2016 Professional Experience Handbook

A GUIDE FOR:

Teacher Education Students

Supervising Teachers

Tertiary Supervisors

The Professional Experience Administration Office
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Teacher Education Students enrolled in Professional Experience Units have automatic access to the Professional Experience website.

http://www.iec.mq.edu.au/current/undergrad/professional_experience.htm
Welcome to Professional Experience

This handbook has been designed to give you a broad overview of Professional Experience within the Institute of Early Childhood (IEC), Macquarie University. It will help you to shape your understanding of your particular role during Professional Experience and will give you a broader understanding of the Professional Experience Programs that Teacher Education Students undertake within the IEC.

In recognition of the diversity of educational settings that Teacher Education Students are placed into throughout their program, this handbook will provide a window into the IEC’s approach to education. We expect there are many similarities between the IEC’s 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 the IEC 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 Institute of Early Childhood at Macquarie University and to the Professional Experience program.

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 co-operating 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 Expectations and a consideration of the categories used for grouping the expectations for assessment purposes. This is followed by a summary of each of the categories offering a brief overview of the assessment criteria that relates to each part of the Professional Experience Expectations document. This section also includes specific information about our approach to the processes involved in placing a Teacher Education Student ‘At risk’ of failure.

Section 6 is an Appendix of relevant documents that you may wish to refer to including the Professional Experience Expectations.

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 IEC’s Professional Experience programs.

The Professional Experience Team
Institute of Early Childhood
Macquarie University
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Section 1:

OVERVIEW AND PROGRAM CONTENT
The Institute of Early Childhood Programs: Objectives and intended outcomes

The Institute of Early Childhood (IEC) is a major provider of early childhood teacher education in NSW. The IEC offers both undergraduate and postgraduate programs of study. 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 Institute of Early Childhood provides the following programs:

**Bachelor of Education (Early Childhood Education birth to 12 years)**

This program involves four years of full-time or equivalent part-time study. Graduate teachers enrolled are recognised as four-year-educated early childhood teachers qualified to work as teachers with 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 Teaching (Birth to School Age)**

This program 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 program are four-year qualified teachers able to teach in childcare, preschool and occasional care settings.

**Bachelor of Teaching (Early Childhood Services)**

This program is designed specifically for Aboriginal and Torres Strait Islander Teacher Education Students who have been working in children’s services and wish to gain university qualifications as early childhood teachers. This degree qualifies graduates to work with children in services prior to school. Teacher Education Students enrolled in this program prior to 2015 on graduation, are three-year qualified teachers able to teach in childcare, preschool and occasional care settings (Please note that in order to be recognized as a 4 year qualified teacher with Australian Children’s Education and Care Quality Authority (ACECQA) Teacher Education Students will be required to complete a further year of study in the Graduate Diploma of Advanced Studies in Early Childhood). From 2015, Teacher Education Students enrolled in this program on graduation are four year qualified teachers.

**Master of Teaching**

This program is designed for postgraduate Teacher Education Students who have a prior degree and are undertaking advanced studies in early childhood to earn an early childhood teaching qualification. Upon graduation, Teacher Education Students in this program are recognised as four-year qualified teachers, able to teach in prior to school settings.
Our educational philosophy and approach: Objectives and intended outcomes

The Institute of Early Childhood provides teacher education programs for university Teacher Education Students wishing to specialise as teachers of children between birth and twelve years of age.

Our program equips and educates Teacher Education Students to build on the complexity of children’s characteristics across age groups; early childhood and school settings; and diverse family, community and cultural backgrounds. In the initial stages of their degree, Teacher Education Students are strongly grounded in a developmental understanding of the early childhood years. Our Teacher Education Students are encouraged to reflect and creatively respond to children across a range of settings. Teacher Education Students integrate the Early Years Learning Framework, the K-6 Board of Studies Syllabus Documents and current research and practice when planning learning experiences and are encouraged to consider how theory can be translated into best practice.

Foundational to the priorities of the program is our intention to encourage a deep respect for children. The philosophy of our Professional Experience Program finds great resonance with the image of the child embraced by both ACECQA and the NSW BOSTES, positioning children as active contributors and designers of learning.

In order to uphold a respectful and empowering image of the child, our Professional Experience Program is underpinned by the following beliefs and values. We believe that:

- children’s learning is enhanced when they are engaged and interested in what they are doing;
- children construct and acquire knowledge through intentional interaction with the physical and social world;
- children are individuals with rights and responsibilities who 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 learning, rather than as a director or controller of children’s experiences. In this way we see teachers as co-constructors of knowledge positioned beside children;
- programming and planning for children must prioritise the learning process. Learning experiences should be designed to build on children’s current knowledge and support them towards more complex understandings.
- building meaningful, respectful and professional relationships with children, parents and colleagues, that recognise and respect multiple perspectives and embrace diversity, is of utmost importance.
Professional Experience: An explanation

The term ‘Professional Experience’ refers to the field or practical placements Teacher Education Students undertake as a part of their university program. The phrase signifies both the significant role of the supervising teacher and the importance of creating opportunities for Teacher Education Students to understand educational theory in practice (experience).

Learning to teach is a complex and challenging process. As there are many ways to be an effective educator, Teacher Education Students within IEC 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 act as guides for Teacher Education Student, creating space for Teacher Education Students to develop their own styles, whilst simultaneously offering strategic advice and instruction that will help to shape Teacher Education Student’ growth along a professional and productive pathway. In this way Professional Experience can be understood as a negotiated experience shaped by the teacher education student, the supervising teacher and the Tertiary Supervisor.

Teacher Education Students enrolled in IEC programs are required to complete Professional Experience placements over the course of their study. Each placement is integrated within a specific Professional Experience unit. These units create the theoretical backdrop for the Teacher Education Student’ practical experience on ‘prac’ and are designed to complement the teacher education student’s Professional Experience through lectures, seminars and tutorials in university classes.

Depending on the program, Teacher Education Students may be eligible to complete their study in either internal or external mode. External mode supports Teacher Education Students who may have work and family commitments for much of the university term. Attending compulsory on-campus sessions is a requirement of external study mode to consolidate material studied through recorded lectures and the study guide.

Teacher Education Students are supported and challenged to develop into professional, highly skilled and reflective practitioners. As they progress through the program, each unit adds new levels of complexity to the theory and practice of teaching presented and explored. In the following pages we have listed a brief description of these units for your interest and information. The descriptions outline the dominant focus of each unit.

The name and contact details for the relevant unit co-ordinator are available from the Professional Experience Office, ph: 02 9850 1027 should you wish to enquire further about the units themselves.

The Professional Experience Units

Professional Experience is embedded in Professional Experience units to integrate theory and practice. The program of Professional Experience units is based on a spiral sequence as Teacher Education Students proceed to develop their skills and ability through the units.

All programs have received approval through the appropriate regulatory bodies. Teacher Education Student must ensure they are completing the relevant number of days in the correct setting with the correct age group for their program. Please seek clarification with Unit Coordinators if necessary.
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, 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 9822 or the relevant unit coordinator.

The Professional Experience Office

The Professional Experience office has the crucial role of liaison with schools and early childhood settings regarding the placement of Teacher Education Student.

The office establishes relationships with schools and early childhood settings and invites them to participate in our program by hosting Teacher Education Students and providing the Teacher Education Students with the opportunity to undertake their Professional Experience in an appropriate setting or school. This is an essential component of their professional development and supports their skill development as they progress on their journey of becoming teachers.

Prior to each Professional Experience the Professional Experience Office contacts schools and early childhood settings and allocates Teacher Education Students according to the availability of placements. All placements are then confirmed by the Professional Experience Office in writing.

This office is also responsible for arranging for university appointed tertiary supervisors to support Teacher Education Students as they undertake their Professional Experience.

Details of these processes are included in the following sections written for Teacher Education Student, supervising teachers and Tertiary Supervisors.

Teacher Education Students are not to directly approach schools or early childhood settings to request placements. This process is managed entirely by the Professional Experience Office. Teacher Education Students will be notified of placement details via the Professional experience unit they are enrolled in.
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 and your understanding of the wide range of settings that provide education for children.

To make the most of your Professional Experience, please ensure you are familiar with the specific requirements for evaluation at your level in the IEC program before you begin your placement. Each Professional Experience unit has different expectations and requirements and as such we have not included these within the handbook. Please refer to the unit outline 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 Institute of Early Childhood. 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 whom you will meet, the setting where you will be and the IEC. 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, 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 requirements and Teacher Education Students should dress in accordance with the practice and policy of the setting.

Requirements for the supervision of children will vary among settings, but you must never assume sole supervision of a group of children either indoors 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.

To understand more about your responsibilities as a professional we ask that you carefully read the Early Childhood Australia Code of Ethics (Appendix A). This clearly outlines the conduct that is required of any professional working with young children. If there is any reason you feel you cannot meet these requirements it is essential that you discuss your concerns with your tutor or the unit coordinator. 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 your conscience in regard to professional standards it is your responsibility to contact your Tertiary Supervisor or unit coordinator for advice and direction about how to respond to the situation.
What do I need to know?

Regarding Placements

What are the rules regarding age groups and Professional Experience Placements?
During the sequence of Professional Experience units, you should make sure you have experience with children of various ages, children with diverse abilities, and children reflecting culturally and linguistically diverse family systems. You will be advantaged for employment purposes if you are able to present a portfolio demonstrating successful Teacher Education Student teaching in a diverse range of settings.

Teacher Education Students are placed by the Professional Experience Office. Teacher Education Students are not permitted to make arrangements for placements or approach a school or prior to school setting to discuss possibilities of placements.

Please note that during your enrolment, as a Teacher Education Student in the B.Ed (ECE birth to 12 years) program, you must gain experience with children in each of the following groups: birth – 24 months; 2-5yrs; K-2 and Years 3-6 to meet the requirements of ACECQA and BOSTES.

How do I register for a placement?
Teacher Education Students will be notified via ilearn on preference procedures for each unit.

Teacher Education Students who are not residing in and completing their Professional Experience in Sydney will need to notify the Professional Experience Office using the following link:
https://mqedu.qualtrics.com/jfe/preview/SV_823yNTwGOdByxQp

The link to submit preferences for MTeach (0-5 years) units is:
https://mqedu.qualtrics.com/SE/?SID=SV_1zsjcZowCs2pNBz

1. You do not need a username or password.
2. Follow the online instructions to complete the required fields. You will need your Teacher Education Student number.
3. There is a section for Teacher Education Students who wish to apply for special permission to do a country or workplace placement. If not required please ignore.

Who needs to know if my contact details change?
If your contact details change during your enrolment you must inform the university and the Professional Experience Office of your new contact details. Please follow university guidelines to change your details with the university.

What if I change my mind about enrolling in the unit after I have completed a preference form?
If you decide to withdraw from the unit prior to your placement, please contact the Professional Experience Office so they can inform the setting and the tertiary supervisor.

Can I undertake a placement in my place of work?
Although workplace placements are not encouraged, you can request to undertake one such placement during the final year of your program. A request must be lodged in the semester before this placement is due to commence otherwise it will not be considered. You can indicate a request for such a placement when you are completing your online preference form. This will be forwarded to the relevant unit coordinator for consideration.

Clearly, in some cases, your interests as a Teacher Education Student and that of your employer are
both served by permitting the workplace 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 any staff to undertake workplace 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 worker in a centre or school during Professional Experience as these two roles may be incompatible and jeopardise completion of Professional Experience requirements,
- permission to undertake a workplace 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 directors or certified supervisors,
- the potential convenience of a workplace 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 to your request. Approval will only be given for ONE Professional Experience workplace placement during your final year of enrolment in the program.

Can I request a centre/preschool/school for my Professional Experience Placement?
Teacher Education Students enrolling in the final year of your program can make a request, and clarify reasons on the online preference form. Requests must be lodged in the semester before this placement is due to commence otherwise it will not be considered. Preference/s will be considered but cannot be guaranteed.

Can I undertake Professional Experience if I have a close connection to staff or children?
No. Teacher Education Students are not permitted to undertake Professional Experience in a placement where they have a close personal connection with staff or children. In particular, they are not permitted to undertake Professional Experience in the centre or school attended by their child/ren relatives or friends’ children.

Can I take my child to a Professional Experience Placement or can my family and friends visit me whilst I am on placement?
No, Teacher Education Students cannot take a child/ren to the placement. It is necessary to make alternative arrangements if the Teacher Education Student usually cares for them.

Family and friends may only visit the Professional Experience Placement if prior arrangements have been made with the Director or Principal in the setting. The visit should not interfere with the teacher education student’s responsibilities and the visitor is required to follow all required procedures.

Teacher Education Students are responsible for their own learning whilst they are in the Professional Experience setting. Family members (parents or care givers) of Teacher Education Students are not permitted to approach supervising teachers to discuss progress under any circumstances. If the Teacher Education Student is having difficulty whilst on placement, he/she is to contact their tertiary supervisor or the unit coordinator who will liaise with the supervising teacher.

Can I go to a centre/preschool/school for more than one placement?
No. Teacher Education Students may not attend the same centre or school for more than one block.
of Professional Experience. A wide range of experiences is essential.

**Why travel for Professional Experience Placement?**
Teacher Education Students can expect to travel to attend placements. It is essential for Teacher Education Students to have experience working with children from a range of different backgrounds in various communities. The advantages of varied field experiences far outweigh the possible short-term disadvantages associated with travelling beyond the local community. Teacher Education Students will not be able to request a change of placement based on locality and length of travel time.

**What about country placements?**
There are possible opportunities for Teacher Education Students to complete a country placement for 324 and 400 level units. Permission to complete a country placement depends on the availability of suitably qualified supervising teachers and Tertiary Supervisors. Written approval must be gained from the coordinator of your Professional Experience unit. You must have had a successful Professional Experience record at 100 and 200 level to be considered for a country placement. Metropolitan Teacher Education Students can only undertake one country placement.

**What if I have a previous or existing injury, significant disability, mental health issues, am pregnant or planning a pregnancy?**
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 census date in semester to discuss their health and well being concerns with the relevant Professional Experience unit Coordinator.

Teacher Education Students with previous or existing injuries (eg; back, shoulder, elbow) or significant disabilities which will impact on the ability to carry out the requirements of the placement must inform the Professional Experience Office prior to placement. 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 for Teacher Education Students with injuries. The medical certificate must list the activities the Teacher Education Student can and cannot do due to their injury. For example this could include: manual lifting; standing for considerable time; sitting on the floor with children, supervising children inside and outside, completing documentation handwritten and/or word processed etc.

In all instances, the Teacher Education Student is also responsible for alerting the Director or Principal prior to placement.

Teacher Education Students who are pregnant or planning pregnancy, please refer to further information on page 14.

Health and well being 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.

**Approval processes for working with children**
All Teacher Education Students are required to complete the appropriate approval processes for working with children. Teacher Education Students are responsible for ensuring they have completed the necessary documentation for their State/ Territory and have provided evidence of
completion prior to semester census date in order to receive a placement. Teacher Education Students may need to withdraw from the unit if this has not been completed satisfactorily. Each unit coordinator will post relevant information through iLearn. All WWC number scan can be submitted to the Professional Experience office via the following link: 
https://mqedu.qualtrics.com/SE/?SID=SV_0vXbihhVgg7g9nv

**NSW processes**

All Teacher Education Students will be required to complete the New Working with Children Check which will be valid for a period of 5 years. Applications will be made online (www.newcheck.kids.nsw.gov.au). A receipt number will be issued upon completion. This, along with 100 points of ID needs to be taken to any motor registry office to have identity confirmed.

Teacher Education Student clearance numbers are to be recorded on the Professional Experience Folder Cover Sheet. This needs to be available for the centre or school so they can log in to confirm your check.

Teacher Education Students are responsible for ensuring any changes to details (eg, name, address) are also logged. Confirmation of change must also be forwarded to the Professional Experience Office.

**Processes for other States and Territories**

Teacher Education Students completing professional experience outside NSW will need to complete requirements for that State or territory. Further information can be found at (these websites and details were current as of 22 January 2015, please contact the Professional Experience Office for further assistance):

- **Western Australia:**
  

**Online training requirements for school based Professional Experience**

In addition to WWCC, Teacher Education Students enrolled in Professional Experience units with school placements are required to provide certification of completion of the following training sessions prior to semester census date. Teacher Education Students who do not meet these requirements may not be eligible for a placement

- **Child protection training (online only):**
  
  
  Click on the e-learning tab

- **Anaphylaxis training (online and practical requirement):**
  

Teacher Education Students are responsible for keeping copies of certificates for the duration of their program. 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 on iLearn for relevant units.

**Pregnancy and Professional Experience: Important information**

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 coordinator 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 on the placement. 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 for Teacher Education Students with injuries. The medical certificate must list the activities the Teacher Education Student can and cannot do due to their injury. For example this could include: manual lifting; standing for considerable time; sitting on the floor with children, supervising children inside and outside, completing documentation handwritten and/or word processed etc. The Teacher Education Student is also responsible for alerting the Director or Principal prior to Professional Experience placement.

*Due to medical risks associated with the CMV (Human Cytomegalovirus) virus in the first trimester of pregnancy, pregnant women are not permitted to complete a placement with children under two years of age.*

**Human cytomegalovirus (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 2 – 3 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.

**Control measures:** Paying scrupulous attention to hygiene, including hand washing. Particular care should be taken when handling nappies, excreta etc from babies and children. No vaccine is available at present, but many women are immune because they caught the infection in early life.

**References**


**Making Contact**

**Who makes the initial contact with the centre or school?**

Once the placement is confirmed you are expected to take responsibility for contacting the setting to introduce yourself and to arrange orientation days or a pre-placement meeting as appropriate. The unit coordinator will advise you when to commence contacting settings.

**Do I wait for my Tertiary Supervisor to contact me?**
No. It is your responsibility to make initial contact with your tertiary supervisor. Information about tertiary supervisors and when it is appropriate to call is most commonly given out during lectures and tutorials. Your attendance at these will help ensure you are up to date with all you need to know. 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 co-operating teacher. Please take care to ensure your tertiary supervisor’s visit does not coincide with any other school events such as excursions or special events.

**Times and Dates**

**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. Special requests outside of the set period are complex and administratively difficult. If you are unable to do the placement in the set period you are advised to withdraw from the unit.

However, requests for a change of dates for the Professional Experience placement may be made. Teacher Education Students are to request the change of dates in writing, clearly stating the reason, to the coordinator of your Professional Experience unit. Work and family commitments are not considered to be sufficient grounds for a change of date. Permission will only be given in exceptional circumstances.

**How flexible are my hours?**

You are expected to attend the same hours as your supervising teacher. In a school placement or a 9am-3pm preschool, Teacher Education Students are expected to attend for a minimum of seven hours each day, five days a week. In a childcare centre, 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 on the basis of a ten-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 ten-hour shift.

**What if I am in a school placement and asked to attend camp with the class?**

If you are invited to attend camp with the Teacher Education Students during your placement you are required to seek permission in writing from the Professional Experience Coordinator for the unit. The request must outline the following information:

- Name:
- Teacher Education Student number:
- Teacher Education Student mobile number:
- School, class for prac:
- Location of camp, dates:
- Contact number provided by school in case of emergency:

We need to ensure that you are covered appropriately by university insurances and therefore are not to attend without receiving written approval.

**Teacher Education Student Teaching**

**How do I find out about the extent and nature of teaching I am required to do?**

Requirements vary depending on which Professional Experience unit you are enrolled in. More detail about the specific requirements for each placement can be found in the unit outline and/or
Who is responsible for me when I am on professional experience?
Teacher Education Students will be assigned to a supervising teacher whilst on placement. In the early childhood setting this will a person who has completed a Bachelor level early childhood teaching qualification that appears on the ACECQA approved list (this does not include anyone holding a waiver or an approval from either ACECQA or a State/Territory regulatory body)

Teacher Education Students on primary school placements will be assigned to the classroom teacher.

Who fills in my evaluation form?
Completing your formal evaluation is the responsibility of your supervising teacher. You are required to fill in your own copy as part of your reflective practice but it is the supervising teacher’s form that is used for your evaluation and assessment.

Evaluation form
It is your responsibility to ensure your evaluation form is collected, signed and returned to the Professional Experience Office (Level 3, Building X5B) within two weeks of finishing your Placement.

External Teacher Education Students who have hard copy forms can post their forms to:
The Professional Experience Office
Institute of Early Childhood
Building X5B, Macquarie University NSW 2109.

Please ensure you keep a copy prior to posting.

Digital Evaluation Form
For units that use a digital evaluation form, it is the teacher education student’s responsibility to ensure that the co-operating teacher has all the information required from the Teacher Education Student to be able to email the form to the designated email address.

Professional Standards of Numeracy and Literacy (oral and written)
In order to teach effectively Teacher Education Students are required to demonstrate professional standards of numeracy and literacy (oral and written). A component of the Professional Experience placement enables Teacher Education Students to be evaluated in these areas and if a Teacher Education Student is not yet able to achieve a satisfactory grade in numeracy and/or literacy this will be indicated on their evaluation report. In this situation Teacher Education Students will receive a letter from the Professional Experience Unit Coordinator acknowledging the unsatisfactory report and indicating that it will be recorded.

Teacher Education Students who do not receive a satisfactory grade in numeracy and/or literacy are encouraged to seek academic and/or wellbeing advice immediately. The undergraduate coordinator can be contacted by email at iec.undergraduate@mq.edu.au and Campus Wellbeing Services can be contacted via email at campuswellbeing@mq.edu.au.

If a Teacher Education Student receives two unsatisfactory indicators in numeracy and/or literacy in two professional experience units a fail grade will be awarded for the second placement.
Sickness and Other Reasons for Absence

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 (9850 9822) 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.

Please note you are required to attend every day of your Professional Experience including your orientation days. 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 time 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.

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 unnecessary travel and time on their part. At that time you can discuss arrangements for an alternate time for the tertiary supervisory visit.
Procedure for Teacher Education Student support and reporting of incidents while on Professional Experience

Teacher Education Students sometimes find themselves in complex and unexpected situations. The following information has been prepared to support Teacher Education Students in these circumstances.

Reporting

1. Situations of suspected abuse

Teacher Education Students on placement in schools and services do not fall into the category of mandatory reporter. However, Teacher Education Students may witness situations in schools and services 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 as they are not paid employees and as such are not left alone with the children. Teacher Education Student can access further information in relation to this on the NSW Department of Family and Community Services website: http://www.community.nsw.gov.au/preventing_child_abuse_and_neglect/resources_for_mandatory_reporters.html

2. Situations of suspected breaches in regulations or unethical behaviours

Teacher Education Students may witness situations in schools and early childhood settings whereby they have reason to question if there has been breaches in regulations or perhaps it may be with regards to behaviour by staff (which does not fall into child protection areas identified above). If you think there are grounds for reporting whilst you are on your placement the following processes must be adhered to.

The Teacher Education Student is to document their concerns and be sensitive about where this documentation is kept. The Teacher Education Student can discuss their concerns with their tertiary supervisor but must contact the unit coordinator to discuss the situation. If the Teacher Education Student reaches the decision for notification of the issue, the unit coordinator will support this process.

The IEC Director, Professional Experience will be informed of these situations by the unit coordinator and will provide advice and guidance on reporting.

What should Teacher Education Students do when issues occur?

To understand fully what is happening it is important for Teacher Education Students to find out about the relationships in the centre or school and know who to speak with in times of necessity. If you’re not sure of anything, ask and if in doubt check with the director or principal. If that is not appropriate remember you have the Tertiary Supervisor and unit coordinator for support and advice.

Please remember that:

- You are a guest in the centre or school and the confidential nature of any information about children or adults must be respected.
- You must not be left alone with any individual child or group of children. Always remain within view of a member of staff.

Some commonly asked questions

The following examples help you know what to do in certain circumstances. When in doubt Teacher
Education Students should always contact the Tertiary Supervisor or the unit coordinator to discuss any issues that may arise.

Q: In an early childhood setting what should I do if the qualified early childhood teacher is not present in the centre?
A: 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 coordinator about what has occurred.

Q: What happens if I am left on my own with the children?
A: Let your tertiary supervisor know and inform the university by contacting the unit coordinator. Teacher Education Students are NOT to be included in educator to child ratios or left alone with children at any time.

Q: What do I do if I witness a traumatic or distressing event on my Professional Experience?
A: Contact the unit coordinator to arrange for counselling. The university has excellent counselling services available.

Q: What do I do if I observe unethical behaviour?
A: Seek advice from your Tertiary Supervisor and the unit coordinator. Document your concerns and be sensitive about where information is kept.

Q: What do I do if I am asked to undertake duties beyond Professional Experience requirements?
A: Explain that this is not a part of your Professional Experience requirements and discuss the issue with your Tertiary Supervisor or the unit coordinator.

Q: What do I do if I am offered paid work while on my professional experience?
A: 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 worker. If this occurs please contact your unit coordinator for advice. The university must be informed.

Q: Have I thought about the allergies of young children?
A: You need to be aware of children’s susceptibility to allergic reactions to certain foods and think carefully about what you have eaten before you arrive at the setting and what you have packed in your morning tea and lunch. Please ensure you are aware of and adhere to relevant policies and procedures for children with allergies.

**Who is primarily responsible for me on professional experience?**

Well, firstly you are. We expect you to be your own greatest advocate ensuring your Professional Experience is a success.

It is the director or principal who has overall responsibility for you as a teacher education student. In many placements this responsibility will be delegated to your supervising teacher. On your orientation days it is important you establish who you are to refer to for questions and information about the setting. In some instances, the director or principal will discuss policies and procedures with you and provide opportunities for you to attend the centre or school meetings as appropriate.
Your Tertiary Supervisor is to provide support for you during Professional Experience. When you first make contact with your tertiary supervisor, it is advisable to discuss how you can make the most of your relationship during Professional Experience.

**What if I am placed ‘at risk’ of failure**
Being placed ‘at risk’ of failure on your placement means that the supervising teacher and/or Tertiary Supervisor had serious concerns about your standard of work. The process is outlined on page 48 of this Handbook.

Whilst this can be a distressing time for you, it is important to remember that you have an opportunity to work on your areas of concern and a second assessment from a Tertiary Supervisor (or the unit coordinator) will be carried out. 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 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 an unsatisfactory placement decision can be found on page 50.

**Insurance**
**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 coordinator as soon as possible. Claim forms are available from the Professional Experience office 02 9850 9822.
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 and the relationship between your setting and the IEC.

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 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.

Privacy/ Confidentiality

An integral component of Professional Experience units within the IEC is observation of children. However we are aware of the importance of confidentiality and privacy in terms of collecting and recording information about children and the broader prior to school/ school community. We would ask that during the first few observation days you would take some time to speak to the Teacher Education Students about policies and procedures in your 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 of observation days.
• Speaking more broadly with Teacher Education Students about privacy and confidentiality when collecting information and observations; particularly in relation to use and misuse of photographs, social media and the World Wide Web.
• Ensuring Teacher Education Students only have the name of the prior to school/ school on the formal evaluation document. This is kept with the supervising teacher for the duration of the placement and given to the Teacher Education Student on completion to submit to the university.
• Providing form letters for Teacher Education Students to discuss with you and distribute to parents where necessary in relation to observing children.
The Supervising Teacher

Thank you for agreeing to host a Teacher Education Student undertaking Professional Experience. Working with experienced teachers is a foundational part of our Teacher Education Student’ experience, providing them with motivation and inspiration as they pursue excellence in teaching. Professional Experience provide Teacher Education Students with invaluable teaching practice in real situations that support them to explore and discover their beliefs and what they can do, understand what they have to learn and to set realistic goals for their future placements. Your role in the professional development of the Teacher Education Student is vital. The provision of practical guidance, positive encouragement and constructive criticism will support the development of professional attitudes in the teacher education student. You are a powerful role model.

Our Teacher Education Students come to you at different stages of development. This handbook will help you to place your Teacher Education Student along a continuum. The Professional Experience Expectations and 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 expectations 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 unit specific outline of the tasks a Teacher Education Student must undertake before completing their Professional Experience.

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 on orientation days is of great value. At this time you may wish to clarify your expectations and go through the university expectations together. We recognise that IEC’s expectations 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 with the Tertiary Supervisor.

During Professional Experience you have primary responsibility for the supervision, evaluation and guidance of the teacher education student. This involves daily communication with the Teacher Education Student and clarifying ways in which you expect the Teacher Education Student to engage with the children in your care.

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.

At the completion of the Evaluation Report, you are asked to recommend whether a Teacher Education Student should pass or fail the Professional Experience. Simply mark the appropriate box on the final page of the evaluation. The final grading of Professional Experience is thereafter the responsibility of the Tertiary Supervisor and 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 for an initial orientation of the Teacher Education Student to the centre or school
• introducing the Teacher Education Student to other members of staff
• clearly outlining expectations with 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,
• 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 behaviour and interpret their characteristics,
• supporting the Teacher Education Student when faced with difficult situations,
• encouraging the Teacher Education Student to reflect on her/his experiences and evaluate her/his own teaching,
• discussing the teacher education student's progress with the Tertiary Supervisor,
• leading evaluation meetings and completing the Professional Experience Evaluation Report.

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 Teacher Education Students during Professional Experience, please contact either the Tertiary Supervisor or the university staff member responsible for the relevant Professional Experience unit.
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. Continual constructive feedback and evaluation regarding their progress is another way you can support the success of your teacher education student. We ask that daily you:

- read the plans the Teacher Education Student has prepared prior to implementation
- clarify the objectives the Teacher Education Student has set in terms of learning outcomes for the children
- 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 weekly:

- clarify the objectives the Teacher Education Student has set in terms of the professional development of the teacher education student,
- 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 Expectations. Details of these will be included in the package sent prior to placement along with the tasks your Teacher Education Student is required to complete during prac. You may like to help the Teacher Education Student to develop an appropriate set of goals and/or a to-do list to keep her or him on track with the 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 the Professional Experience Expectations that outline what is expected of our Teacher Education Students at each stage of their professional development. These expectations relate directly to the assessment criteria listed in the Professional Experience Evaluation Report. The Report can be used as a guide for the formal round-table discussion with the Tertiary Supervisor and the teacher education student.

If you find that you have identified and ticked some areas as unsatisfactory at the round-table discussion it is a strong indicator that the Teacher Education Student should be placed ‘at risk’ of failure. Please see page 48 for further information and processes.

Please ensure this report is completed by the final day of the teacher education student’s Professional Experience Placement. It is the teacher education student’s responsibility to return the Professional Experience Evaluation Report to the IEC Professional Experience Office within two weeks of finishing the Professional Experience Placement.
For units that use a digital evaluation form, it is your responsibility to ensure that the completed evaluation report is emailed to the designated email address indicated on the report.

**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 about 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 in. 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 in the package sent 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 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 childcare centre, 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. In a school placement or traditional 9am-3pm preschool, Teacher Education Students are expected to attend for a minimum of seven hours each day, five days a week.

Teacher Education Students are *not permitted* to attend on the basis of a ten-hour day, four days a week.

The requirements for the supervision of children will vary among 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-child ratio, related to licensing.

**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 information about a replacement supervising teacher can alleviate confusion and concern on the part of the teacher education student. 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 Tertiary Supervisor or the unit coordinator 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 including their orientation days. 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 (02 9850 9822) 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?
Please notify the Tertiary Supervisor if you believe the Teacher Education Student is experiencing difficulty. The earlier we know 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 in your role by the university. The mid prac round-table conversation might highlight areas which are unsatisfactory. This is a strong indicator that the Teacher Education Student should be placed at ‘risk’ of failure. In these situations where a teacher education student’s performance is deemed ‘at risk’ of failure by you and/or the Tertiary Supervisor, Teacher Education Students must be formally placed ‘at risk’ of failure. Further information about Teacher Education Students ‘at risk’ of failure can be found in Section 5 of this Handbook.

If, for any reason, you are unable to get in contact with the tertiary supervisor it would also be appropriate to contact the unit coordinator or the Professional Experience Officer on 9850 9822.

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 unit coordinator. Contact information can be found in the information package forwarded to the centre/school prior to the Teacher Education Student commencing placement. These details can also be obtained from the Professional Experience Office 9850 9822.

Who do I contact if I have questions about my pay or my claim form?
Please contact the Professional Experience Office (9850 9822) if you have any questions about your pay, your claim forms or any other administrative matters. The Professional Experience Office should be your first contact if you have any questions about Professional Experience (unless otherwise noted).
Section 4:

THE TERTIARY SUPERVISOR
The Tertiary Supervisor

We are fortunate to be supported by a diverse group of Tertiary Supervisors. Your experience visiting early childhood settings and schools brings a broad perspective to the evaluation process for our Teacher Education Student. Your role is essential in ensuring the successful completion of Professional Experience.

The role of a Tertiary Supervisor is three-fold. Firstly, when you visit a Teacher Education Student on Professional Experience placements you do so as a representative of the IEC. Secondly, your contribution provides support for the teacher education student, offering the Teacher Education Student evaluation and encouragement from an external point of view. This is significant for both Teacher Education Students and supervising teachers. Thirdly, your role is to provide support for the supervising teacher, with whom you are expected to work alongside to evaluate the teacher education student’s progress.

In recognition of the diversity of experiences and settings that you encounter, we encourage you to become familiar with this Handbook and the requirements for each level. By doing this you will be equipped to assist the Teacher Education Student as she/he implements the expectations and requirements.

In summary, you are expected to provide professional assistance to the Teacher Education Student and the supervising teacher by:

• ensuring that the 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 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;

• attending a round table discussion with the supervising teacher and teacher education student;

• undertaking appropriate procedures if the Teacher Education Student is ‘at risk’ of failing the Professional Experience (see Section 5 of this handbook);

• completing required documentation including assessment documents. If you are unsure what is required please contact the Professional Experience Office (9850 9822) for administrative matters and the unit coordinator regarding academic matters.
What do I need to know?

Do I need to contact the Teacher Education Student prior to Professional Experience?
It is the teacher education student’s responsibility to contact you. Please ensure that your contact details provided to the IEC 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 3 hours per teacher education student. We suggest you use this time in the following way but this can be negotiated in consultation with the relevant Unit Coordinator:

- Two visits to the setting, (1 hr & 1.5 hrs)
  - In the first week
  - For the round table discussion
- Post prac debrief (30 mins)

Meetings and visits to the placement are important and should not be overlooked.

An initial conversation
The Teacher Education Student is responsible for contacting the Tertiary supervisor by phone as 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 package and provide your contact details.

We request that when you go for your initial visit you introduce yourself to the director/principal 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.

Professional Experience visits
Visit 1 (approximately 1 hour during the first week of placement)
This is an opportunity early in the placement to meet with the Teacher Education Student and supervising teacher. Please use this opportunity to establish your expectations with the Teacher Education Student and review the specific expectations of the Professional Experience in the documentation you receive from the University. Attempt to visit at a time when the Teacher Education Student is interacting with children so that you are able to offer valuable feedback. Take some time to look at and comment on various aspects of their folder (your comments can be
recorded on the folder feedback sheet).

Speak with the Teacher Education Student and supervising teacher about progress and address any queries they may have. This is also a good time to arrange the round table discussion visit and ensure that the supervising teacher will be able to take time out from usual duties to be involved.

Visit 2: The mid prac round table (this visit will take approximately 1.5 hours)
This visit should be arranged for approximately half way through the placement. You will need to ensure that the supervising teacher is available to speak at least 30-40 minutes with you both. Take some time to observe the Teacher Education Student for example, interacting with the children or taking a lesson (this may depend on their requirements for the placement). Read through sections of their folder and record your comments on the folder feedback form.

It is advisable to have an informal conversation with the supervising teacher prior to the round table to generally check progress and raise awareness of any potential issues which will need to be discussed. The Teacher Education Student and supervising teacher should come to the meeting having completed their copies of the Evaluation Report. Your role is to facilitate and mediate the discussion.

Visit 3: Post prac meeting (approximately 30 minutes)
This is an opportunity to debrief with the Teacher Education Student about their prac experience. This meeting may take place on the final day of the placement or up to a week later. You are asked to check the teacher education student’s folders and provide feedback on their work on the folder feedback sheet. Please complete the Evaluation Report at this time for the Teacher Education Students to return to IEC. Tertiary supervisors may also like to discuss teacher education student’s strengths and personal growth during the placement and discuss the goals they may like to set for their next Professional Experience.

Can I ‘drop in’ to visit?
You may ‘drop in’ on a Teacher Education Student to see how the Teacher Education Student is progressing. ‘Drop in’ visits are designed to be informal, friendly and supportive and the Teacher Education Student usually welcomes additional contact with you. Your visit may include a chat with the Teacher Education Student and the supervising teacher and an evaluation of the Professional Experience Folder. If your arrival seems to be disruptive to the scheduling of the day please plan to ‘drop in’ at another time. It is not appropriate to use ‘drop in’ visits to conduct a formal evaluation, as the Teacher Education Student is not expected to interact with children for evaluation purposes without prior notification of 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 out of 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 folder?
We ask that you read and review the teacher education student’s folder. Teacher Education Students are expected to bring their folder to your meetings. The folder must be brought to the setting every day and made available to you and the supervising teacher for comments and
discussion. You may initial each page as you review the document to record that you have assessed that portion of the document and to help keep yourself on track regarding what you have and have not yet seen from one visit to the next.

Please provide a final comment on the evaluation form. It is the teacher education student’s responsibility to return the Evaluation Report to the IEC Professional Experience Office (Level 3, Building XSB) within two weeks of finishing the Placement.

Can I write in the teacher education student’s folder?
Yes. Providing written, as well as verbal feedback powerfully supports the teacher education student. Considerations when reviewing the folder 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. Please ensure that your comments are recorded in pen. More information about the teacher education student’s folder can be found in the Teacher Education Students section of this handbook.

What should I do if I am concerned about a teacher education student?
If you are concerned about a Teacher Education Student we suggest that you approach the supervising teacher with some open-ended questions. For example:

- ‘How do you think (teacher education student) is doing?’
- ‘Is there anything that you would see as noteworthy at this stage of the placement?’
- ‘Are there any issues you would like me to discuss with the teacher education student?’

If the supervising teacher shares your concerns this will open up the conversation and discuss a supportive response for the teacher education student. 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 placed ‘at risk’ of failure as early as possible. You may find that areas of concern are raised at the round table discussion and that the supervising teacher has identified elements as unsatisfactory in the evaluation document. This is a strong indicator that the Teacher Education Student should be placed ‘at risk’ of failure. Although we do not wish to pre-empt failure we recognise that the earlier supportive intervention is offered the more likely is that the experience can be turned from a potential fail into a success. More information about placing a Teacher Education Student ‘at risk’ is included in Section 5.

Some points to note about ‘at risk’:

- ‘At risk’ causes stress for Teacher Education Student. However, warning Teacher Education Students that they may be placed at risk increases anxiety and may mean they don’t receive assistance. If you feel a Teacher Education Student is not performing in relation to the expectations, please use this process rather than putting off what is likely to be inevitable
- When stressed, Teacher Education Students may need assistance and support, directing them to the unit coordinator is helpful. Please remind Teacher Education Students of their need for professionalism throughout the process
- Teachers are sometimes reluctant to place Teacher Education Students at risk, tertiary supervisors need to manage this by linking back to the expectations and assuring supervising teachers of the additional support Teacher Education Students will receive.

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 Students 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 including orientation days. 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 this up. It is expected 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 ensure the form is collected, signed and returned to the Professional Experience Office within two weeks of finishing the Professional Experience placement.

**Teacher Education Student wellbeing**
You may find yourself in a situation where a Teacher Education Student discloses personal or family situations to tertiary supervisors in confidence. This can impact on the teacher education student’s progression through the unit. Staff at the IEC are concerned about the health and wellbeing of all our Teacher Education Students and have services on campus to provide support and counselling. If this is the case, please respond to the Teacher Education Student along the following lines:

*Thank you for informing me. The university has a duty of care so I will be advising the unit coordinator that they need to contact you in relation to a current personal/ medical issue (details do not need to be provided to the unit coordinator, the Teacher Education Student can share these)*

Then please notify the unit coordinator straight away, telling them that there are personal issues that need attention. The unit coordinator will follow up with the teacher education student.
Section 5:

EXPECTATIONS AND EVALUATION
Introducing Professional Experience Expectations

The Professional Experience Expectations provide criteria for Teacher Education Student' development during Professional Experience. The Expectations 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 Expectations are intentionally open-ended.

For Teacher Education Students completing placements in prior to school settings the expectations reflect professional standards of effective early childhood practice and have been divided into five categories that characterise different aspects of the teacher education student's development. They include the teacher education student’s proficiency in:

- Building Relationships
- Understanding Children
- Facilitating Learning
- Critical and Reflective Practice
- Working Professionally

For Teacher Education Students completing placements in school settings, the expectations have been determined by Australian Institute for Teaching and School Leadership (AITSL). Implementation of these National Professional Teaching Standards are overseen by the NSW Institute of Teachers. They include the teacher education student’s proficiency in the following elements:

- Standard 1: Know Teacher Education Students and how they learn
- Standard 2: Know the content and how they teach it
- Standard 3: Plan for and implement effective teaching and learning
- Standard 4: Create and maintain supportive and safe learning environments
- Standard 5: Assess, provide feedback and report on Teacher Education Student learning
- Standard 6: Engage in professional learning
- Standard 7: Engage professionally with colleagues, parents/carers and the community

Whilst the expectations in each setting differ in terminology, Teacher Education Students in each professional experience placement build on their knowledge and expertise in becoming a teacher.

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 she or he is meeting the Professional Experience Expectations. This may be done by identifying examples of personal practice with children, staff or families, and/or identifying aspects of written records that relate to any specific part of the guidelines.

The Professional Experience Expectations 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 100 and 200 level expectations as well as those required at 300 level to be eligible for a satisfactory grade.
Evaluation and Assessment of Teacher Education Student

IEC has adopted a three-phase approach for the evaluation of Teacher Education Student.

**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 Expectations, 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 the Tertiary Supervisor and the supervising teacher.

The Tertiary Supervisor and the Teacher Education Student will have had contact before the Professional Experience to discuss the requirements set out for the placement and to decide how these may be interpreted and evaluated.

**Phase 2: Progressive Evaluation**

During Phase 2 of the evaluation, the supervising teacher and the Tertiary Supervisor collect 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 (round table discussion)**

A progressive evaluation meeting should be conducted during the Professional Experience placement. In most cases, this will involve a round-table meeting with the supervising teacher, the Teacher Education Student and the Tertiary Supervisor in the middle of placement.

All participants should come to the round-table meeting having considered the criteria listed in the Professional Experience Expectations. 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 may have ‘pencilled in’ the formal copy. The supervising teacher is expected to lead the discussion of the teacher education student’s performance as it relates to the Professional Experience Expectations.

**A note on the ‘Professional Experience Folder’ (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 folder. Teacher Education Students must ensure that the folder 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 completion of university assignments.

As Teacher Education Students are required to write in their Professional Experience folder daily, supervising teachers and Tertiary Supervisors should not ask to borrow the records overnight during the teaching block.

**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 during the final week of Professional Experience. The Tertiary Supervisor may attend, although this depends on arrangements for the 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 Expectations. 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 Tertiary Supervisor and 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 return the Professional Experience Evaluation Report to the Professional Experience Office (Level 3, Building X5B) within two weeks 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 programs offered by the IEC and the School of Education at Macquarie University. This rule applies only to Teacher Education Students who commenced their Bachelor of Education or the Graduate Diploma in Early Childhood after January 1, 2000. Please check the Handbook of Undergraduate Studies for more details.

**Professional Standards of Numeracy and Literacy (oral and written)**

In order to teach effectively Teacher Education Students are required to demonstrate professional standards of numeracy and literacy (oral and written). A component of the Professional Experience placement enables Teacher Education Students to be evaluated in these areas and if a Teacher Education Student is not yet able to achieve a satisfactory grade in numeracy and/or literacy this will be indicated on their evaluation report. In this situation Teacher Education Students will receive a letter from the Professional Experience Unit Coordinator acknowledging the unsatisfactory report and indicating that it will be recorded.

Teacher Education Students who do not receive a satisfactory grade in numeracy and/or literacy are encouraged to seek academic and/or wellbeing advice immediately. The undergraduate coordinator can be contacted by email at iec.undergraduate@mq.edu.au and Campus Wellbeing Services can be contacted via email at campuswellbeing@mq.edu.au.

If a Teacher Education Student receives two unsatisfactory indicators in numeracy and/or literacy in two professional experience units a fail grade will be awarded for the second placement.
Teacher Education Students "at risk" of Failure

When the standard of work indicates that a Teacher Education Student is at risk of failing a Professional Experience placement, a formal process is used to indicate the area/s the Teacher Education Student needs to improve to reach a satisfactory standard. A Teacher Education Student may be placed at risk in relation to their teaching practice and/or in relation to the standard of written work presented in their Professional Experience folder. Regardless of the reason, the Teacher Education Student is required to present their folder to the Professional Experience unit Coordinator on the first working day after completion of placement for assessment.

Early notification is in the teacher education student’s best interest

It is important to identify struggling Teacher Education Students as early as possible in order to give them sufficient time to improve their work. Teacher Education Students who are placed "at risk" have the opportunity to reach a passing standard in their practice teaching. When the supervising teacher and/or the Tertiary Supervisor are concerned about a teacher education student's progress the following steps should be taken:

Step 1: The ‘At Risk’ Form

A formal notification is made on Form B (Appendix C). The reasons for the "at risk" status must be identified. The teacher education student, supervising teacher and Tertiary Supervisor must sign the form before it is forwarded to the Coordinator of the unit in which the Teacher Education Student is enrolled. A copy of the form must also be provided for the teacher education student, the supervising teacher and the Tertiary Supervisor. Completing the At-Risk Form is most often the responsibility of the Tertiary Supervisor, who completes the form after meeting with the supervising teacher and the teacher education student. In some instances the supervising teacher may take on this responsibility.

Step 2: The ‘At Risk’ Visit

The unit coordinator makes appropriate arrangements to respond to the concerns identified on Form B (Appendix C). This usually involves arranging for an "at risk" visit by an experienced Tertiary Supervisor. The "at risk" visit provides a second opinion as the ‘at-risk’ tertiary supervisor responds to each area of concern by completing another At-Risk Form (Form C). The teacher education student, supervising teacher and university ‘at-risk’ tertiary supervisor sign the second form before it is forwarded again to the coordinator of the Professional Experience unit, in which the Teacher Education Student is enrolled. A copy of the form must also be provided for the Teacher Education Student and the supervising teacher.

Please Note:

- Teacher Education Students may be placed "at risk" for an inappropriate standard of written records in the Professional Experience Folder. If there are no other areas of concern, this "at risk" status may not require a second opinion visit, rather the Teacher Education Student will be required to submit the Professional Experience Folder to the Coordinator of the Professional Experience unit for final assessment.
- In some circumstances, a Teacher Education Student may fail Professional Experience without being placed “at risk”.
- In some circumstances, a second opinion visit may be requested, unrelated to a Teacher Education Student being placed “at risk”.

IEC Professional Experience Handbook 2016 41
Review of Professional Teaching Experience Placement Decision

The Institute of Early Childhood is committed to promoting excellence in learning and teaching. Professional experience units include studies at the university (academic assessments and participation in tutorials) as well as working with children (Professional Experience). 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. IEC 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 expectations 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 IEC Department Appeals Committee. This review relates only to the professional teaching experience and not the academic assessment grade for the unit. In some cases, Teacher Education Students may be given an opportunity to repeat the professional teaching experience in a different setting. 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 feel that they have been disadvantaged in any of the areas identified below. Evidence must be provided to support the review.

• Circumstances at the school or early childhood setting jeopardised the teacher education student’s progress
• Appropriate procedures (as per Professional Experience handbook) were not followed by the Tertiary Supervisor
• Appropriate processes (as per the Professional Experience handbook) were not followed by the Professional Experience or Academic Unit Coordinator.

The review process has 3 steps:

Step 1: Complete and submit the Application for review of Professional Teaching Experience form. This is to be submitted with supporting documentation (including the teacher education student’s Professional Experience folder) to the IEC Professional Experience Coordinator no later than 5 working days after receiving the unsatisfactory or fail grade for the professional teaching experience.

Step 2: Within two weeks of receiving the review application, the IEC Professional Experience Coordinator will convene a Committee to make an independent determination about the case presented. The Committee will include no less than 2 additional academics who teach or coordinate professional experience units. These academics will not also be members of the IEC Department Appeals Committee.

The unit professional experience or academic coordinator will provide a written response to the committee 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 IEC Professional Experience Coordinator will notify the Teacher Education Student in writing of the outcome from the committee meeting within 2 weeks of receiving the application. This information will also be forwarded to the Chair of IEC Department Appeals Committee for their records.

Application for review of Professional Teaching Experience decision

Teacher Education Student Name: __________________________  Teacher Education Student number: __________________________

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

Professional Experience Unit:

Setting name:

Address:

Phone:

Supervising teacher:

Age group Teacher Education Student was working with:

Reason for appeal (tick one of the following):

☐ Circumstances at the school or early childhood setting jeopardised the teacher education student’s progress
☐ Appropriate procedures (as per Professional Experience Handbook) were not followed by the Tertiary Supervisor
☐ Appropriate processes (as per the Professional Experience Handbook) were not followed by the Professional Experience or Academic Unit Coordinator.

Please outline the specific details of circumstance for which you seek the review:

Supporting documentation provided ☐ yes ☐ no

Purpose of supporting documentation:
Section 6:

APPENDIX
Appendix A

Early Childhood Australia Code of Ethics
Early Childhood Australia Code of Ethics

Preamble

Wise moral decisions will always acknowledge our interdependency; our moral choices are ours alone, but they bind us all to those who will be affected by them. So deciding for yourself what’s right or wrong does not mean deciding in isolation.’ (Mackay, 2004, p. 242).

This Code of Ethics provides a framework for reflection about the ethical responsibilities of early childhood professionals. Following a national process of consultation, principles emerged which are indicative of the values we share as early childhood professionals in Australia. The Code is intended for use by all early childhood professionals who work with or on behalf of children and families in early childhood settings.

In developing this second edition of Early Childhood Australia’s Code of Ethics, the national working party was mindful of changes in the knowledge base of early childhood that have occurred over the last decade. New research has allowed significant changes in understandings to emerge that reposition children as citizens with entitlements and rights. Increasingly, children are seen as competent and capable and able to participate in the negotiation of their learning and social experiences. Additionally, societal and environmental changes at the local, national and global levels impact on children and families with consequent implications for our work. In recognition of the impact of globalisation and global sustainability, this revised Code identifies ethical responsibilities to work with children and families in order to address global issues locally.

Just as the world has changed for children and families, so it has changed for professionals who work with them. The notion of lifelong learning, reflective practice, researching with children, new methods of documenting and assessing children’s learning, and collaborating across traditional service and discipline boundaries are examples of contemporary requirements for early childhood professionals.

Inherent in this Code is the understanding that children learn within their family and community groups, bringing rich knowledge, a diversity of experiences and identities to their learning. Sociocultural theories have moved our focus beyond individual children’s development to highlight the importance of social contexts to children’s learning and development. As children participate and learn in their communities, they in turn influence those communities. Early childhood communities ought to be spaces and places where practices such as responsive listening and dialogue can build connections and relationships which sustain and advance individual and collective wellbeing.

Early childhood professionals have a strong history of advocating on behalf of children and their families. This revised Code builds on this tradition by making explicit the ethical responsibility to take action in the face of injustice and when unethical practice occurs.

This Code is not intended to, and could not possibly provide easy answers, formulae, or prescriptive solutions for the complex issues early childhood professionals face in their work. As an aspirational document, it does provide a basis for critical reflection, a guide for professional behaviour, and principles to inform individual and collective decision-making.

The following values and processes are considered central to the Code of Ethics: respect, democracy, honesty, integrity, justice, courage, inclusivity, social and cultural responsiveness and education.
EARLY CHILDHOOD AUSTRALIA CODE OF ETHICS

In this Code of Ethics the protection and wellbeing of children is paramount and speaking out or taking action in the presence of unethical practice is an essential professional responsibility.

I. In relation to children, I will:

1. Act in the best interests of all children.
3. Recognise children as active citizens participating in different communities such as family, children’s services and schools.
4. Work with children to help them understand that they are global citizens with shared responsibilities to the environment and humanity.
5. Respect the special relationship between children and their families and incorporate this perspective in all my interactions with children.
6. Create and maintain safe, healthy environments, spaces and places, which enhance children’s learning, development, engagement, initiative, self-worth, dignity and show respect for their contributions.
7. Work to ensure children and families with additional needs can exercise their rights.
8. Acknowledge the uniqueness and potential of all children, in recognition that enjoying their childhood without undue pressure is important.
9. Acknowledge the holistic nature of children’s learning and the significance of children’s cultural and linguistic identities.
10. Work to ensure children are not discriminated against on the basis of gender, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin.
11. Acknowledge children as competent learners, and build active communities of engagement and inquiry.
12. Honour children’s right to play, as both a process and context for learning.

II. In relation to families, I will:

1. Listen to and learn from families, in order to acknowledge and build upon their strengths and competencies, and support them in their role of nurturing children.
2. Assist each family to develop a sense of belonging and inclusion.
3. Develop positive relationships based on mutual trust and open communication.
4. Develop partnerships with families and engage in shared decision making where appropriate.
5. Acknowledge the rights of families to make decisions about their children.
6. Respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems.
7. Develop shared planning, monitoring and assessment practices for children’s learning and communicate this in ways that families understand.
8. Acknowledge that each family is affected by the community contexts in which they engage.
9. Be sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of all children and families.
10. Maintain confidentiality and respect the right of the family to privacy.
III. In relation to colleagues, I will:

1. Encourage my colleagues to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours.
2. Build collaborative relationships based on trust, respect and honesty.
3. Acknowledge and support the personal strengths, professional experience and diversity which my colleagues bring to their work.
4. Make every effort to use constructive methods to manage differences of opinion in the spirit of collegiality.
5. Share and build knowledge, experiences and resources with my colleagues.
6. Collaborate with my colleagues to generate a culture of continual reflection and renewal of high quality practices in early childhood.

IV. In relation to communities, I will:

1. Learn about the communities that I work within and enact curriculum programs which are responsive to those contexts and community priorities.
2. Connect with people, services and agencies within the communities that support children and families.
3. Promote shared aspirations amongst communities in order to enhance children’s health and wellbeing.
4. Advocate for the development and implementation of laws and policies that promote child-friendly communities and work to change those that work against child and family wellbeing.
5. Utilise knowledge and research to advocate for universal access to a range of high-quality early childhood programs for all children.
6. Work to promote community understanding of how children learn in order that appropriate systems of assessment and reporting are used to benefit children.

V. In relation to Teacher Education Student, I will:

1. Afford professional opportunities and resources for Teacher Education Students to demonstrate their competencies.
2. Acknowledge and support the personal strengths, professional knowledge, diversity and experience which Teacher Education Students bring to the learning environment.
3. Model high-quality professional practices.
4. Know the requirements of the Teacher Education Student’ individual institutions and communicate openly with the representatives of that institution.
5. Provide ongoing constructive feedback and assessment that is fair and equitable.
6. Implement strategies that will empower Teacher Education Students to make positive contributions to the workplace.
7. Maintain confidentiality in relation to Teacher Education Student.

VI. In relation to my employer, I will:

1. Support workplace policies, standards and practices that are fair, non-discriminatory and are in the best interest of children and families.
2. Promote and support ongoing professional development within my work team.
3. Adhere to lawful policies and procedures and when there is conflict, attempt to effect change through constructive action within the organisation or seek change through appropriate procedures.
VII. In relation to myself as a professional, I will:

1. Base my work on contemporary perspectives on research, theory, content knowledge, high quality early childhood practices and my understandings of the children and families with whom I work.
2. Regard myself as a learner who undertakes reflection, critical self-study, continuing professional development and engages with contemporary theory and practice.
3. Seek and build collaborative professional relationships.
4. Acknowledge the power dimensions within professional relationships.
5. Act in ways that advance the interests and standing of my profession.
6. Work within the limits of my professional role and avoid misrepresentation of my professional competence and qualifications.
7. Mentor other early childhood professionals and Teacher Education Student.
8. Advocate in relation to issues that impact on my profession and on young children and their families.
9. Encourage qualities and practices of leadership within the early childhood profession.

VIII. In relation to the conduct of research, I will:

1. Recognise that research includes my routine documentation and investigations of children’s learning and development, as well as more formal research projects undertaken with and by external bodies.
2. Be responsive to children’s participation in research, negotiating their involvement taking account of matters such as safety, fatigue, privacy and their interest.
3. Support research to strengthen and expand the knowledge base of early childhood, and where possible, initiate, contribute to, facilitate and disseminate such research.
4. Make every effort to understand the purpose and value of proposed research projects and make informed decisions as to the participation of myself, colleagues, children, families and communities.
5. Ensure research in which I am involved meets standard ethical procedures including informed consent, opportunity to withdraw and confidentiality.
6. Ensure that images of children and other data are only collected with informed consent and are stored and utilised according to legislative and policy requirements.
7. Represent the findings of all research accurately.

The Early Childhood Australia Code of Ethics (2006) was developed by a national working party consisting of Lennie Barblett (Convenor), John Buckell, Sandra Cheeseman, Margaret Clyde, Lyn Fasoli, Catharine Hydon, Anne Kennedy, Elizabeth Dau, Linda Newman, Lois Pollnitz, Gillian Styles, Louise Thomas, Laura Eisele and Christine Woodrow.

This working party acknowledges the work of the original Code of Ethics working party and thanks them for their outstanding contribution to the early childhood profession.
Appendix B

The Early Childhood Professional Experience Council (NSW)

Principles for Early Childhood Professional Experience
PRINCIPLES OF PROFESSIONAL EXPERIENCE IN
EARLY CHILDHOOD PROFESSIONAL PREPARATION PROGRAMS

Developed by

THE EARLY CHILDHOOD PROFESSIONAL EXPERIENCE COUNCIL OF NEW SOUTH WALES

PREAMBLE

The Early Childhood Professional Experience Council of New South Wales
The Early Childhood Professional Experience Council of New South Wales is a group of professionals who view professional experience as an integral component of coherent early childhood professional preparation programs. Members are representatives from universities, government departments, registered training organisations, employing bodies, peak bodies and other relevant organisations that are involved in the preparation of early childhood professionals.

Professional Practice
The purpose of this document is to promote structured professional practice as it relates to the field experience component of early childhood professional preparation programs. Within the framework of professional practice, The Early Childhood Professional Experience Council of New South Wales advocates for ethical practice. This document, Principles of field experience in early childhood professional preparation programs, is to be used in conjunction with Early Childhood Australia’s Code of Ethics.

Field experience within professional preparation programs
Professional experience is an integral component of professional preparation courses. Professional experience refers to the wide range of purposefully designed, sequenced, coordinated and supervised field based experiences in which Teacher Education Students engage during their courses. These provide the context for experiential learning where Teacher Education Students can apply, reflect upon and reconstruct personal meanings of practice.

The duration of the professional experience program and patterns of attendance may vary. For example, it could include weekly attendance for one day per week, a continuous block of one to four weeks, or longer internships. Extended continuous blocks of professional experience are essential for the development of the attributes required of early childhood practitioners.
PRINCIPLES

1. VALUE OF QUALITY PROFESSIONAL EXPERIENCE

Field experience placements provide Teacher Education Student, practitioners and tertiary staff with opportunities to
- reflect on their own professional learning
- engage in and explore new learnings
- integrate theories and apply new knowledge in practice
- examine current issues and participate in relevant events and projects
- build professional networks.

Adequate funding and resourcing must be made available to ensure that
- the number, frequency and duration of field based placements is fitting for Teacher Education Student’s overall professional preparation
- the need for varied, sustained and purposeful field based experiences, where there are opportunities for continuous involvement and reflection on experience, is recognised and supported
- recognition is given to relevant field based staff who accept the responsibility of a teacher education student
- tertiary staff are able to engage with and support Teacher Education Students at their field placement site to ensure quality outcomes for Teacher Education Students and services
- tertiary staff who visit Teacher Education Students at their field placement site and field based staff are adequately trained and able to fulfil their role.

2. TEACHER EDUCATION STUDENT PLACEMENT

Teacher Education Students should be placed
- with children whose ages range from birth to eight years
- in a range of child and family programs for sustained periods of time
- in high quality early childhood programs
- with the guidance of qualified early childhood staff who fulfil their responsibilities in an professional manner.

3. ROLES AND RESPONSIBILITIES

Teacher Education Students undertaking professional experience placements have the responsibility to
- fulfil institution and placement requirements in a professional manner in accordance with the ECA Code of Ethics
- respond positively to constructive feedback provided by field placement site and tertiary staff
- further their own professional learning
- contribute as a team member.

Staff at the professional experience placement setting have a responsibility to
- ensure that there is a designated member of staff who is the onsite liaison with the tertiary institution and Teacher Education Students
- enable Teacher Education Students to fulfil institution and placement requirements according to the ECA Code of Ethics
- provide ongoing formal and informal constructive feedback to Teacher Education Student
- model appropriate practice
- offer Teacher Education Students opportunities for challenge as well as for consolidation
- include Teacher Education Students as team members
- work collaboratively with Teacher Education Students the professional preparation institution.

**Staff at the tertiary institutions have a responsibility to**
- ensure that there is a designated member of staff who is the onsite contact between the institution, the setting and the Teacher Education Students
- provide clear, well organised curriculum and assessment documents
- ensure that Teacher Education Students have completed all necessary legislative requirements
- work collaboratively with staff at the placement site to provide constructive feedback to Teacher Education Student
- ensure curriculum and assessment reflects contemporary research and practice.
Appendix C

At Risk Forms B and C
INSTITUTE OF EARLY CHILDHOOD, MACQUARIE UNIVERSITY
NOTIFICATION OF TEACHER EDUCATION STUDENT “AT RISK” OF FAILURE ON PROFESSIONAL EXPERIENCE PRIOR TO SCHOOL (FORM B)

Unit (E.g. ECHP122):

Teacher Education Student’s Name: ____________________________________________

Teacher Education Student’s Student Number: _________________________________

Centre: _____________________________________________________________________

Supervising Teacher: _______________________________________________________

Tertiary Supervisor: ________________________________________________________

JUSTIFICATION FOR “AT RISK” STATUS

COMPLETING THE FORM: Please complete each element below whilst referring to the evaluation report. Note on this form the particular aspect(s) the teacher education student is not currently meeting. Please refer to the Professional Experience Handbook for the “at risk” procedure.

1. Building Relationships: The teacher education student’s capacity to build meaningful, responsive and respectful relationships with children, staff and parents:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Understanding Children: The teacher education student’s capacity to observe, record, interpret and reflect on children’s behaviour, strengths, needs and interests in a professional, clear and respectful manner:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Facilitating Learning: The teacher education student’s capacity to plan and facilitate appropriate and engaging learning experiences for children:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

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

**RECOMMENDATION/S:**

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

- [ ] Book work at risk of failure *
- [ ] Professional practice at risk of failure *
- [ ] Written literacy skills at risk of failure
- [ ] Oral literacy skills at risk of failure

*The teacher education student must submit their Professional Experience folder at the end of prac.*

**SIGNATURES:**

Teacher education student: _________ Date: _________ Tertiary Supervisor: _________________ Date: _________

Supervising Teacher: _______________ Date: _________ Unit Coordinator: _________________ Date: _________

Please provide a copy of this completed form to the Teacher Education Student, Tertiary Supervisor, Supervising Teacher and IEC Professional Experience Office.

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

Please email to the IEC Professional Experience Office  **iec.prac@mq.edu.au** or fax to: (02) 9850 9860
INSTITUTE OF EARLY CHILDHOOD, MACQUARIE UNIVERSITY
NOTIFICATION OF TEACHER EDUCATION STUDENT “AT RISK” OF FAILURE ON PROFESSIONAL EXPERIENCE
SCHOOL (FORM B)

Unit (E.g. ECHP122):
Teacher Education Student’s Name: ________________________________
Teacher Education Student’s Student Number: __________________________
School: ___________________________________________________________________
Supervising Teacher: _______________________________________________________
Tertiary Supervisor: _________________________________________________________

JUSTIFICATION FOR “AT RISK” STATUS

COMPLETING THE FORM: Please complete each element below whilst referring to the evaluation report.
Note on this form the particular aspect(s) the teacher education student is not currently meeting. Please refer to the Professional Experience Handbook for the “at risk” procedure.

1. Knows students and how they learn:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Knows the content and how to teach it:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Plans for and implement effective teaching and learning:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Create and maintain supportive and safe learning environments:

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. Engage in professional learning:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

RECOMMENDATION/S:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

☐ Book work at risk of failure *  ☐ Professional practice at risk of failure *
☐ Literacy skills at risk of failure  ☐ Oral skills at risk of failure
☐ Numeracy skills at risk of failure

* The teacher education student must submit their Professional Experience folder at the end of prac.

SIGNATURES:

Teacher Education Student: ___________  Date: ________  Tertiary Supervisor: _______________  Date: ________

Supervising Teacher: _______________  Date: ________  Unit Coordinator: _______________  Date: ________

Please provide a copy of this completed form to the Teacher Education Student, Tertiary Supervisor, Supervising Teacher and IEC Professional Experience Office.

The “At Risk” status will remain until the final institute assessment occurs at the completion of the unit.
Please email to the IEC Professional Experience Office iec.prac@mq.edu.au or fax to: (02) 9850 9860
### Completing the Form: Comment on Each Area of Concern Identified on Form B

1. **Building Relationships**: The teacher education student’s capacity to build meaningful, responsive and respectful relationships with children, staff and parents:

   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________

2. **Understanding Children**: The teacher education student’s capacity to observe, record, interpret and reflect on children’s behaviour, strengths, needs and interests in a professional, clear and respectful manner:

   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________

3. **Facilitating Learning**: The teacher education student’s capacity to plan and facilitate appropriate and engaging learning experiences for children:

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

RECOMMENDATION/S:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

- Book work shows progress *
- Book work not up-to-date *
- Book work does not meet requirements
- Professional practice shows progress *
- Professional practice at risk of failure *
- Professional practice does not meet requirements
- Written literacy shows progress
- Written literacy at risk of failure
- Written literacy does not meet requirements
- Oral literacy shows progress
- Oral literacy at risk of failure
- Oral literacy does not meet requirements

* The teacher education student must submit their Professional Experience folder at the end of prac.

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

SIGNATURES:

Teacher Education Student: __________ Date: ________ Tertiary Supervisor: ________________ Date: ________

Supervising Teacher: ________________ Date: ________ Unit Coordinator: ________________ Date: ________

Please provide a copy of this completed form to the Teacher Education Student, Tertiary Supervisor, Supervising Teacher and IEC Professional Experience Office.
## COMPLETING THE FORM: COMMENT ON EACH AREA OF CONCERN IDENTIFIED ON FORM B

1. **Knows students and how they learn:**
   
   [Blank Line]

   [Blank Line]

   [Blank Line]

2. **Knows the content and how to teach it:**
   
   [Blank Line]

   [Blank Line]

   [Blank Line]

3. **Plans for and implement effective teaching and learning:**
   
   [Blank Line]

   [Blank Line]

   [Blank Line]

4. **Create and maintain supportive and safe learning environments:**
   
   [Blank Line]

   [Blank Line]

   [Blank Line]

5. **Assess and provide feedback and report on student learning:**
   
   [Blank Line]

   [Blank Line]

   [Blank Line]
6. Engage in professional learning:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

RECOMMENDATION/S:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

☐ Book work shows progress * ☐ Book work not up-to-date * ☐ Book work does not meet requirements

☐ Professional practice shows progress * ☐ Professional practice at risk of failure * ☐ Professional practice does not meet requirements

☐ Literacy skills shows progress ☐ Literacy skills at risk of failure ☐ Literacy skills does not meet requirements

☐ Oral skills shows progress ☐ Oral skills at risk of failure ☐ Oral skills does not meet requirements

☐ Numeracy skills shows progress ☐ Numeracy skills at risk of failure ☐ Numeracy skills does not meet requirements

* The teacher education student must submit their Professional Experience folder at the end of prac.

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

SIGNATURES:

Teacher Education Student: __________  Date: ______  Tertiary Supervisor: ________________  Date: ______

Supervising Teacher: ________________  Date: ______  Unit Coordinator: ________________  Date: ______

Please provide a copy of this completed form to the Teacher Education Student, Tertiary Supervisor, Supervising Teacher and IEC Professional Experience Office.