Professional Experience ‘At Risk’
Procedures for the Department of Educational Studies

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

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

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

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

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

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

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

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

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

**UNIT (E.g. ECHP/TEP/EDTE):**
**Teacher education student’s (TES) Name:**
**Teacher education student’s Student Number:**
**School:**
**Supervising Teacher:**
**Tertiary Supervisor:**

Report submitted by:  □ Supervising Teacher  or  □ Tertiary Supervisor

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

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

<table>
<thead>
<tr>
<th>Outline issues in relation to each GTS – write NA if no issue</th>
<th>List goal for TES in each area of concern and appropriate timeline for achieving</th>
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<tbody>
<tr>
<td>1. Knows students and how they learn:</td>
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<tr>
<td>2. Knows the content and how to teach it</td>
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<tr>
<td>3. Plans for and implement effective teaching and learning:</td>
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</table>
4. Create and maintain supportive and safe learning environments:

5. Assess, provide feedback and report on student learning:

6. Engage in professional learning:

7. Engage professionally with colleagues, parents/carers and the community:

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

Please tick box(es) that this at risk status relates to:
- □ Book work is at risk of failure
- □ Professional practice is at risk of failure
- □ Literacy skills require further support
- □ Oral skills require further support
- □ Numeracy skills require further support

**SIGNATURES:**

Teacher Education Student: ____________________________ Date: __________

Tertiary Supervisor: _________________________________ Date: __________

Supervising Teacher: ________________________________ Date: __________

Unit Convenor: ________________________________ Date: __________

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

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