

Where do I get all the forms from?
These are all available on our Department Professional Experience website.
Section 5:

REQUIREMENTS AND EVALUATION
Professional Experience Requirements

The Professional Experience Requirements provide criteria for Teacher Education Students' development during Professional Experience. The Requirements indicate the knowledge, skills, understandings and professional qualities expected of Teacher Education Students at each stage of their development. As there are many ways to be an effective teacher, Professional Experience encourages Teacher Education Students to develop their personal styles in a supportive environment provided by the Supervising Teacher.

Teacher Education Students undertaking Professional Experience differ in background, prior experiences, personal styles, beliefs, values, interests, strengths and learning styles. For this reason, the Professional Experience Requirements are intentionally open-ended.

The Professional Experience Requirements are divided into the seven ATSIL Graduate Teacher Professional Standards which characterise different aspects of the Teacher Education Student’s development. During Professional Experience, all Teacher Education Students are expected to show development in all of the areas identified. The specific ATSIL Graduate Teacher Professional Standards have been identified in each section to show relationship to the Evaluation document the Supervising Teacher completes. It is expected that Teacher Education Students are aware of the Standards and able to articulate evidence of meeting these standards whilst on Professional Experience.

During Professional Experience, Teacher Education Students are expected to exhibit professional growth in all areas. There are a number of ways in which they may demonstrate this. These will vary with the setting, and the perspectives of the three members of the tertiary supervisory triad: the Teacher Education Student, the Supervising Teacher and the Tertiary Supervisor.

At the commencement of Professional Experience, it is important that the Teacher Education Student and the Supervising Teacher discuss and negotiate appropriate ways in which professional development might best be demonstrated. The Tertiary Supervisor will be available to participate in the discussion and negotiation process if required.

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, each level assumes mastery of the previous levels. For example, 300 level Teacher Education Students are expected to have mastered the 200 level requirements as well as those required at 300 level to be eligible for a satisfactory grade. The requirements for the specific unit are included in the package emailed to you.
Evaluation and Assessment 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
Prior to the beginning of Professional Experience the Teacher Education Student, the Supervising Teacher and the Tertiary Supervisor are all responsible for becoming familiar with this handbook, most specifically the Professional Experience Requirements, and completing any 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
During Phase 2 of the 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 Teacher Education Student. Continual open and honest communication about progress and areas for improvement are helpful. It is advised that Teacher Education Students and Supervising Teachers establish together how feedback and evaluation will be facilitated.

Progressive evaluation meeting
A progressive evaluation meeting should be conducted during the Professional Experience placement. In most cases, this will involve a meeting with the Supervising Teacher and the Teacher Education Student in the middle of placement. The Tertiary Supervisor may attend this meeting if it fits in 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 her/his own copy of the Professional Experience Evaluation Report for self-evaluation, while the Supervising Teacher has completed their mid-way report and leads the discussion of the Teacher Education Student’s performance as it relates to the Professional Experience Requirements.

A note on the ‘Professional Experience e-portfolio’ (Record Keeping System)
Although much of the Teacher Education Student’s learning during Professional Experience is readily observable, it is a professional responsibility for Teacher Education Students to maintain a satisfactory standard of written records. They are expected to 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.

It is essential, therefore, that Teacher Education Students maintain written records to provide 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.

Teacher Education Students are expected to make their Professional Experience record keeping system available to their Supervising Teachers on a daily basis. 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 coordinator if a ‘second opinion’ would be helpful. This documentation may also be required at university tutorials and sections may also be required for the
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**Phase 3: Complete the final evaluation**

Following the progressive evaluation, the Teacher Education Student should have a clear sense of direction and refined the professional objectives to be achieved by the end of the Professional Experience period. However, continued support from the Supervising Teacher will be necessary to enable the Teacher Education Student to achieve these objectives. Informal and formal observations should continue frequently with the Supervising Teacher contacting the Tertiary Supervisor with any concerns. The Teacher Education Student also has access to the Tertiary Supervisor for support.

The Supervising Teacher leads a final evaluation meeting with the Teacher Education Student towards the end of their final week of Professional Experience. The final evaluation meeting is conducted in a similar way to the progressive evaluation meeting with a discussion of the criteria outlined by 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 PE 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 be eligible to pass the Professional Experience unit. Teacher Education Students who receive an unsatisfactory grade will fail the relevant Professional Experience unit.

Teacher Education Students who fail the same Professional Experience unit twice will be excluded from all Teacher Education courses offered by the Department of Educational Studies.

**Where do I get all the forms from?**

These are all available on our [Department Professional Experience website](#).
Teacher Education Students Identified as Requiring “Additional Support”

Defining “Additional Support”

A Teacher Education Student may be identified as requiring “Additional Support” if the standard of their teaching practice and/or written work is at a level such that were they to continue at this level they would be at risk of failing the Professional Experience placement. In many cases encouragement and strategic advice can transform a placement. However, if concerns are of a more serious nature and the Teacher Education Student may not be able to meet the requirements of the Professional Experience, it is of utmost importance the Teacher Education Student is identified as requiring “Additional Support”. 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 Teacher Education Student should be identified as requiring “Additional Support”. Early notification of requiring “Additional Support” is in the Teacher Education Student’s best interest. This can give the Teacher Education Student sufficient time to improve and to reach a passing standard in their teaching practice and/or written work. Any Teacher Education Student identified as requiring “Additional Support”, regardless of the reason will be required to present their written work (e-portfolio) for assessment to the Professional Experience coordinator on the first working day after completion of placement.

Determining requiring “Additional Support”

If there are concerns about a Teacher Education Student, the Supervising Teacher and Tertiary Supervisor, and potentially the unit convenor, discuss the concerns to determine whether the student should be identified as requiring “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 Teacher Education Students that they may be identified as requiring “Additional Support” can increase anxiety and may mean they do not receive the assistance they need in a timely manner. If you feel a Teacher Education Student is not performing in relation to the requirements, please use the process rather than putting matters off.
- Being told that they require “Additional Support” can causes stress for a Teacher Education Student. Directing them to the unit coordinator is helpful. Please remind Teacher Education Students of their need for professionalism throughout the process.

The requiring “Additional Support” process

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

- A Teacher Education Student requiring “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 Supervising Teacher.
• Section A and B of the requiring “Additional Support” form is prepared electronically or handwritten and signed by all parties (TES, ST & TS). It is emailed to des.pe@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 requiring “Additional Support” case and may need to speak with the ST and TS.

• The unit convenor speaks with the TES and arranges the follow-up requiring “Additional Support” visit with the TES at the centre or school. If the requiring “Additional Support” is only for bookwork the unit convenor would not usually visit the centre/school, but the TES must submit their written work (e-portfolio) for assessment to the Professional Experience coordinator to the Professional Experience Office coordinator 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 requiring “Additional Support” form, which outlines whether the TES is improving. The form is signed by the unit convenor, the TES and the ST. The TES and ST receive a copy of this form. This form is submitted to the PE office. At this visit the decision is either:
  o sufficient improvement demonstrated (continue Professional Experience), or
  o 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.

• Final determination of the requiring “Additional Support” process is completed by the unit convenor after the follow-up visit.

• The unit convenor informs the Director of Initial Teacher Education if there are serious issues that require follow-up.
Review of Professional Teaching Experience Placement Decision

The Department of Educational Studies is committed to promoting excellence in learning and teaching. The final grade (satisfactory or unsatisfactory) a Teacher Education Student is awarded in Professional Experience is a reflection of their performance on professional experience. The evaluation report is a part of the assessment process for Teacher Education Students on professional experience. The department expects Teacher Education Students to take an active role in their learning and to assimilate and incorporate feedback received throughout their professional teaching experience. Teacher Education Students are encouraged to discuss their progress with relevant staff and to 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 which 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 this 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 maybe 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 coordinator 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 Coordinator 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: 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 professional experience or academic coordinator 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: 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

Teacher Education Student Name:

Teacher Education Student number:

Teacher Education Student email (all correspondence will be sent to this email address):

Course:

Professional Experience Unit:

Unit Convenor:

Setting name:

Address:

Phone:

Supervising Teacher:

Tertiary Supervisor:

Teacher Education Student was working with: Stage(s)/ Age group

Reason for review (tick one of the following):

☐ 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 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):