

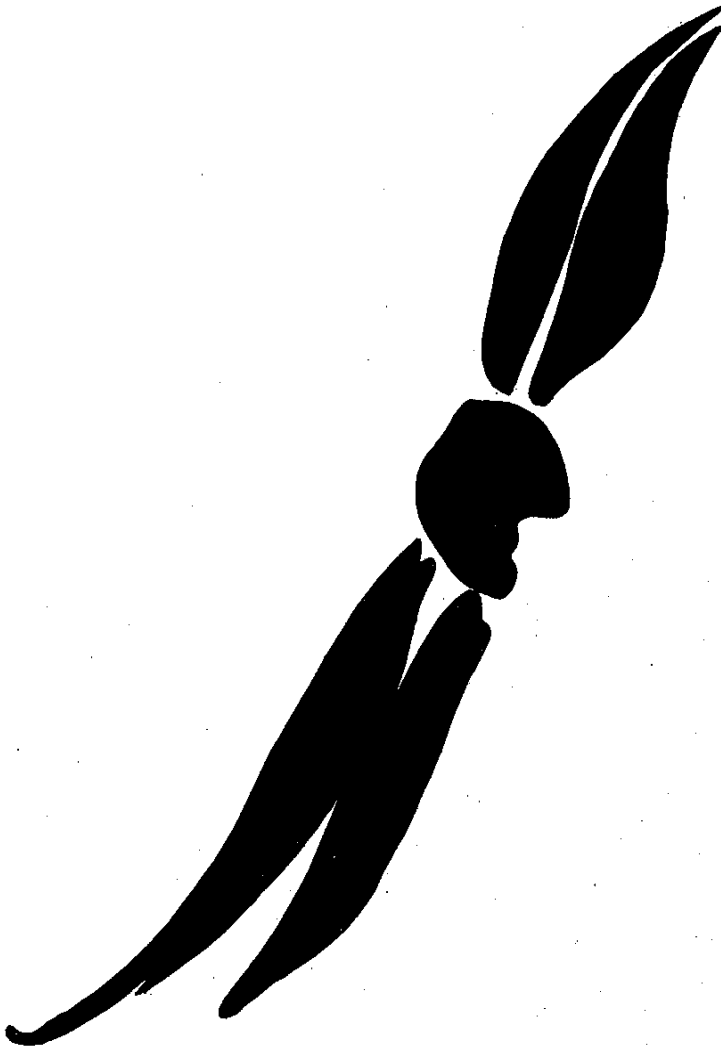
Bachelor of Teaching (Birth – 5 years)

EPT308 – Windows to the Community

Faculty of Education

CHARLES STURT

U N I V E R S I T Y



Professional Experience Handbook

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INTRODUCTION

The Professional Experience component of the Bachelor of Teaching (Birth to Five Years) course has been designed so that Pre-service Teachers reflect on and develop their teaching skills and continue to develop as a professional. The placement is negotiated for Pre-service Teachers to combine theoretical concepts introduced throughout the course, prior learning and the expectations of the early childhood teaching profession. There is a very strong emphasis on reflection, evaluation and development of teaching techniques and skills.

The Professional Experience is an essential aspect of attaining a teaching degree. Charles Sturt University recognises the commitment of early childhood professionals who support Pre-service Teachers through out their Professional Experience. We wish to thank all those who guide the development of teaching professionals. We also hope that the staff of children's services are able to gain from idea and information sharing with Pre-service Teachers.

This handbook outlines the requirements of the Professional Experience and also provides general information concerning organisation and successful completion of the processes associated with the placement.

If you have any queries or would like further information please contact the Subject Coordinator/Course Coordinator/Professional Experience Liaison Officer. Contact information is listed below.

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COURSE STRUCTURE, BACHELOR OF TEACHING (Birth to Five Years)

The course objectives are to further develop the skills of Pre-service Teachers in order to enable them to:

- Advance their prior-to-school teaching skills and practices
- Interact effectively with children, families, colleagues and communities
- Understand how young children develop in ecological contexts
- Understand the role early childhood professionals play in the development of young children
- Respond to change and work effectively within early childhood services and the communities they serve
- Develop a commitment to justice and equity, and to treat Pre-service Teachers and their families accordingly
- Enhance an understanding of and valuing of all members of local and wider communities
- Continue to develop as reflective practitioners
- Take on the responsibilities associated with being leaders in early childhood services and the community
- Evolve a personal philosophy of education based upon a sound body of knowledge of theory and its relationship with practice, and to think reflectively about this relationship
- Use current research to influence their practices
- Produce research findings to influence their practices
- Value the pursuit of scholarly and intellectual endeavours.

Pre-service Teachers are expected to acknowledge and value multiple perspectives of high quality early childhood experiences.

COURSE STRUCTURE AND ENROLMENT PATTERN

Pre-service Teachers enter the course with qualifications that give them two years (eight sessions part-time) credit within this course. Some Pre-service Teachers may choose to vary the enrolment pattern in consultation with the Course Coordinator. Those who enter at a mid-year point also have a slightly varied pattern of enrolment.

Session One (Autumn)

EEB305 Rights of Children **OR** EEA304 Multiple understandings: Early childhood teaching and learning
EEB306 Wellness & Wellbeing in Early Childhood Contexts

Session Two (Spring)

EMS302 Investigation: Teaching and Learning in Early Childhood
EML302 Learning Language

Session Three (Autumn)

EER303 Research & Practice

EEB307 Diversity in Early Childhood Environments

Session Four (Spring)

EEA303 Relationships in Early Childhood

EPT308 Windows to the Community

Mid-year Enrolment

Session One (Spring)

EEB305 Rights of Children **OR** EEA304 Multiple Understandings: Early Childhood teaching and learning

EEB306 Wellness and Wellbeing in Early Childhood contexts

Session Two (Autumn)

EMS302 Investigation: Teaching and Learning in Early Childhood

EML302 Learning Language

Session Three (Spring)

EEB307 Diversity in Early Childhood Environments

EEA303 Relationships in Early Childhood

Session Four (Autumn)

EER303 Research and Practice

EPT308 Windows to the Community

GOALS OF THE PROFESSIONAL EXPERIENCE PROGRAM

The general **AIM** of the program is to facilitate, by the provision of appropriate contexts and personnel, the induction of Pre-service Teachers into the profession through the orientation, conceptualisation and appropriation stages of professional development.

The **GOALS** of the Professional Experience are to:

- inform Pre-service Teachers of their development in relation to:
 - . perceived motivation for teaching
 - . interaction with children
 - . planning and preparation
 - . communication skills
 - . teaching skills
 - . ability to organise in detail
 - . management skills
 - . insights and initiatives in the teaching/learning process
 - . outcomes for children
 - . development as a staff member
 - . interactions with families, colleagues and community
 - . leadership skills.
- require Pre-service Teachers to develop teaching skills at an appropriate pace;
- make explicit the connection between theories and teaching practice;
- require Pre-service Teachers to convert academic subjects into field practice;
- to develop in each Pre-service Teacher a responsibility for acquiring the professional and personal qualities and competencies necessary in a teaching career, through the identification and evaluation of individual and personal objectives;
- to encourage continuing dialogue (based on ongoing observation) between Pre-service Teachers and Liaison Officers with a view to improving performance;
- to lay the foundation for continuing study, research, self-evaluation and increasing effectiveness within the context of changing educational and social conditions;
- to assess all Pre-service Teachers in terms of their **suitability, performance and effectiveness** as early childhood teaching professionals.

ACADEMIC PROGRESS REGULATIONS

(As per CSU University Handbook)

Because it includes a Professional Experience component for your course - **Bachelor of Teaching (Birth to Five Years)** – this subject and [all other Professional Experience subjects] are regarded as an indicator of your professional suitability. A failure in the Professional Experience component will mean that you have not met an essential element of the Academic Progress Regulations. Should you fail the Professional Experience component of this subject you may be excluded from your course for three years, and you will be required to re-apply for admission to the course because continuation after exclusion is not automatic. Should you experience any difficulties in the Professional Experience component of this subject and/or you have been identified as being “at risk”, it is strongly recommended that you immediately seek additional assistance and advice from your Associate Teacher, the School Principal or delegated member of staff, University staff and/or the Professional Experience Director.

GUIDELINES FOR THE DIRECTOR/COORDINATOR/AUTHORISED SUPERVISOR

An introduction to the Professional Experience by the Director/Coordinator/Authorised Supervisor can play a significant role in the Pre-service Teacher's adjustment to the different situations. It is anticipated that the Director/Coordinator/Authorised Supervisor would:

- allocate the Pre-service Teacher to an Associate Teacher who agrees to carry out the task of supervision and mentoring, taking into consideration the needs of the Pre-service Teacher to focus on teaching skills and techniques
- arrange for the Pre-service Teacher to observe teaching, organisation and other aspects of the early childhood profession
- allocate tasks and duties, including extra-curricular activities which the Pre-service Teacher should share with the Associate Teacher
- ensure that the Pre-service Teacher does not undertake activities and responsibilities that are inappropriate for a Pre-service Teacher no matter what their level of experience
- be available to the Pre-service Teacher for discussing any professional or personal difficulties.

For this experience to achieve maximum benefit, it is recommended that on the first day of the practice, the Director/coordinator/authorised supervisor advise the Pre-service Teacher:

- of service policies and procedures
- about the limits of the Pre-service Teacher's responsibilities and authority
- of the times, places and manner in which extra-curricular activities are to be carried out
- of observation of common courtesies such as punctuality, notification of absences and keeping the relevant staff informed of activities
- of his/her role in relation to the community's expectations of the service,
- and introduce the Pre-service Teacher to the Associate Teacher, all other staff and
- introduce the Pre-service Teacher to the children and parents as a visiting teacher.

GUIDELINES FOR THE ASSOCIATE TEACHER

The Importance of the Associate Teacher

Teacher Education at CSU is a co-operative endeavour by the staff of the University and the staff of those places in which Pre-service Teachers undertake Professional Experience. Teachers are in an excellent position to guide the Pre-service Teachers development. In early childhood services, the Pre-service Teachers' attitudes and patterns of professional behaviour will be strongly influenced by the Associate Teacher to whom they have been attached .

Planning the Program

Other sections of this booklet indicate the nature of the program that ideally the Pre-service Teacher should follow. If the Associate Teacher is familiar with this material before the Pre-service Teacher arrives it will be possible during the first day to plan an initial program to ensure that the Pre-service Teacher, during his/her brief contact with the service, uses every minute profitably.

Assisting the Pre-service Teacher

Many Pre-service Teachers at the beginning of the experience feel uncertain of their roles. Pre-service Teachers need help in adjusting to teachers and groups of children. They need to feel welcome, to be there by right of their positions and to be assured of support in establishing themselves as teachers. Some will need to be encouraged to ask questions and to participate in service activities; all Pre-service Teachers will need to be guided in the implementation of their teaching programs.

Pre-service Teachers are dependent on the assistance of the Associate Teacher in order to gain an insight, as quickly as possible, into:

- * the teacher's program and methods (and the rationale for these)
- * the curriculum
- * the backgrounds, interests, and abilities of the children
- * items listed in this handbook
- * helping Pre-service Teachers to clarify objectives of planned experiences and environments
- * expectations concerning non-teaching activities
- * expectations concerning preparation of experiences and environments
- * various procedures and pointing out to Pre-service Teachers procedures which they need to observe carefully
- * both the strengths and the weaknesses of planned experiences and environments, in documentation procedures
- * innovative practices and policies
- * learning and teaching environments and management of these environments.

In addition, Associate Teachers can do much to induct the Pre-service Teacher into those aspects of the teacher role which are not so directly related to teaching, eg. Interaction with families,

attendance at team meetings and leadership tasks. All Pre-service Teachers, no matter what experience they have had, can develop through this part of the Professional Experience.

SUPERVISION

The Supervision Cycle

The table below shows the three phases of the supervision cycle and explains the processes associated with each phase.

Pre-lesson Conference	Observing and Recording Experience	Post Lesson Conference
<p>The Pre-service Teacher presents written plans to the Associate Teacher and discusses with him/her the objectives, materials to be used and environment organisation. The Pre-service Teacher also discusses the target for professional growth and how it may be particularly illustrated in the lesson which has been prepared.</p> <p>NB. The Plan for the environment in an emergent curriculum approach must also be discussed.</p>	<p>The Pre-service Teacher carries out planned experiences which are observed by the Associate Teacher who records observations both in general and on the professional target of the Pre-service Teacher.</p> <p>NB. These experiences can be part of an emergent curriculum approach.</p>	<p>The Pre-service Teacher first self-evaluates the experience.</p> <p>The Associate Teacher and Pre-service Teacher together discuss the experience, and then make plans for focusing on new professional targets or continuing to practise the present professional target in subsequent experience.</p> <p>The Pre-service Teacher reflects on their teaching and their learning.</p>
<p>At the end of the Professional Experience the Pre-service Teacher should complete the personal evaluation sheet</p>		

ASSESSMENT

General

It is expected that the Associate Teacher **will formally supervise (ie. provide written feedback on) once a day**, following the recommended supervision cycle. Throughout the experience, Associate Teacher should regularly discuss with Pre-service Teachers the strengths and weaknesses of their teaching, and provide written critiques on their performance.

Half-way through the Professional Experience the Associate Teacher is required to complete the Mid Session Report. This Report is **to be discussed and completed with, and signed by the Pre-service Teacher and faxed back to the University.**

If, at the mid-session report or any time during the placement, a Pre-service Teacher is considered by the Associate Teacher and/or the Liaison Officer to be at risk of failing the professional experience the Subject Co-ordinator must be informed.

The Associate Teacher, after consultation with the Subject Co-ordinator/Liaison Officer should use the carbonised Teaching/Learning Experience Feedback sheets to identify the areas of concern and set a program of objectives, activities, and criteria for the remainder of the placement. This Developmental Support Plan must be discussed with and signed by the Pre-service Teacher and returned to the Subject Co-ordinator. The Pre-service Teacher will be advised in writing by the Director Professional Experience in accordance with the School of Teacher Education Policy of Professional Practice.

At the conclusion of each Professional Experience, a final report needs to be completed **after discussion** involving the Associate Teacher, University Liaison Officer and the Subject Co-ordinator to recommend an appropriate grade.

The following list provides an overview of the criteria that are to be used for assessment purposes, and which extend those listed on the report.

Planning

- * Is able to plan effective experiences with a logical development and sequence
- * Is able to plan a sequence of experiences thoroughly and clearly
- * Maintains neat, well-organised planning documentation
- * Is able to plan a series of experiences that develop a skill, concept, topic or theme
- * Is able to plan for group work
- * Demonstrates an adequate knowledge of the content required for experiences undertaken
- * Prepares and uses appropriate teaching aids
- * Attends to effective organisation prior to and during planned experiences
- * Is able to plan for specific children within the larger context
- * Is able to observe and interpret the needs and interests of individual children and plan to meet those needs
- * Is able to develop specific objectives in terms of expectations of the children
- * Is able to develop objectives that reflect a progression in learning over a series of planned learning experiences
- * Is able to develop an environment for effective relationships
- * Is able to plan using an emergent curriculum approach.

General Teaching Techniques

(Refer to MacNaughton G & Williams G 2004, 2nd ed. *Techniques for teaching young children*, Longman, Melbourne)

- * Positions equipment and material effectively to safely support and enhance children's learning.

Plans for and used the following techniques effectively and appropriately.

- * collecting
- * scheduling
- * demonstrating
- * describing
- * encouraging, praising and helping

- * facilitating
- * feedback
- * listening
- * modelling
- * positioning people
- * questioning
- * reading
- * recalling
- * singing
- * suggesting
- * telling and instructing

Specialist Teaching Techniques

(Refer to MacNaughton G & Williams G 2004, 2nd ed. *Techniques for teaching young children*, Longman, Melbourne)

Plans for and uses the following techniques effectively and appropriately.

- * co-constructing
- * community building
- * deconstructing
- * documenting
- * empowering
- * philosophising
- * problem-solving
- * reinforcing
- * scaffolding
- * task analysis

Interaction with Children

- * Shows interest in children
- * Can constructively direct and lead children
- * Displays concern for children
- * Interacts with children in warm and friendly manner
- * Treats all children fairly and tries to accommodate their individual needs: respects diversity of background
- * Treats all children fairly and tries to accommodate their individual needs: treats both sexes without bias
- * Uses a positive approach in guidance and discipline
- * Responsive to children's feelings and needs
- * Initiates and maintains communication with children, and this communication conveys respect
- * Shows respect for children's developing competence, and fosters their self-esteem and independence
- * Interacts with children to stimulate their curiosity and thinking
- * Creates a positive atmosphere.

Communication Skills

- * Speaks in a clear, expressive and acceptable manner;
- * Uses correct written communication;
- * Is able to adjust language to develop effective communication with the age group involved;
- * Is able to listen and respond appropriately to children;
- * Is able to use effective non-verbal communication skills;
- * Communicates (projects) enthusiasm and confidence to children;
- * Communicates appropriately with adult team members, parents and other caregivers.

Management Skills

- * Is organised and has clear expectations of children and other staff;
- * Shows skill in gaining attention, giving clear and simple directions and checking that they are understood and carried out;
- * Is able to keep children on task;
- * Uses time effectively;
- * Uses positive reinforcement for appropriate behaviour effectively;
- * Shows skill in scanning groups of children, in redirecting inappropriate behaviour, in moving around and in supporting and supervising children;
- * Is able to make a smooth transition from one learning experience to the next;
- * Uses basic control techniques;
- * Deals with minor disruptions;
- * Empowers children to manage the environment.

Evaluation

- * Assesses whether learning and teaching objectives have been met
- * Documents children's learning and development
- * Plans for future learning and teaching, based on evaluation of children's experience
- * Analyses planned learning experiences effectively, to identify strengths and weaknesses, and to modify own performance for future teaching.

UNIVERSITY SUPERVISION

Due to the geographic scatter of the Pre-service Teachers, and because of financial constraints, a Liaison Officer will NOT normally be sent by the university. Pre-service Teachers are required to provide written feedback to the university at the end of each teaching week. This material is monitored by a university staff member. Should there be serious concerns over the competence of the Pre-service Teacher, a visit may be arranged, distance and lecturing commitments permitting, or other arrangements made to provide additional support for the Pre-service Teacher.

Weekly fax sheets should include specific detailed comment from the Pre-Service Teacher and Associate Teacher.

GRADING

At the end of the teaching session the Professional Experience Assessment form needs to be completed, after discussions involving the Associate Teacher(s), the Liaison Officer and Director/Principal (or appointee) to recommend a final grade for the Pre Service Teacher.

The grades available in each session of the Professional Experience program are Satisfactory or Unsatisfactory.

S – Satisfactory

This grade is awarded to any Pre-service Teacher who is considered by the Associate Teacher to have demonstrated a satisfactory level of competence in all areas specified in the Professional Experience Report. Where a Pre-service Teacher's work is considered outstanding or well above average, this judgement should be reflected in the written comments and the Professional Experience Report.

U – Unsatisfactory

This grade is recommended on the Professional Experience Assessment when the Pre-service Teacher does not meet all the objectives prescribed for the teaching practice session. This grade is only recommended after all procedures pertaining to the Developmental Support Plan have been followed.

The **Grade Deferred** notation will be used only when unforeseen circumstances have prevented the Pre-service Teacher from completing the practice session.

CONSEQUENCES OF FAILURE OF PROFESSIONAL EXPERIENCE

Pre-service Teachers identified as being at risk of failing teaching practice should be notified of this, and every effort should be made to assist the Pre-service Teacher to achieve the required standard.

Pre-service Teachers' attention is drawn to the University's Exclusion Regulations to be found in the Charles Sturt University's Undergraduate Handbook and sections 4 and 5 of the School of Teacher Education Policy on Professional Practice.

Pre-service Teachers are hereby notified that a failure in any of your teaching experiences may lead to your being excluded from the course.

It is recommended that Pre-service Teachers acquaint themselves immediately with the entire Exclusion Regulations section of the Handbook and make an appointment with the Professional Experience Director or Course Coordinator should they require clarification.

RETURN OF FORMS TO THE UNIVERSITY

It would be appreciated, if, on the last day of the Professional Experiences, or as soon as possible thereafter, the following materials be returned to the Professional Experience Offices on the relevant campuses, in order that grades may be recorded and pay claims processed.

* Assessment Sheet (A4 1 page)

- * Professional Experience Report (A3)
- * Payment voucher (signed by the Director or his/her appointee) or tax invoice
- * Pre-service Teacher's Time Sheet
- * Leave of Absence form
- * Pink copies of Teaching/Learning Experience Feedback Sheets.

PRESCRIBED OBJECTIVES

A Pre-service Teacher will have successfully completed this Professional Experience when she/he has:-

CONSIDERED his/her **TEACHING DEVELOPMENT** through a personal and diadic assessment of:

- * Personal qualities
- * Professional qualities
- * Communication skills
- * Interaction with children, staff and parents

CONSOLIDATED ALL OBJECTIVES for Professional Experience, including personal objectives:

DEMONSTRATED PERFORMANCE SKILLS, the indicators being:

- * Detailed planning and preparation of learning/teaching experiences
- * Teaching skills which lead children to achieve stated objectives
- * Management skills which facilitate learning and teaching
- * Knowledge of content of experiences presented
- * Daily evaluation of experiences
- * Monitoring and recording of group and individual outcomes, and incorporating these implications into planning
- * Effective documentation of children's experience

DEMONSTRATED REFLECTIVE PRACTICE, by maintaining a reflective journal throughout the Professional Experience.

READ with the permission of the Associate, the **CURRENT PROGRAM** for the group; read other programs which staff are willing to share; read children's records and documentation of projects/experiences.

PLANNED, in consultation with the Associate, **TAUGHT/FACILITATED** and **EVALUATED** a series of meaningful experiences.

COMPLETED A SITUATION ANALYSIS of this context.

COMPLETED A SERIES OF CHILD OBSERVATIONS, interpretations, and ongoing planning/teaching.

FULFILLED PERSONAL OBJECTIVES for this placement.

ADDED any relevant items to his/her **RESOURCE COLLECTION**.

COMPLETED A PERSONAL WRITTEN EVALUATION of his/her teaching and general achievements during the session.

COMPLETE at least one Teacher/learning Experience Feedback Sheet per day.

PLANNING, PREPARATION & DOCUMENTATION

It is important that all learning experiences be planned and discussed with the Associate Teacher **prior** to the commencement of sessions on the day on which experiences will take place.

A planning file containing all notes and plans must be kept and be available to Associate Teacher's, Professional Experience Director's / Coordinators / authorised supervisors and university personnel at all times.

No experience is to be carried out unless the plan has been approved by the Associate Teacher. Planning may be for emergent experiences.

SAMPLES of planning formats are included later in this handbook. Project Planning, formats etc introduced in other subjects may be used also. Formats used in services may be used/adapted to cover all areas of :

- Rationale
- Objectives
- Process
- Evaluation
- Follow-up

Please note that the formats are samples only. Use of any planning format should be effective for the service in which it is used. There is no expectation that Pre-service Teachers in this course will use planning formats that do not reflect the philosophy of the service. Associate Teachers and Pre-service Teachers should negotiate a format which will reflect high quality planning, preparation and documentation.



Bachelor of Teaching (Birth to Five Years)
EPT308 Windows to the Community Professional Experience

Professional Experience Report

Pre-service Teacher: _____

Dates : From: _____ to : _____

Name of Service: _____

University Liaison Officer: - _____

Associate Teacher: _____

Birth -2 yrs 3-5yrs

The first section of this report gives a broad indication of the extent to which the Pre-service Teacher has demonstrated their ability to meet the criteria for teaching in a setting for Birth to five year olds. However, it should be acknowledged that Pre-service Teachers have not completed their final Teacher studies. Therefore, professional judgements made at the end of this Professional Experience should be based on realistic expectations that are appropriate for a Pre-service Teacher in a professional program. The terms used indicate the extent to which the Pre-service Teacher has met professional teaching criteria and should be interpreted as follows:

SAMPLE ONLY

- **Not achieved** – the Pre-service Teacher has demonstrated little or no evidence of this aspect during the Professional Experience;
- **Working towards** – the Pre-service Teacher has demonstrated some evidence of this aspect and has shown a willingness to address it further;
- **Achieved** – the Pre-service Teacher has demonstrated consistent evidence of this aspect; and
- **Going Beyond** – the Pre-service Teacher has demonstrated consistent evidence and displayed initiative and competence not normally expected at this stage of their learning continuum.

The second section of the report provides an opportunity for the professional Associate to describe in more detail how particular aspects of professional knowledge, practice and commitment were demonstrated by the Pre-service Teacher. This section also provides an opportunity for the Pre-service Teacher to comment on their learning experience during this Professional Experience.

The overall grade recommended for this Professional Experience is:

SATISFACTORY **UNSATISFACTORY**

Report completed and discussed with the Pre-service Teacher: _____ [Professional Associate] **Date:** _____

Report read and discussed with Associate Teacher: _____ [Pre-service Teacher] **Date:** _____

RELATIONSHIPS	Possible Indicators
With Children	
<input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond	<ul style="list-style-type: none"> • Interacts with children in a warm and friendly manner • Responds positively to children • Demonstrate respect of children
With Staff	
<input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond	<ul style="list-style-type: none"> • Communicates in culturally respectful ways • Works harmoniously and effectively as a member of a team • Shares and respects their knowledge and experience
With Parents	
<input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond	<ul style="list-style-type: none"> • Communicates in culturally respectful ways • Develop appropriate professional partnerships
With Community	
<input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond	<ul style="list-style-type: none"> • Communicates in culturally respectful ways • Develop appropriate professional partnerships
LEADERSHIP	Possible Indicators
<input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond	<ul style="list-style-type: none"> • Shows initiative • Demonstrates skills in critical reflection and critiquing practice • Willingly accepts responsibility for supporting team members • Demonstrates innovative practice

COMMUNICATION	Possible Indicators
With Children	
<input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond	<ul style="list-style-type: none"> • Uses culturally appropriate communication strategies • Listens to and engages children in interest based, meaningful dialogue • Finds positives in children and praises appropriately
With Staff	
<input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond	<ul style="list-style-type: none"> • Uses culturally appropriate communication strategies • Effectively uses the service's internal communication methods
With Parents	
<input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond	<ul style="list-style-type: none"> • Uses culturally appropriate communication strategies • Effectively uses the service's parental communication methods
With Community	
<input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond	<ul style="list-style-type: none"> • Uses culturally appropriate communication strategies
MANAGEMENT	Possible Indicators
<input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond	<ul style="list-style-type: none"> • Reacts calmly to unanticipated incidents • Understands and implements health, safety and child protection policies • Follows service policies • Understands routine administrative procedures

SAMPLE ONLY

PROGRAM	Possible Indicators
<input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond	<ul style="list-style-type: none"> Shows clear links to observations Planning reflects consideration of the Situational Analysis Appropriately documents learning experiences Takes account of individual differences when planning and evaluating learning experiences
Implementation	
<input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond	<ul style="list-style-type: none"> Uses a variety of teaching strategies, including guiding and modelling Demonstrates appropriate and effective positive behavior management strategies
Assessment	
<input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond	<ul style="list-style-type: none"> Maintains records of children's progress Implements a variety of assessment strategies Used to plan for all learning areas Directs future learning experiences
Evaluation	
<input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond	<ul style="list-style-type: none"> Addresses the objectives of the learning experience Informs future practice

PROFESSIONALISM	Possible Indicators
<input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond	<ul style="list-style-type: none"> Is punctual and dresses according to service dress code Maintains personal health and wellbeing
<input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond	<ul style="list-style-type: none"> Reflective practice is used as a basis for self improvement Seeks advice and demonstrates initiative Responds positively to constructive advice
<input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond	<ul style="list-style-type: none"> Engages in the community life of the service Demonstrate an understanding of the service ethos
<input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond	<ul style="list-style-type: none"> Demonstrates professional ethics Acts as an advocate for the profession

SAMPLE ONLY

ASSOCIATE TEACHER'S OVERALL COMMENTS (INCLUDING SUGGESTIONS FOR FUTURE DEVELOPMENT)

ASSOCIATE TEACHER: _____ DATE: _____

PRE-SERVICE TEACHER'S OVERALL COMMENTS (INCLUDING SUGGESTIONS FOR FUTURE DEVELOPMENT)

SAMPLE ONLY

PRE-SERVICE TEACHER: _____ DATE: _____

UNIVERSITY SUBJECT COORDINATOR : _____ DATE: _____

EXPECTATIONS FOR COMPLETION OF PROFESSIONAL EXPERIENCE

What do Pre-service Teachers do during the Professional Experience?

Pre-service Teachers' experiences will vary according to the negotiated placement and the objectives they have set themselves. **Every Pre-service Teacher's experience will be different.** The following list is a guide that should be referred to in developing the framework of this experience. The curriculum for this Professional Experience is an emergent one.

Each Pre-service Teacher will be involved in the following professional activities at various levels:

- Situation analysis
- Observation of children as individuals and groups (in natural settings and through emerging curriculum)
- Development of experiences which respond to the needs, interests and abilities of children
- Planning and implementation of a range of learning and teaching experiences
- Identification and implementation of appropriate teaching techniques and strategies for groups of children and staff
- Identification and implementation of communication tasks within the Professional Experience setting
- Identification and implementation of management and leadership tasks within the professional experience setting
- Exploring new knowledge, philosophies and frameworks within developing a program

Pre-service Teachers will use the texts to guide the development of effective teaching and learning techniques and environments and appropriate communication skills.

While there is flexibility in the Professional Experience, Pre-service Teachers must be involved in a variety of activities within the service. The involvement will be negotiated with the Associate Teacher and other members of the team. The involvement is to be planned in advance. Pre-service Teachers must be aware of the expectations of them in advance.

It is expected that all Pre-service Teachers will plan, implement and evaluate at least two experiences per day for the first two days in order to get to know the children. After these initial days, opportunities for developing teaching techniques should be increased but always allowing time for observation of teaching techniques used by other staff members and the Associate Teacher in particular. The daily schedule must also allow time for the Pre-service Teacher to record thoughts in the reflective journal. Pre-service Teachers do not need to share the journal entries with the Associate Teacher.

Pre-service Teachers are encouraged to explore a range of approaches to teaching and learning. Every Pre-service Teacher and Associate Teacher should question the planned approach. Is this "planning for real knowledge for real children"? If Pre-service Teacher and Associate Teacher are not sure, they should try other approaches so that they are sure that each experience has meaning for a child/group of children on a particular day in a particular setting.

Every Pre-service Teacher will carry out the duties of a Teacher in the Professional Experience setting but at no time will they be used as a staff member. Pre-service and Associate Teachers are expected to maintain contact with the University through weekly faxed reports. These reports are included in this package.

The Professional Experience is one of the most important times in the development of a teacher. It is essential that planning, implementation and evaluation are given due recognition. If at any time Pre-service Teachers or Associate Teachers have concerns, questions or successes that should be shared please contact the Course Coordinator/Professional Experience Director.

Frequently Asked Questions

I don't know how many lessons I have to teach?

- There is no set number of planned experiences
- You will negotiate this with your Associate
- You are expected to plan for practising and developing teaching techniques within the daily program
- You are encouraged to explore emergent curriculum and the associated experiences
- The curriculum for your Professional Experience is emergent also
- Refer back to the boxes on previous page for the framework of the experience
- By the end of your Professional Experience (particularly the last week) you should be teaching full time and taking on the role of your Associate Teacher.

How much written planning do I have to do?

- You select an appropriate approach in negotiation with your Associate Teacher
- Samples in the handbook are a guide/starting point
- Amount of paperwork must be kept at an effective level

Is the Situation Analysis the same as the Community research project in Assignment 1?

- For the best outcome the assignment will be completed in preparation for the Professional Experience
- Some Pre-service Teachers choose to use a different setting for the assignment e.g. workplace
- Community Research Projects will cover many of the components of a situation analysis

Do I send all my paperwork in to prove I have done it?

- No
- Your Associate Teacher verifies that you have done the Situation Analysis, Teaching Strategies, Reflective Journal, Resource Collection by signing in the Handbook. The Associate Teacher is an employee of Charles Sturt University for the period of placement.

Do I have to use all the teaching techniques I've read about in the text?

- No
- You should try a range of techniques as appropriate
- You must focus on developing your skills. So using, evaluating, reapplying the techniques should be a regular cycle
- You must choose appropriate techniques, understand the value of the techniques and improve your use of them

When I am working with babies and toddlers do I have to use teaching techniques I've read about in the text?

- Yes
- You must select appropriate techniques
- All teaching techniques are adapted for the particular group, environment and experience
- Remember high quality teaching techniques result in the best outcomes for children
- Care and education are inextricably intertwined

PERSONAL OBJECTIVES

Giving consideration to your previous experiences. State the objectives to which you intend to give highest priority in this Professional Experience.

- N.B.**
1. This must be completed, faxed/e-mailed to the EPT308 coordinator during week 1 of the placement.
 2. These objectives will form the basis of professional for the Professional Experience.
 3. Objectives must be clear, specific, observable, measurable and realistic.
 4. Objectives must focus on teaching techniques and specific approaches to curriculum
 5. Objective will show you how you intend on achieving specific professional targets

I will:

- _____

- _____

- _____

- _____

Signed Pre-service Teacher: _____ Date: _____

Associate Teacher: _____ Date: _____

SITUATION ANALYSIS

Brief written components & collection of relevant forms/paperwork will form the basis of this section, to provide a further understanding of the unique goals & philosophies of this service & 0-5 settings overall.

This should be begun during Week 1 and completed as soon as possible.

1. Program

- daily timetable
- how individual needs are catered for (by the service and caregivers in the Family Day Care situation).
- methods of planning/evaluation for individual & group experiences & example formats
- indoor and outdoor environments
- utilization of the whole environment, considering transition times, routines and beyond the service, in the community

2. Staffing

- number and qualifications of staff
- staff roles/job descriptions
- staff communication processes
- organisation of staff eg rosters, programming time, administration time.
- caregivers in Family Day Care Services.

3. Philosophy/Aims

- collect written philosophy/note unwritten philosophy and note Director's/teacher's individual philosophy
- collect/note written policies or note unwritten policies e.g. discipline, antibiotics, safety/health, nutrition
- record references for philosophy and policies (e.g. AECA Code of Ethics, Kids and Traffic Kit).
- note how the philosophy and policies were developed.

4. Family Involvement

- how families are currently involved in the service
- communication processes between staff and families, families and staff & purpose behind these
- how are the family's needs reflected in the program, visually and verbally.

5. Administration

- Collect any relevant forms e.g. enrolment, medication, funding, newsletters, accreditation information
- Record the different levels of administration (particularly in a Family Day Care Service.)

6. Brief Overview of :

- History of Service (when the service began & who instigated this)
- Accreditation (where appropriate)
- Funding (including relevant government bodies, fund raising, etc.)
- Management structure (draw a diagram of management structure)
- General Description of the service users, patterns of attendance, ways of grouping children, etc

Take the initiative in finding out as much as you can about the service as a whole - the Director and other staff, their roles and responsibilities.

Note links between the centre and other community groups.

Situation Analysis completed

Pre-service Teacher: _____ Date ___/___/___

Associate Teacher to Verify : _____ Date ___/___/___

Week 5	Week 6	Week 7	Week 8	Week 9

Pre-service Teacher: _____ Date: ___/___/___

Associate Teacher: _____ Date: ___/___/___

VARIETY OF TEACHING STRATEGIES

NB While it is expected that Pre-service Teachers will experiment with teaching techniques it is **NOT** expected that they will focus on all of them.

Indicate the teaching strategies and techniques you have attempted and evaluated. (refer to MacNaughton & Williams text)

- | | |
|--|--|
| <input type="checkbox"/> Describing | <input type="checkbox"/> Co-constructing |
| <input type="checkbox"/> Demonstrating | <input type="checkbox"/> Deconstructing |
| <input type="checkbox"/> Facilitating | <input type="checkbox"/> Empowering |
| <input type="checkbox"/> Questioning | <input type="checkbox"/> Philosophising |
| <input type="checkbox"/> Listening | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Modelling | <input type="checkbox"/> Reinforcing |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Scaffolding |
| <input type="checkbox"/> Recalling | <input type="checkbox"/> Task Analysis |
| <input type="checkbox"/> Singing | <input type="checkbox"/> Positioning equipment |
| <input type="checkbox"/> Suggesting | <input type="checkbox"/> Collecting |
| <input type="checkbox"/> Telling/Instructing | <input type="checkbox"/> Scheduling |
| <input type="checkbox"/> Documenting | <input type="checkbox"/> Positioning people |
| <input type="checkbox"/> Encouraging/Helping | <input type="checkbox"/> Community building |

Pre-service Teacher: _____ Date: ___/___/___

Associate Teacher: _____ Date: ___/___/___

THE REFLECTIVE PRACTITIONER – REFLECTIVE JOURNAL

The Pre-service Teacher is expected to reflect on his/her experience during the Professional Experience by engaging in dialogue with Associate Teachers and fellow Pre-service Teachers and by keeping a journal/diary in which he/she records experiences and thoughts over the duration of the Professional Experience period.

The purpose of these reflections is for Pre-service Teachers to develop new understandings and appreciation about the nature of teaching and of themselves as both teacher, learner and community member. **Thirty minutes each day must be dedicated to writing in your reflective journal.**

Pre-service Teachers

Note, this is not just a list of activities but a considered reflection on your growing understanding of yourself and the early childhood profession. You do not need to share this with your Associate Teacher but you should show them evidence that you have kept the journal. You may choose to include some reflections in your teaching portfolio.

Pre-service Teacher: _____ Date: ___/___/___

Associate Teacher: _____ Date: ___/___/___

RESOURCE COLLECTION

Pre-service Teachers are expected to develop a collection of ideas and materials which will assist teaching. This resource collection should be added to during the Professional Experience session as well as from other sources. Bear in mind the INTEGRATED approach to learning, in settings for children from birth to five years.

This should be organised with flexibility and imagination in such a way that ideas are able to be found easily and at a moment's notice. The Pre-service Teacher will then have a bank of resources for use throughout their teaching career. If Pre-service Teachers already have a resource collection they should add to this.

Sections should be included with headings, such as:

- * Setting up the learning environment
- * Classroom management
- * Projects
- * Documentation
- * Themes
- * Ideas for display
- * Evaluation and assessment
- * Interaction with families
- * Staff team work
- * Provision for individual differences
- * Service management
- * Books - author, title, publisher, source, price, suitability
- * Collections - songs, music, poems, stories, craft, art, special occasions
- * Leadership.

Pre-service Teacher: _____ Date: ___/___/___

Associate Teacher: _____ Date: ___/___/___

PLANNING FORMAT

DATE:

LOCATION:

EXPERIENCE:

RATIONALE (Why)	OBJECTIVES (What)	PROCESS (How)	
	(Outcomes)	<u>ENVIRONMENT & RESOURCES</u>	TEACHING TECHNIQUES
<p>Why is this experience important to these children in this setting at this time?</p>	<p>What you hope the children will experience/achieve/develop in these three areas :</p> <ul style="list-style-type: none"> * knowledge and understanding * values and attitudes * skills. <p>The child/ren will:</p>	<p>All the human and material resources you will utilize.</p>	<p>Sequential details of presentation and strategies used. Subheadings might be used.</p>

SAMPLE ONLY

* When a range of experiences are planned from the same rationale to achieve the same objectives Pre-service Teachers are encouraged to show this using this format with subheadings.

EVALUATION

OBJECTIVES	ENVIRONMENT & RESOURCES	PRESENTATION/STRATEGIES
<p>Were they experienced/achieved/ developed? Why/why not? Observations of children to support this.</p>	<p>Were they appropriate/utilized? Why/why not ? Observations to support this.</p> <p>SAMPLE ONLY</p>	<p>Was it appropriate ? Why/why not ? Observations to support this.</p>
<p><u>Follow up:</u></p>		

DAY BOOK FORMAT

DATE/ TIME	CURRICULUM AREA/TOPIC	RATIONALE & OBJECTIVES INDIV./GROUP	ORGANISATION PREPARATION	TEACHING/LEARNING STRATEGIES SEQUENCE	EVALUATION OF OBJECTIVES, RESOURCES, SELF

SAMPLE ONLY

DAY BOOK FORMAT

Date:

Rationale	Experience	Objectives (Individual Or Group)	Teaching Strategies	<u>Evaluation</u> Outcomes	Evaluation of resources & self
Indoor 1. (time)					
2.					
3. etc					
Outdoor 1. (time)					
2.					
3. etc					
Routine/ Transition (time)					
Large group session					
Small group Session					

SAMPLE ONLY

Day Record**Dates** _____

Rationale	Experiences	Objectives (Individual or Group)	Organisation	Teaching Techniques	<u>Evaluation</u> Outcomes	Evaluation resources & self
Social/ Emotional						
Self Help						
Receptive Language						
Expressive Language						
Gross Motor						
Fine Motor						
Cognitive						
Interest						
Project						
Special Event						

SAMPLE ONLY

* This format (enlarged of course) may suit those who want to include a developmental focus as well as emergent curriculum.

IMPORTANT CONSIDERATIONS

Responsibilities as a Staff Member

The Pre-service Teacher should aim to become part of the staff as soon as possible by taking the initiative in offering to undertake responsibilities and extra-curricular activities.

Pre-service Teachers are regarded as being temporary members of staff and, accordingly, will observe the same conditions as Teachers. For example, they must:

- * **abide by the regulations of the education/licensing authority**
- * initial the Pre-service Teacher Time-Sheet on arrival and departure each day
- * remain at centre during the negotiated hours
- * assist with duties undertaken by the Associate
- * assist with other centre activities
- * abide by the established policy on matters of interaction with parents
- * abide by the established policy on matters of dress and grooming

The Pre-service Teacher is expected to demonstrate the following qualities while participating as a Pre-service Teacher of CSU in the life of the service during the Professional Experience:

- * **courtesy** at all times
- * **professionalism** in dress, conduct, effort, commitment and in all communications with staff, Pre-service Teachers and parents
- * **initiative** in offering to undertake various service activities
- * **enthusiasm** for teaching and a willingness to learn
- * **punctuality** at all times

Should the Pre-service Teacher fail to exhibit all of the above qualities, the Professional Experience may be terminated and a failing grade awarded.

Doing the Right Thing

Services/centres operate on established routines, and it is expected that Pre-service Teachers will adapt to them. This is just as important in the social atmosphere of the staffroom as in more formal matters. For instance, contributing to the tea fund or not parking cars in other Teachers' regular spaces can be as important in forming relationships as offering to do extra work.

Absences

Pre-service Teachers are expected to be in attendance for each day of Professional Experience and only in extreme cases of illness or misadventure will absence be accepted. Notwithstanding the need for absence in a small minority of cases, the terms of the course allow only for a maximum of two (2) days absence in one placement. Pre-service Teachers absent for more than two days will be required to complete a program of additional Professional Experience. Each Pre-service Teacher's case will be considered by the Course Coordinator.

Excursions

Pre-service Teachers on Professional Experience may be included in excursions at the discretion of the Director. Clear arrangements should be made regarding responsibility for any excursion costs which **ARE NOT** borne by the university.

Accident Insurance

The following advice has been provided by the Director of the Department of Finance, Division of Financial Services, and Charles Sturt University:

This is to confirm that university Pre-service Teachers attached to Charles Sturt University are covered under insurance whilst they participate in university course-approved work placements and experience. Comprehensive personal, professional accident and liability insurance is available to all Pre-service Teachers. Specific details are outlined in Professional Experience Attachment or available from the Student Support Officer.

Compensation shall be payable under these policies for injury caused by an accident **that is not covered** under any Worker's Compensation Act, Ordinance or Policy of Insurance.

Accidents occurring whilst in pursuance of the course should be reported by the Pre-service Teacher within 48 hours to the following members of staff.

<i>Bathurst</i>	<i>Wagga</i>	<i>Albury</i>	<i>Dubbo/Orange</i>
Student Support Officer Room 2 Student Support Unit Building C4, 02 6338 4812	Student Support Officer Building 20B, Wagga campus 02 6933 2049	Student Support Officer The Shed – Building 616 02 6051 6764	Student Support Officer -based in Orange 02 6365 7680

Car accidents, travelling to or returning from a teaching practice school or centre, or transporting school pupils to an organised activity, should be claimed on Third Party Insurance.

Pre-service Teachers are advised that unless their cars have a special permit for use as a hire vehicle their Third Party Insurance Cover may be invalidated if they accept any monetary consideration for transporting other Pre-service Teachers.

This insurance does not cover Pre-service Teachers undertaking Professional Experience overseas.

Industrial Action

During teaching practice, it is possible that unions will be undertaking industrial action on an education issue, and that work stoppage/striking is involved. In such cases, Pre-service Teachers are advised to act cautiously. Above all Pre-service Teachers should avoid situations where they might be used as 'strike breakers' in supervising/teaching children whose teachers are on strike. The simplest course of action would be for Pre-service Teachers to take the same action as their Associate Teacher.

Pre-service Teachers incurring absences through single day or part day industrial action are not penalised by the University and are not required to make up the time. Absences due to protracted strikes (more than two days) will be considered by a special committee comprising the Professional Experience Director, Course Coordinator, Head of School and the two student representatives of the School of Teacher Education Board.

Difficulties and Obtaining Assistance

Pre-service Teachers who are experiencing difficulties should not "suffer in silence" but should make use of all personnel who are in a position to help. Following, in order, are the people who should be approached in the event of difficulties being experienced:

1. Associate Teacher
2. Director / Coordinator / Authorised Supervisor
3. University Subject Coordinator / Course Coordinator (Bachelor of Teaching – Birth to Five Years)
4. Director, Professional Experience

If any serious problems arise, the Pre-service Teacher should contact the Course Coordinator (02 6885 7333) immediately.

AUSTRALIAN EARLY CHILDHOOD ASSOCIATION CODE OF ETHICS

PREAMBLE

A code of ethics is a set of statements about appropriate and expected behaviour of members of a professional group and, as such, reflects its values. The Code that follows was developed by a National Working Party of the Australian Early Childhood Association, with considerable input from the field, and therefore, is a Code that is owned by the field, not imposed upon it. The Code has been developed to inform and guide the decisions and behaviour of all personnel involved both directly and indirectly in the provision of early childhood services for children between birth and eight years of age. Although oriented towards those who are in daily contact with children and their families, the Code is also intended as a guide for those who work in other capacities, for example, as tertiary educators, administrators, policy makers and advisory staff. Their work impacts significantly on the ethical behaviour of early childhood personnel in the field.

Young children are especially vulnerable. They have little power over their lives and few skills with which to protect themselves. This places early childhood personnel in a relationship of special trust, one that is powerful, important, and easily violated. The vulnerability and powerlessness of young children and the recognition of the multi-faceted dimensions of the role of early childhood personnel serve to highlight the special importance of a code of ethics. As early childhood personnel carry out their work with and on behalf of young children and their families, they often face situations that involve a conflict of their responsibilities and professional values. A code of ethics is not intended to, and could not possibly, provide easy answers, formulae, or prescriptive solutions for the complex professional dilemmas they face in their work. It does provide a basis for critical reflection, a guide for professional behaviour, and some assistance with the resolution of ethical dilemmas.

Adherence to this code necessarily involves a commitment to:

- * View the well being of the individual child as having fundamental importance
- * Acknowledge the uniqueness of each person
- * Consider the needs of the child in the context of the family and culture, as the family has a major influence on the young child
- * Take into account the critical impact of self esteem on an individual's development
- * Base practice on sound knowledge, research, and theories, while at the same time recognising the limitations and uncertainties of these
- * Work to fulfil the right of all children and their families to services of high quality

I. IN RELATION TO CHILDREN, I WILL:

1. Acknowledge the uniqueness and potential of each child.

2. Recognise early childhood as a unique and valuable stage of life and accept that each phase within early childhood is important in its own right.
3. Honour the child's right to play, in acknowledgment of the major contribution of play to development.
4. Enhance each child's strengths, competence, and self esteem.
5. Ensure that my work with children is based on their interests and needs and lets them know they have a contribution to make.
6. Recognise that young children are vulnerable and use my influence and power in their best interests.
7. Create and maintain safe healthy settings that enhance children's autonomy, initiative, and self worth and respect their dignity.
8. Help children learn to interact effectively, and in doing so to learn to balance their own rights, needs, and feelings with those of others.
9. Base my work with children on the best theoretical and practical knowledge about early childhood as well as on particular knowledge of each child's development.
10. Respect the special relationship between children and their families and incorporate this perspective in all my interactions with children.
11. Work to ensure that young children are not discriminated against on the basis of gender, age, race, religion, language, ability, culture, or national origin.
12. Acknowledge the worth of the cultural and linguistic diversity that children bring to the environment.
13. Engage only in practices that are respectful of and provide security for children and in no way degrade, endanger, exploit, intimidate, or harm them psychologically or physically.
14. Ensure that my practices reflect consideration of the child's perspective.

II. IN RELATION TO FAMILIES, I WILL:

1. Encourage families to share their knowledge of their child with me and reciprocate by sharing my knowledge of children in general with parents so that there is mutual growth and understanding in ways that benefit the child.
2. Strive to develop positive relationships with families that are based on mutual trust and open communications.
3. Engage in shared decision making with families.
4. Acknowledge families' existing strengths and competence as a basis for supporting them in their task of nurturing their child.
5. Acknowledge the uniqueness of each family and the significance of its culture, customs, language and beliefs.
6. Maintain confidentiality.
7. Respect the right of the family to privacy.
8. Consider situations from each family's perspective, especially if differences or tensions arise.
9. Assist each family to develop a sense of belonging to the services in which their child participates.
10. Acknowledge that each family is affected by the community context in which it operates.

III. IN RELATION TO COLLEAGUES, I WILL:

1. Support and assist colleagues in their professional development.
2. Work with my colleagues to maintain and improve the standard of service provided in my work place.
3. Promote policies and working conditions that are non-discriminatory and that foster competence, well-being and positive self esteem.
4. Acknowledge and support the use of the personal and professional strengths which my colleagues bring to the work place.

5. Work to build an atmosphere of trust, respect and candour by:
 - * Encouraging openness and tolerance between colleagues
 - * Accepting their right to hold different points of view
 - * Using constructive methods of conflict resolution, and
 - * Maintaining appropriate confidentiality.
6. Acknowledge the worth of the cultural and linguistic diversity, which my colleagues bring to the work place.
7. Encourage my colleagues to accept and adhere to this Code.

IV. IN RELATION TO THE COMMUNITY AND SOCIETY, I WILL:

1. Provide programs which are responsive to community needs.
2. Support the development and implementation of laws and policies that promote the well-being of children and families and that are responsive to community needs.
3. Be familiar with and abide by laws and policies that relate to my work.
4. Work to change laws and policies that interfere with the well-being of children.
5. Promote co-operation among all agencies and professions working in the best interests of young children and families.
6. Promote children's best interests through community education and advocacy.

IV. IN RELATION TO MYSELF AS A PROFESSIONAL, I WILL:

1. Update and improve my expertise and practice in the early childhood field continually through formal and informal professional development.
2. Engage in critical self-reflection and seek input from colleagues.
3. Communicate with and consider the views of my colleagues in the early childhood profession and other professions.

4. Support research to strengthen and expand the knowledge base of early childhood, and, where possible, initiate, contribute to and facilitate such research.
5. Work within the limits of my professional role and avoid misrepresentation of my professional competence and qualifications.
6. Work to complement and support the child rearing function of the family.
7. Be an advocate for young children, early childhood services, and my profession.
8. Recognise the particular importance of formal qualifications in early childhood studies, along with personal characteristics and experience, for those who work in the early childhood profession.
9. Act in the community in ways that enhance the standing of the profession.

The AECA Code of Ethics was developed by a National Working Party consisting of Anne Stonehouse (Convenor), Margaret Clyde, Barbara Creaser, Lyn Fasoli, Barbara Piscitelli and Christine Woodrow.

The Code was adopted by AECA in 1990.

NOTE: The Code of Ethics of the National Association for the Education of Young Children in the United States was an invaluable point of reference for the development of the Australian Code. Some of the items in the Australian code are worded similarly to items in the NAEYC code.

Australian Early Childhood Association
PO Box 7105
WATSON ACT 2602
T: 6242 1800
T: 1800 356 900 (freecall in Aust)
F: 6242 1818

THE EARLY CHILDHOOD PRACTICUM COUNCIL OF NEW SOUTH WALES GUIDELINES FOR ETHICAL PRACTICE IN EARLY CHILDHOOD FIELD EXPERIENCE

The Australian Early Childhood Association Code of Ethics informs and guides the decision and behaviour of all personnel involved in the provision of early childhood services for children aged from birth to eight years. These personnel include primary contact staff, tertiary educators, administrators, policy makers and advisory staff. Using the AECA Code of Ethics as a conceptual framework, the Early Childhood Practicum Council of NSW addressed shared concerns about ethical dilemmas faced by participants in early childhood field experience. The Council developed guidelines for ethical practice appropriate for all participants involved in field experience. These personnel include tertiary students and work experience students; staff in the co-operating services and schools; academic and administrative staff in tertiary institutions; and employees and sponsors. The *Guidelines for Ethical Practice in Early Childhood Field Experience* were developed in consultation with the field and should be interpreted in conjunction with the AECA Code of Ethics.

Adherence by participants to the *Guidelines for Ethical Practice in Early childhood Field Experience* will improve the quality of field experience and further the development of the early childhood profession. These aspirational guidelines have been formulated with emphasis on the partnership of all participants in field experience and with specific orientation to students involved in field experience. The focus of the guidelines on ethical practice serves to protect the vulnerability and well-being of young children, to engender the trust of families, and to develop relationships based on mutual respect.

In partnership with all participants in field experience, I the student will:

Recognise and accept responsibility for my professional growth and development;

- * undertake to be clear about the expectations before beginning field experience;
- * aim to meet the institution's expectations of the field experience;
- * set myself realistic goals and challenges;
- * make appropriate decisions based on reflection about my practice;
- * be receptive to advice from more experienced early childhood personnel;
- * initiate opportunities to articulate my thoughts and beliefs.

Act in a professional manner in accordance with the AECA Code of Ethics;

- * ensure that my actions take into account the best interests of children;
- * maintain confidentiality about children, families, staff and services;
- * be sensitive and responsive to the unique features of the setting.

Recognise, accept and value diversity among children, families, other students, staff and services;

Be familiar with and act in accordance with the legal and industrial aspects that relate to field experience.

In partnership with all participants in field experience, I/we the co-operating staff member/s will:

Support students' professional growth and development;

- * provide an appropriate role model;
- * provide systematic orientation and induction for students;
- * assist students to clarify their role with other staff members;

- * provide ongoing evaluative feedback to students, taking into account students' strengths and needs;
- * assist students to develop their own teaching style.

Act in a professional manner in accordance with the AECA Code of Ethics;

- * be clear about the institution's expectations of my role when I accept responsibility for students;
- * respect students as developing professionals;
- * endeavour to further develop appropriate skills to support students in their professional development;
- * make decisions about access to confidential information;
- * maintain confidentiality about information relating to students;
- * assess students according to the guidelines of the institution;
- * articulate how my philosophy determines my practice;
- * maintain regular communication with representatives of institutions.

Recognise, accept and value diversity among students, representatives of institutions and institutions themselves;

- * be sensitive and responsive to the unique characteristics of individual students;
- * recognise and respect the diverse expectations of students at different stages of their course, in different courses and from different institutions.

Be familiar with and act in accordance with the legal and industrial aspects that relate to field experience.

In partnership with all participants in field experience, I the representative of the institution, as advisor will:

Support students' professional growth and development;

- * assist students to take responsibility for their own learning;
- * help students interact and communicate effectively with children and adults within the setting;
- * ensure that my advice/recommendations reflect consideration of all participants' perspectives;
- * provide ongoing evaluative feedback for students taking into account their strengths and needs;
- * support the co-operating staff member/s professional growth and development.

Act in a professional manner in accordance with the AECA Code of Ethics;

- * provide an appropriate role model of professional practice;
- * continue to develop appropriate skills to support students in their professional development;
- * protect students as developing professionals;
- * maintain confidentiality related to students, staff and settings;
- * be aware of and accept my responsibilities;
- * assess students according to the guidelines provided by the institution and within the context of the placement;
- * maintain ongoing communication with students and services;
- * be sensitive and responsive to the unique features of the setting.

recognise, accept and value diversity among children, families, other students and services;

be familiar with and act in accordance with the legal and industrial aspects that relate to field experience.

In partnership with all participants, I the representative of the institution as coordinator/administrator will:

support the professional development of the student and co-operating staff member and adviser;

- * endeavour to provide appropriately qualified and experienced advisers;
- * endeavour to provide high quality placements for students;
- * provide relevant preparation for all participants in field experience;
- * provide guidelines that clearly define the institution's expectations;
- * ensure that expectations of students and evaluation criteria reflect appropriate practice;
- * provide clearly defined processes for at risk students;
- * provide opportunities for cooperating staff and advisers to continue to develop their supervisory skills.

act in a professional manner in accordance with the AECA Code of Ethics;

- * respect confidentiality of students, services and institutions;
- * be aware of the guidelines for student placement;
- * undertake to inform services and institutions of recommendations related to student placements;
- * undertake to inform the institution of any difficulties that arise during field experience.

recognise, accept and value diversity among institutions;

be familiar with and act in accordance with the legal and industrial aspects that relate to field experience.

In partnership with all participants in field experience, I the representative of employer/sponsor/support organisation will:

support the professional development of students and co-operating staff;

- * endeavour to maintain high quality services;
- * acknowledge the commitment of the organisation to the early childhood field by encouraging and supporting the involvement of co-operating staff to develop their supervisory skills;
- * provide opportunities for co-operating staff to develop their supervisory skills;
provide clearly defined expectations for students, co-operating staff, and sponsors where appropriate;
- * provide clearly defined procedures for identifying students at risk of failing;
- * provide clearly defined guidelines for evaluation.

support the professional growth and development of all participants.

act in a professional manner in accordance with the AECA Code of Ethics;

- * endeavour to place students in services of high quality;
- * maintain confidentiality relating to students, staff and services;
- * be sensitive and responsive to the needs of students, staff and settings;
- * maintain ongoing communication with students, co-operating staff members and advisers;
- * take appropriate action to address difficulties that may arise during field experiences;
- * undertake to inform services and institutions of recommendations related to student placements.

recognise, accept and value diversity among students, staff and settings.

be familiar with and act in accordance with the legal and industrial aspects that relate to field experience.

The Guidelines were developed by the Early Childhood Practicum Council of NSW and were adopted in February 1996. They will be subject to ongoing evaluation.

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CHARLES STURT UNIVERSITY

Faculty of Education

POLICY ON PROFESSIONAL PRACTICE - (PRIMARY, EARLY CHILDHOOD & SECONDARY COURSES)

(May 2008)

This policy was developed by the Sub Dean Professional Experience and the Professional Experience Directors from each School and Unit of Charles Sturt University. The policy covers the procedures for all Professional Experience subjects and programs in pre-service courses for Primary, Early Childhood and Secondary Teachers. There may be some variations in nomenclature based on the variety of settings in which Pre-service Teachers are placed.

The University recognises that pre-service Professional Experience constitutes the first stage of career-long professional development for educators. The Faculty of Education expects that its graduates will be:

- disposed towards lifelong learning and the ongoing development of their employment and career skills
- aware of the process of, and willing to take responsibility for their own learning
- respectful of their colleagues (fellow-Pre-service Teachers, university teachers and co-operating professionals) as co-learners and work collaboratively with them to foster and advance their learning
- act in accordance with Charles Sturt University's *Pre-service Teacher Charter*.

1. PARTIES INVOLVED IN PROFESSIONAL PRACTICE and THEIR RESPONSIBILITIES

1.1 Sub Dean Professional Experience

The Sub Dean will:

- 1.1.1 be responsible for the leadership of the Professional Experience teams on each campus
- 1.1.2 lead policy development to ensure consistent implementation of Faculty policies to achieve equitable outcomes for students involved in Professional Experience programs across all Schools;
- 1.1.3 monitor procedures for supporting students who have been identified by university or site-based staff as being at risk of failing a Professional Experience program.
- 1.1.4 chair Professional Experience Assessment Committee meetings within the Faculty in relation to students who fail to meet requirements of Professional Experience programs;
- 1.1.5 represent the Faculty at CSU and external agencies on matters related to Professional Experience
- 1.1.6 act as the contact person for CSU for external agencies on matters related to Professional Experience
- 1.1.7 liaise with other universities and authorities about effective and efficient use of schools, centres and services for the Professional Experience;
- 1.1.8 ensure that the needs and views of the CSU Faculty of Education in relation to Professional Experience matters are effectively expressed and addressed;

- 1.1.9 work co-operatively and collaboratively with Professional Experience Directors in other CSU faculties to enhance effectiveness of CSU courses and outcomes for students and staff
- 1.1.10 undertake to maintain an active role on the Faculty of Education Executive and provide timely advice in a range of areas, including Professional Experience.

1.2 Professional Experience Director

The Professional Experience Director will:

- 1.2.1 plan, with appropriate co-ordination of relevant personnel, the developmental program of each Pre-service Teacher, ensuring progression through the sequential stages of Professional Experience
- 1.2.2 orientation and conceptualisation, commitment and assumption of the role of educator;
- 1.2.3 co-ordinate and monitor the development of Professional Experience curriculum and material across all courses and Professional Experience subjects offered by the School;
- 1.2.4 co-ordinate the planning, preparation, implementation and evaluation of each Professional Experience;
- 1.2.5 in collaboration with the Professional Experience Committee, design and implement the processes of monitoring, supporting, liaising, assessing and reporting each Pre-service Teacher's professional development;
- 1.2.6 provide support as necessary to university and school/centre-based colleagues as they develop and implement Professional Experience policies, procedures and programs;
- 1.2.7 chair committees and meetings that relate to the assessment of Pre-service Teachers' Professional Experience experiences;
- 1.2.8 provide Pre-service Teachers and University staff with relevant documentation related to assessment issues, as outlined in Section 2, 3, 4, 5 and 6 of this document;
- 1.2.9 liaise with representatives from the school systems and early childcare services to enhance the outcomes from the Professional Experience for CSU Pre-service Teachers and staff;
- 1.2.10 negotiate with the NSW DET and other appropriate authorities for the use of a wide range of schools and settings in a variety of geographic locations for Professional Experiences.
- 1.2.11 implement policy and procedures for Pre-service Teachers under consideration for the award of 'outstanding' for professional practice, where applicable;
- 1.2.12 at the conclusion of the Professional Experience, obtain recommendations from the Professional Experience setting, ratify these results where appropriate or where the need exists, refer the documentation to the Professional Experience Results Committee for resolution. (see Section 2.3)

1.3 Professional Experience Liaison Officer

The Professional Experience Liaison Officer (PELO) is to

- 1.3.1 liaise with other universities and authorities about effective and efficient use of schools for the Professional Experience and internships;

- 1.3.2 place Pre-service Teachers in schools mindful of any formal agreements with the DET, independent schools and unions giving due consideration to Pre-service Teacher preferences;
- 1.3.3 monitor Pre-service Teacher's pattern of experiences to ensure a diversity of settings and prevent a *conflict of interest* occurring by placing PST in a setting where they have an employment relationship;
- 1.3.4 co-ordinate the distribution all Professional Experience paperwork to ensure all parties are properly informed and that each Professional Experience progresses smoothly;
- 1.3.5 liaise with cooperating professionals to achieve optimum outcomes for Pre-service Teachers;
- 1.3.6 implement policy and procedures for Pre-service Teachers at risk of being deemed unsatisfactory and/or failing professional practice;
- 1.3.7 collaborate with Professional Experience Co-ordinators to develop courses of action for Pre-service Teachers who are unsatisfactory in and/or fail professional practice.
- 1.3.8 liaise with academic colleagues to ensure assessment and documentation associated with each program is completed accurately and efficiently.

1.4 School Principal or Director/ In-School Professional Experience Co-ordinator

The School Principal or Director /In-School Professional Experience Co-ordinator is to:

- 1.4.1 design a role for the Pre-service Teacher within the Professional Experience setting, that reflects the stage of development and objectives of the Professional Experience curriculum;
- 1.4.2 identify appropriately skilled Teachers to be nominated as Professional Associate for Pre-service Teachers during the Professional Experience;
- 1.4.3 monitor and manage the Professional Experiences of all Pre-service Teachers within the school;
- 1.4.4 provide opportunities as appropriate, for extra-curricular involvement of all Pre-service Teachers;
- 1.4.5 assist Professional Associate to determine Professional Experience results for Pre-service Teachers;
- 1.4.6 inform the appropriate university personnel immediately of any issues that may be deemed professional misconduct, particularly with respect to Child Protection legislation;
- 1.4.7 in collaboration with Professional Associate, identify Pre-service Teachers at risk of being deemed unsatisfactory in professional practice and notify university personnel;
- 1.4.8 in collaboration with Professional Associate and Professional Experience Co-ordinator, recommend courses of action for Pre-service Teachers who are not making satisfactory progress;
- 1.4.9 in collaboration with Professional Associate and Professional Experience Co-ordinator, recommend the award of 'outstanding', where applicable, in professional practice for Pre-service Teachers who meet assessment criteria for this award.

1.5 Pre-service Teacher

The Pre-service Teacher is to

- 1.5.1 make satisfactory academic progress prior to being permitted to commence teaching experience;
- 1.5.2 complete all pre-Professional Experience responsibilities. These include the following:
 - attend all Pre-service Teacher lectures timetabled for Professional Experience subjects,
 - complete paperwork promptly,
 - contact the Associate Teacher,
 - write personal objectives,
 - meet with Professional Experience Liaison Officer and
 - collect resources in accordance with advance information about the setting.
- 1.5.3 complete at an acceptable standard (and forward to the University as appropriate), all documentation during the Professional Experience, including appropriate lesson planning, handbook entries and a personal evaluation at the conclusion of the program;
- 1.5.4 act in accordance with ethical and moral principles befitting the teaching profession. See the DET *Code of Conduct* or Early Childhood Australian Association *Code of Ethics* and the Early Childhood Professional Experience Council of New South Wales *Guidelines for Ethical Practice in Early Childhood Field Experience*, which are attached as an Appendix, as examples of the expectations of a teaching professional.
- 1.5.5 complete all prescribed objectives for the Professional Experience;
- 1.5.6 undertake extra-curricular activities (e.g. participating in school excursions) as organised by the school and approved by the University, during the Professional Experience;
- 1.5.7 reflect, at regular intervals, on their practices, beliefs and assumptions and the ways in which these both shape and are shaped by their Professional Experience.

1.6 Professional Associate/Co-operating Teacher

The Professional Associate is to:

- 1.6.1 provide, in advance, information about the setting, including the groups, the learning programme and school resources;
- 1.6.2 attend meetings associated with Professional Experience supervision as appropriate;
- 1.6.3 plan, in advance, the commencement and general structure of the Professional Experience;
- 1.6.4 in collaboration with the Principal or Director/In-school Professional Experience Co-ordinator, orientate the Pre-service Teacher to the setting, including introductions to staff, provision of rules and expectations, explanation of roles and responsibilities and information about the location and borrowing of resources;
- 1.6.5 provide adequate time, information and resources to enable the Pre-service Teacher to meet the requirements of the Professional Experience including periods for reflection;
- 1.6.6 provide detailed feedback on a regular basis, both in writing and orally to the Pre-service Teacher, Principal or Director/In-school Professional Experience Co-ordinator on the Pre-service Teacher's level of teaching competence and professional development;
- 1.6.7 liaise with the PELO or University Supervisor on the progress of the Professional Experience;

- 1.6.8 write and sign both the mid-Professional Experience and end-of-Professional Experience reports and discuss the reports with the Pre-service Teacher;
- 1.6.9 provide immediate advice to the PELO if concerns are raised about a Pre-service Teacher's progress and/or behaviour;
- 1.6.10 devise, in collaboration with the Principal, In-school Professional Experience Co-ordinator and University Supervisor/PELO and then implement a course of action for a Pre-service Teacher who is at risk of being deemed unsatisfactory in professional practice;
- 1.6.11 provide immediate advice to the Principal/Director and/or In-school Professional Experience Co-ordinator of any behaviour by the Pre-service Teacher that could be construed as professional misconduct, particularly with respect to Child Protection legislation.
- 1.6.12 in consultation with the Principal or Director and/or In-school Professional Experience Co-ordinator recommend a Professional Experience result for the Pre-service Teacher by completing the Professional Experience assessment form;
- 1.6.13 provide and collate supplementary written information related to the Professional Experience for use in any subsequent assessment procedures, including Outstanding or Unsatisfactory and/or Failure in professional practice.

1.7 University Lecturing Staff

University lecturers will:

- 1.7.1 provide Pre-service Teachers with opportunities to develop the skills, competencies, dispositions and attitudes essential to effective teaching, organisation, communication and maintenance of positive conditions for children's learning and development, through the design and delivery of course subjects and associated activities;
- 1.7.2 keep abreast of developments in foundation disciplines and/or the teaching profession, base teaching on insights from and experiences in research and consultancy, and revise subjects and teaching accordingly;
- 1.7.3 present Pre-service Teachers with a range of teaching approaches and teaching media that will assist them to meet the objectives of course subjects and their own learning goals;
- 1.7.4 liaise with colleagues who are teaching pre-requisite and subsequent subjects to ensure coherence in the course and a consistent approach to the demands of professional practice;
- 1.7.5 assist Pre-service Teachers to integrate and synthesise insights from their course, their life, work experiences and from their professional contacts, in clarifying their career goals and focussing their professional development.
- 1.7.6 perform, when appropriate, the roles associated with Professional Experience supervision.

1.8 University Supervisors

University Liaison Officers have the responsibility of supporting and assessing the progress of Pre-service Teachers undertaking Professional Experience programs. To undertake this role effectively they will:

- 1.8.1 meet with Pre-service Teachers prior to the commencing the Professional Experience program
- 1.8.2 organise visits to settings with due consideration of the Pre-service Teacher's program and the needs of the setting;

- 1.8.3 provide appropriate support and advice to enhance the outcomes for the Pre-service Teacher, Professional Associate and students in the school or service and maintain the integrity of CSU programs;
- 1.8.4 ensure the Pre-service Teacher and centre staff are aware of the expectations related to the Professional Experience program, including all assessment requirements;
- 1.8.5 ensure all necessary documentation is completed by due dates and that Pre-service Teacher and centre staff sign as appropriate;
- 1.8.6 liaise with Professional Experience Co-ordinator, particularly in issues where a Pre-service Teacher is experiencing difficulty
- 1.8.7 act in a manner that presents policies and procedures in a professional and ethical way.

1.9 Heads of Schools/Units

The Head of School is to:

- 1.9.1 execute policy in relation to recommendations of Pre-service Teachers for the award of Outstanding in Professional Practice, where applicable;
- 1.9.2 execute policy in relation to recommendations of Pre-service Teachers as Unsatisfactory in professional practice;
- 1.9.3 execute policy in relation to Pre-service Teacher appeals against grades in professional practice;
- 1.9.4 provide to the Dean of Education an annual quality assurance report under this policy.

2. AWARDING OF GRADES FOR PROFESSIONAL PRACTICE

- 2.1 Late in the final week of the Professional Experience the Professional Associate, Principal or Director/In-school Professional Experience Co-ordinator are to complete the required documentation and recommend to the Professional Experience Co-ordinator a result for the Professional Experience. Where university support is by telephone/facsimile, this may extend beyond the final week.
- 2.2 Late in the final week, the Professional Associate is to discuss the outcome with the Pre-service Teacher, require the Pre-service Teacher to read written reports and inform the Pre-service Teacher of the result being recommended. Where university support is by telephone/facsimile, this may extend beyond the final week
- 2.3 Where the Professional Experience Co-ordinator is unable to ratify the recommended result, the PC is to convene, as soon as it is practicable upon completion of the teaching practice session, a meeting of the *Professional Experience Results Committee*, to resolve the matter. The Professional Experience Results Committee, chaired by the Professional Experience Co-ordinator, will also include the Professional Experience Administrative Officer for the programme in which the Pre-service Teacher is enrolled, the relevant Course Co-ordinator and the Pre-service Teacher's University Supervisor, Liaison Officer (where available) or an independent member of the academic staff
- 2.4 As soon as it is practicable after the ratification of the results, the Academic Professional Experience Co-ordinator is to provide the Pre-service Teacher with information about the outcome of their Professional Experience and a copy of all written documentation.

3. CONSIDERATION FOR THE AWARD OF OUTSTANDING GRADE

- 3.1 Pre-service Teachers in their final Teaching Practice (ie. not the Internship) may be eligible for an award of 'Outstanding in Professional Practice', depending on the program in which she/he is enrolled.
- 3.2 As soon as is practicable, but no earlier than the mid-point of the teaching experience, the Professional Associate, Principal or Director/In-school Professional Experience Co-ordinator is to advise the Professional Experience Co-ordinator of any Pre-service Teacher considered likely to be recommended for the award of Outstanding.
- 3.3 The Professional Associate, in collaboration with the Principal or Director/In-school Professional Experience Co-ordinator, is to complete in writing the mid-experience evaluation in the form of the Teaching Practice Report and discuss the contents with the Pre-service Teacher.
- 3.4 The Professional Associate and Principal or Director/In-school Professional Experience Coordinator will devise a written program of activities, objectives and criteria. The program will be based on the mid-experience evaluation and discussion with the Pre-service Teacher, and will provide the Pre-service Teacher with the opportunity to satisfy requirements for a recommendation of 'Outstanding in Professional Practice' at the completion of the Professional Experience.
 - 3.4.1 A copy of the programme should be sent by the Professional Associate to the Professional Experience Co-ordinator along with advice that the Pre-service Teacher is being considered for a recommendation of Outstanding in Professional Practice;
 - 3.4.2 In devising the programme and criteria, the in-school team may consider areas such as: the overall quality of the Pre-service Teacher's performance, including completion of all written tasks and expectations; the nature and degree of the Pre-service Teacher's achievements and initiative shown, including extra-curricular contributions; and the level of competence and independence of the Pre-service Teacher.
- 3.5 At the conclusion of the Professional Experience, the Professional Associate, in consultation with the Principal or Director and/or In-school Professional Experience Co-ordinator is to complete the required documentation and additionally provide a summary of evidence showing that the objectives and criteria set at the mid-point of the Professional Experience have been met and that the recommendation of Outstanding in Professional Practice is justified.
- 3.6 The Pre-service Teacher, upon being officially notified at the end of the teaching experience of such a recommendation, is to within one (1) week submit to the Professional Experience Co-ordinator all documentation as required for the Professional Experience, including a Letter of Application for the award of an Outstanding grade, teaching portfolio and support documents.
- 3.7 The Professional Experience Co-ordinator will convene a Professional Experience Results Committee meeting to assessment the quality of the submission and subsequently inform the Head of School or Unit the recommended Professional Experience result for the candidate. The Head of School or Unit will ratify the recommendation or otherwise.

4. PROCEDURES WITH REGARD TO PRE-SERVICE TEACHERS WHO ARE UNABLE TO COMPLETE REQUIREMENTS FOR PROFESSIONAL EXPERIENCE

When a Pre-service Teacher is unable to satisfy requirements for Professional Experience due to misadventure, such as illness or personal circumstances, the Pre-service Teacher shall be awarded a Grade Pending (GP) until such time as the Pre-service Teacher is able to continue or repeat the program. The Pre-service Teacher must complete the requirements for the program prior to undertaking the following Professional Experience subject.

5. PROCEDURES WITH REGARD TO PRE-SERVICE TEACHERS AT RISK OF BEING DEEMED UNSATISFACTORY IN TEACHING PRACTICE EXPERIENCE AND/OR FAILURE IN PROFESSIONAL PRACTICE

It should be noted that the following procedures may be bypassed at the discretion of the Professional Experience Co-ordinator, particularly in situations of professional or academic misconduct eg where it the opinion of the Principal/Director and/or the Professional Experience Co-ordinator that the welfare of children may be at risk. Following an assessment of the nature and seriousness of the Pre-service Teacher's problems, it may be decided that the Professional Experience be terminated and the case be referred to the appropriate university committee.

5.1 As soon as practicable, but typically by the middle of the teaching experience, the Pre-service Teacher and the Professional Experience Co-ordinator are to be advised by the Professional Associate, Principal or Director/In-school Professional Experience Co-ordinator that the Pre-service Teacher is at risk of being deemed unsatisfactory and failing the Professional Experience.

5.2 The Professional Associate, in consultation with the Principal or Director/In-school Professional Experience Co-ordinator, is to complete in writing a summary of the concerns and discuss the contents with the Pre-service Teacher.

5.3 Based on these discussions, the Professional Associate, Principal/In-school Coordinator and Pre-service Teacher will devise a program of activities through which the Pre-service Teacher will have an opportunity to address identified shortcomings and achieve a satisfactory Professional Experience result. The remedial program will also outline support that the Pre-service Teacher should receive from professional colleagues. The complete program will be recorded on the proforma headed "Developmental Support Plan" and signed by all participants as indicated on the proforma. The program will operate for the balance of the Professional Experience.

Once agreement has been reached amongst the parties about a course of action for the Pre-service Teacher, a copy of the signed Developmental Support Plan should be faxed to the Professional Experience Co-ordinator by the staff of the school/centre for ratification.

5.4 The Professional Experience Co-ordinator and University Supervisor will make a determination of the Pre-service Teacher's situation. The determination will consider nature and seriousness of the Pre-service Teacher's problems, the available time remaining in the Professional Experience, the nature of the Professional Experience setting, including possible ramifications for the class. The Professional Experience Co-ordinator will discuss the DSP with the Pre-service Teacher and then may suggest a modification of the Developmental Support Plan by the inclusion of one of the following:

5.4.1 re-location of the Pre-service Teacher to a different class in the same school or to a different school for a specified period to complete the teaching experience, or

5.4.2 termination of the Professional Experience. In this case, the Pre-service Teacher is to be advised of support procedures available within the university.

5.5 At the conclusion of the teaching experience, the Professional Associate, Principal/In-school Professional Experience Co-ordinator and University Supervisor will recommend to the Professional Experience Co-ordinator one of the following:

5.5.1 the result of 'Satisfactory' (SY) be awarded to the Pre-service Teacher for the professional experience;

5.5.2 the Pre-service Teacher is notified that they are to may be granted a AA grade and is invited to do additional time in the setting to achieve the desired outcomes. If the PST accepts the offer of an AA grade they will be required to pay the associated costs with that award;

5.5.3 that the Pre-service Teacher be deemed Unsatisfactory.

- 5.6 Where the Professional Experience Co-ordinator receives a recommendation that a Pre-service Teacher be deemed Unsatisfactory, the PC will convene a meeting of the Professional Experience Results Committee (see section 2.3) to consider the matter. The PC is to compile detailed written records of interviews, meetings, advice given to the Pre-service Teacher and arrangements entered into with the Pre-service Teacher at the time he or she was deemed at risk of being found Unsatisfactory. These records, together with other written information, including the Pre-service Teacher Handbook for the Professional Experience, other relevant Professional Experience documents, feedback from Professional Associate's lesson observations and notes, Principal/In-school Professional Experience Coordinator's notes and lesson observations (as available) will form the Supporting Documentation for any recommendations made by the Professional Experience Co-ordinator to the Committee. The Committee, with the PC's recommendations before it, may determine that:
- 5.6.1 the Pre-service Teacher receive a Fail (FL) grade for the subject and after discussion with Course Co-ordinator may be invited to re-enrol in the subject at some later time and repeat both the academic and practical components following a period of counselling; or
- 5.6.2 the Pre-service Teacher receive an Fail (FL) grade for the subject and the Pre-service Teacher shall be excluded from the course due to failure in professional practice. In a subject without an academic component the grade will be recorded as Unsatisfactory (US) in line with the Subject Report requirements.
- 5.7 **The determinations of the Professional Experience Results Committee, accompanied by all supporting documentation, will be transmitted through the Professional Experience Coordinator, to the Head of School/Unit in the form of advice.**
- 5.8 **A Pre-service Teacher who has been identified as *At Risk* of being deemed Unsatisfactory in teaching practice, and who withdraws from the teaching experience of their own volition is subject to the same procedures as those who complete the specified number of Professional Experience days ie. withdrawing from the Professional Experience early does not allow the Pre-service Teacher to escape the implications of an Unsatisfactory grade.**
- 5.9 **In the circumstance that the Pre-service Teacher is unable to complete requirements of the program and has not received support as outlined in this policy may be awarded a Grade Pending and be invited to complete the Professional Experience program at an appropriate time.**
6. **CONSIDERATION OF PRE-SERVICE TEACHERS RECOMMENDED UNSATISFACTORY AT TEACHING PRACTICE & FAILURE IN PROFESSIONAL PRACTICE**
- 6.1 The Head of School, upon receiving advice from the Professional Experience Results Committee will preside at a School Assessment Committee meeting convened within two (2) weeks or as soon as practicable following notification by the Professional Experience Co-ordinator. Following such deliberations the HOS will recommend to the Dean that:
- 6.1.1 the Pre-service Teacher be allowed to continue unconditionally; or
- 6.1.2 endorse the grade of 'Unsatisfactory' (US) and recommend that the Pre-service Teacher be allowed to re-enrol in the subject and continue in the course ; or
- 6.1.3 endorse the grade of 'Unsatisfactory' (US) and recommend that the Pre-service Teacher be excluded under Section 3.4 Of the Academic Progress Regulations from the course for a period of time determined as appropriate by the Dean of the Faculty of Education (Section 5.2.1 Academic Progress Regulations).
- 6.2 The Dean, on receiving a recommendation from the Head of School, will, on taking advice from relevant staff, make a determination under Section 3.4 of the Exclusion Regulations viz. to:

- 6.2.1 allow the Pre-service Teacher to proceed in the course unconditionally, or
- 6.2.2 invite the student to re-enrol in the subject, or
- 6.2.3 exclude the student under Section 3.4 of the Academic Progress Regulations from the course for a period of time determined as appropriate by the Dean of the Faculty of Education (Section 5.2.1 Academic Progress Regulations).

7. APPEALS AGAINST TEACHING PRACTICE GRADES

- 7.1 The Pre-service Teacher has the right of formal appeal against a Professional Experience grade, on any of the grounds as specified within the University's Academic Regulation 13.1, and is to lodge the appeal with the Head of School/Unit within fourteen (14) days of receiving notification of the ratification of grade;
- 7.2 The Head of School/Unit, upon receiving an appeal against a grade for teaching practice, is to specify documentation to be provided separately by the Pre-service Teacher and the Professional Experience Co-ordinator and lodged within fourteen (14) days;
- 7.3 The appeal is to be heard by a special meeting of the School Assessment Committee;

8. PROBATION, SHOW CAUSE & EXCLUSION

8.1 Probation Procedures

- 8.1.1 Education Faculty procedures for professional practice adhere to the policy on probation as Section 10 within the University's Exclusion Regulations.
- 8.1.2 With regard to professional practice, only the Dean has the capacity to place a Pre-service Teacher on Probation.
- 8.1.3 Appeals against being placed on probation or the conditions of probation are conducted under Section 10.5 of the Exclusion Regulations.

8.2 Show Cause Procedures

- 8.2.1 The Education Faculty adheres to the Show Cause Regulations that may be found in Section 6, RULES & REGULATIONS, in the University Handbook under the heading *Exclusions*. The web address for these procedures is: <http://www.csu.edu.au/acadman/i1m.htm>

8.3 Exclusion Procedures

- 8.3.1 The Education Faculty adheres to exclusion procedures under the *Exclusion Regulations* in Section 6, RULES & REGULATIONS of the University Handbook. The web address for these procedures is: <http://www.csu.edu.au/acadman/i1m.htm>
- 8.3.2 A Pre-service Teacher excluded for failure of professional practice will be counselled by the Professional Experience Co-ordinator and/or other persons considered appropriate to ensure the Pre-service Teacher will be better prepared to undertake further professional practice subjects if s/he is permitted to re-enter the course.

9 GLOSSARY

Outstanding In some Professional Experience Subjects, Pre-service Teachers may be awarded an “Outstanding” Grade. This will occur after the rigorous procedures outlined. Upon recommendation of “Outstanding” the PELO will organise for the Pre-service Teacher to be awarded a certificate from the School.

Unsatisfactory Indicates that the Pre-service Teacher’s has not met requirements for a Professional Experience program. There are a range of options that are available to the Pre-service Teacher, depending on the decision of the Professional Experience and Faculty Assessment Committees.

DET NSW Department of Education and Training

10 APPENDIX

DEVELOPMENTAL SUPPORT PLAN

FOR PRE-SERVICE TEACHERS AT RISK – DEVELOPMENTAL SUPPORT PLAN:

Directions for Associate Teachers

Please follow these basic guidelines for supporting a Pre-service Teacher who is *At Risk* of failing to satisfactorily complete all Professional Experience requirements. Detailed guidelines can be found in the Section 4 -POLICY ON PROFESSIONAL PRACTICE- of the Professional Experience Handbook.

1. You must advise university staff by the MID-SESSION reporting stage that the Pre-service Teacher is experiencing difficulties.

2. Complete the Developmental Support Plan proforma, in consultation with University Supervisor, Pre-service Teacher and In-School Professional Experience Co-ordinator/Principal.

3. Fax the completed Developmental Support Plan proforma to the Professional Experience Development Officer for ratification, signature and any further discussion as deemed necessary.

4. Support the Pre-service Teacher to achieve the desired outcomes from the Professional Experience.

5. Keep the university informed of Pre-service Teacher progress

6. If the Pre-service Teacher is experiencing extreme difficulties that warrant further action prior to the conclusion of the Professional Experience, the parties involved may agree to
 - (i) relocate the Pre-service Teacher to another class, setting or school, or
 - (ii) terminate the Professional Experience

NB: AT ALL TIMES ENSURE THAT THE GUIDELINES RELATED TO *THE POLICY ON PROFESSIONAL PRACTICE* IN THE HANDBOOK ARE BEING FOLLOWED.

DEVELOPMENTAL SUPPORT PLAN FOR PRE-SERVICE TEACHERS IDENTIFIED AS BEING AT RISK OF FAILING

To be completed **BY THE MID-SESSION REPORTING STAGE** by Associate Teacher following discussions with In-School Professional Experience Co-ordinator, University Supervisor and Pre-service Teacher
 Please forward to University Professional Experience Co-ordinator for ratification and signature after expected outcomes have been negotiated and program agreed upon.

AREAS CAUSING CONCERN Please indicate to which aspect of the Assessment Profile this issue refers	ACTION REQUIRED BY THE PRE-SERVICE TEACHER	SUPPORT PROGRAM FOR PRE-SERVICE TEACHERS	TIMELINE FOR SATISFACTORY COMPLETION

PLEASE NOTE: The implication of failing to satisfactorily address the issues raised in this Development Support Plan is that the Pre-service Teacher will be awarded a fail grade for Professional Experience and may be excluded from the course.

PRINT YOUR NAME: Associate Teacher School/Service Pre-service Teacher
Signatures Associate Teacher signature..... Date..... Pre-service Teacher Date.....
 On site Professional Experience Co-ordinator..... Date..... University Supervisor..... Date.....
 Professional Experience Director..... Date..... Sub-Dean Professional Experience Date.....

Fax to university Professional Experience Director immediately 02 68857316
Professional Experience Development Director to fax the signed copy back to school/centre/service

[insert date]

To [student's name] (Student Number):

Dear [insert first name]

I am writing to advise you that staff in the Faculty of Education and your associated School have received notice from staff in your professional experience placement, [INSERT SCHOOL NAME] that you are at risk of failing your current site-based program.

It is important that you familiarize yourself with the procedures for supporting students at risk – these can be found in your professional experience handbook. Staff in your professional experience placement have negotiated and documented a *Developmental Support Plan* with you, which includes explicit actions that you as a pre-service teacher need to take in order to satisfactorily complete the program. The plan also includes a time for reviewing the situation and for consultation meetings. Depending on the outcome of the *Developmental Support Plan*, different processes will be undertaken to support you in your endeavours to meet the requirements for course completion.

sample

It should be noted that the awarding of an *Unsatisfactory* grade at the conclusion of the professional experience placement will constitute a Fail in the subject [INSERT SUBJECT CODE]. Failure in the subject **may** lead to exclusion from the course for a period of up to three years.

As a matter of urgency, you are required to sign the declaration at the bottom of this letter to indicate that you have read it and then return it IMMEDIATELY by fax to the Professional Experience Office on your home campus.

If you have any concerns or queries about the process, please discuss these with your liaison lecturer and/or the Director - Professional Experience at CSU.

My contact details are:

Phone: (02); Email:

Yours sincerely

Director - Professional Experience

I _____ (INSERT YOUR NAME) have read the above letter in relation to the fact that I am have been placed at risk of failure on professional experience I am aware of the consequences of failing professional experience.

_____ (Signature) _____ (Date)

PLEASE FAX **IMMEDIATELY** TO CSU **DIRECTOR - PROFESSIONAL EXPERIENCE**

FAX No: (02) 68857316.(Dubbo)