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INTRODUCTION

The Professional Experience component of the Bachelor of Education (Early Childhood) has been designed so that it plays an important integrating function for all strands of the course. The time spent in early childhood settings allows students to combine the theoretical concepts developed in on-campus classes with the practical realities of providing quality early childhood environments. The Professional Experience has been carefully structured so that there is both a gradual introduction to the role of early childhood educator and a graded development of the skills necessary for teaching, administration and leadership.

Staff at CSU regard the education of preservice teachers as the first stage of their induction to the teaching profession. The time spent in schools is an especially important aspect of the induction process. To assist this introduction of our preservice teachers into the profession, we would be grateful if you would refer to them as 'visiting teachers' while they are part of the school.

Pre-service teachers from CSU-Bathurst are able to undertake professional experiences because of the assistance and generosity of the directors and staffs of many schools. Charles Sturt University is indebted to these educators for their kindness and co-operation and wish to acknowledge this with sincere thanks.

This booklet provides general information concerning the organisation of and administration of school-based programs. Each professional experience has an additional separate booklet specific to that program. If you have any queries or would like further information please feel free to contact the Professional Experience Staff (as appropriate) on one of the following numbers, depending on preservice teacher's campus

Bathurst Campus

- (02) 63384620 Professional Experience Liaison Officer (EC)
- (02) 63384367 Professional Experience Co-ordinator – Jan Page
- (02) 63384442 Sub Dean Professional Experience – Wendy Hastings
- (02) 63384454 Administrative Assistant Professional Experience Office – Di Fletcher
- (02) 63384410 School of Teacher Education Secretary – Therese Howes
- (02) 63384134 *Facsimile* Professional Experience Office

Dubbo Campus

- (02) 68857357 Professional Experience Liaison Officer
- (02) 68857316 *Facsimile* Professional Experience Office

Return of Forms to the University

It would be appreciated that on the last day of the program, or as soon as possible thereafter, the following teaching practice materials be returned to the Professional Experience Office in order that grades may be recorded and payments to associates processed:

- * Preservice Teacher's Time Sheet
- * Leave of Absence form – if used Professional Experience Profile
- * Mid-Session Report, Assessment Sheet and Profile
- * Payment voucher (signed by the director or appointee)

The Professional Experience Office address is:-
School of Teacher Education
Charles Sturt University
Panorama Ave
Bathurst NSW 2795

Web Site

The Professional Experience Office is developing a web site for use by preservice teachers, associate teachers and university staff. Please feel free to visit the site. The web site address is:

<http://www.csu.edu.au/faculty/educat/pep>.

Course Structure for the BACHELOR OF EDUCATION (Early Childhood).

The Bachelor of Education (Early Childhood) degree course is designed to equip graduates to teach at the early childhood level (birth to eight years) in a variety of settings. The course comprises four years of preservice study, which consists of the following subjects.

Course Structure 1st Year 2004

SESSION 1 EMA105 EED121 EML121 EPT120	Creative Arts 1 Child Development – the early years Language and Learning The EC Profession: an introduction	SESSION 2 EED100 EED122 EPT109 EED107	Health & Safety in EC Settings Environments for Play & Learning Professional Experience 1:–Infants, toddlers & twos (4 weeks) Infant Toddler Development, Education & Care
SESSION 3 EMR221 EED200 ESS201 EMM103	Movement & Personal Development Reconceptualising EC Curricula & Pedagogies Inclusive Education for Young Children Developmental Mathematics 1	SESSION 4 EMS221 EML221 EPT209 EED201	Science & Technology for Young Children Child Language & Literacy 1 Professional Experience 2: Three to Five Years (4 weeks) Learning & Teaching in EC Settings
SESSION 5 EMM304 EML322 EPT323 EMH221	Developmental Mathematics 2 Child Language & Literacy 2 Professional Experience 3: Assessment & Classroom Planning HSIE for Young Children	SESSION 6 EMA300 EER300 XXXXXX EEP200	Creative Arts 2 Inquiry in Early Childhood Education Elective 1 Children, Families & Society
SESSION 7 EEB423 EEP400 EPT324 XXXXXX	Leadership & Management in EC Reconciliation in the EC Context Professional Experience 4: Integrated Curriculum in the Primary Years Elective 2	SESSION 8 EED411 EEB400 EPT424	Professionalism in EC & Primary Education Issues in Care & Education Professional Internship: Induction of Beginning Teachers (10 weeks)

Course Structure for Diploma in Children's Services – 1 year Advance standing

SESSION 3 EML121 EMH221 EED200 ESS201	Language and Learning Movement & Personal Development Reconceptualising EC Curricula & Pedagogies Young Children with Special Needs	SESSION 4 EMM103 EML221 EPT222	Developmental Mathematics 1 Child Language & Literacy 1 Professional Experience 2: 3-5 years
SESSION 5 EMR221 EMM304 EML322 EPT323	HSIE for Young Children Developmental Mathematics 2 Child Language & Literacy 2 Professional Experience 3: Assessment & Classroom Planning	SESSION 6 EMA300 EER300 EEP200 EMS221	Creative Arts 2 Inquiry in Early Childhood Education Children, Families & Society Science & Technology for Young Children
SESSION 7 EEB423 EEP400 EPT324 XXXXXX	Leadership & Management in EC Reconciliation in the EC Context Professional Experience 4: Integrated Curriculum in the Primary Years Minor/Linked Study 4	SESSION 8 EED411 EEB400 EPT424	Professionalism in EC & Primary Education Issues in Care & Education Professional Internship: Induction of Beginning Teachers (10 weeks)

GOALS OF THE PROFESSIONAL EXPERIENCE PROGRAM

The general **AIM** of the professional experience program is to facilitate, by the provision of appropriate contexts and personnel, the induction of students into the teaching profession through the early stages of professional development.

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

- to lead students through progressive stages of development from an introduction to teaching to full teaching competence;
- to inform students 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 parents and other adults.
- Require preservice teachers to develop practical teaching skills at an appropriate pace;
- Require students to integrate academic subjects into field practice;
- Develop in each student a responsibility for acquiring the professional and personal qualities and competencies necessary to begin a teaching career, through the identification and evaluation of individual and personal objectives;
- Encourage continuing dialogue (based on ongoing observation and reflection) between students and associates with a view to improving understanding and teaching expertise;
- Lay the foundation for continuing study, research, self-evaluation and increasing effectiveness within the context of changing educational and social conditions;
- Assess all students in terms of their **suitability**, **performance** and **effectiveness** as early childhood professionals.

ARRANGEMENTS FOR TEACHING PRACTICE

Child Protection Procedures

All preservice Teacher Education students at Charles Sturt University have completed a Prohibited Employment Declaration and consent for criminal checks. They have completed Stage 1 of Child Protection Training before undertaking their professional experience. Where an Australian state or jurisdiction requires it, a National Criminal record check will be completed by the preservice teacher.

Eligibility to Undertake a Professional Experience placement

Eligibility to proceed with teaching practice is NOT automatic. Two weeks prior to the commencement of the teaching experience, the preservice teacher's academic progress will be reviewed by a panel consisting of the Professional Experience co-ordinator, Course Co-ordinator and Subject Co-ordinators for the session. Should the preservice teacher's academic progress be unsatisfactory, s/he will not be permitted to proceed with the teaching experience.

ACADEMIC PROGRESS REGULATIONS

(As per CSU University Handbook)

Because it includes a professional experience component for your course Bachelor of Education (Early Childhood) this subject is 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 Co-ordinator.

Placement of Preservice teachers

Some time prior to the professional experience session the Professional Experience Office contacts directors of schools requesting the names of teachers willing to act as associate teachers to supervise preservice teachers undertaking teaching practice. Preservice teachers seeking placement submit an application on the appropriate form. After placement by the Professional Experience Office, each preservice teacher is notified of the placement - name of associate teacher and supervisor and class/stage.

All preservice teachers should be aware that contact with schools, other than during the official teaching sessions, will not be sanctioned by the university. Preservice teachers must not approach any member of a school staff without prior approval of the Professional Experience Co-ordinator. Such approval will be granted only after careful consideration of the preservice teacher's status and the needs of the school and university.

ETHICAL CONSIDERATIONS FOR STUDENTS UNDERTAKING PROFESSIONAL EXPERIENCE PROGRAMS AS PART OF THE PRESERVICE TEACHER EDUCATION PROGRAMS

Preamble: Often preservice teachers are required to undertake data collection in the form of lesson observations, interview teachers and or students and collect samples of work while undertaking their professional Experience programs. Ethical approval through the University's Ethics in Human Research Committee is not required for exercises that are not for the purpose of formal research or for publication in any form. However, such data collection exercises involving human participants do incur the same ethical obligation as research projects. Preservice teachers involved in these activities must adhere to the following principles:

- **Respect for persons.** *Preservice teachers must respect the rights and beliefs of individuals. For example, do not make public your judgements about the physical appearance or intellectual abilities of students in your classes. A guiding principle in all of your interactions with other people in your professional experience setting should be that respect for the dignity and well being of others takes precedence over the expected benefits to knowledge of the data collection you might engage in.*
- **Avoid doing harm.** *Preservice teachers must avoid doing harm which may be in the form of embarrassment or exploitation (e.g. taking copies of a teacher's programs and using them without giving due recognition of the teacher's work) or of a physical nature (e.g. expecting students to undertake physical testing) and exposing them to ridicule by their peers.*
- **Informed consent.** *Teachers, students and members of the school community must be informed of the nature of their participation and the uses to which the data they provide will be put. You should explicitly ensure you have their agreement to participate only after being made aware of the nature of the program. A participant's right to withdraw without explanation at any time should be assured and honoured.*
- **Privacy and confidentiality.** *Preservice Teachers must respect the privacy of participants and avoid unnecessary intrusions. All information should be treated carefully and, where possible or promised, names and personally identifiable information should not be disclosed to others. For example, it is inappropriate to discuss information you might gather about any members of the school community – students, teachers etc – beyond the confines of the school or with those other than the people you initially stated when obtaining participants' consent. Be mindful of legislation regarding taking photos of students.*
- **Security and integrity of data.** *All the information collected should be safely stored and not be used for other purposes. For example, samples of student work should normally have identifying information removed or disguised, should not be bandied around amongst your peers, nor should they be used in subject(s) other than those that you obtained consent for. At completion of the program, material should be destroyed.*
- **Academic and scientific standards.** *Preservice teachers must analyse and report their findings accurately, honestly and in compliance with accepted academic and scientific standards.*
- **Cultural sensitivities.** *Preservice teachers should articulate how they will work sensitively and respectfully with diverse populations that may include members of Indigenous, NESB communities and students from low socio-economic backgrounds. For example, preservice teachers will need to be familiar with the cultural nuances associated with these diverse groups – willingness to speak in groups, use of body language to convey meaning etc.*

If you have any concerns in relation to this matter, please don't hesitate to contact the Sub Dean Professional Experience at CSU.

The following sites might be useful if you would like more information in relation to ethical considerations when "collecting" data.

- The NSW Department of Education and Training's Research Guidelines: Guidelines for Approving Applications from External Agencies to Conduct Research in NSW Government Schools, accessible at <http://www.det.nsw.edu.au/policies/research/reseguid/index.htm>
- Early Childhood Australia's Code of Ethics, accessible at http://www.aeca.org.au/abtus_resources_cofe.htm
- The Australian Institute of Aboriginal and Torres Strait Islander Studies' Guidelines for Ethical Research in Indigenous Studies, accessible at <http://www.aiatsis.gov.au/corp/docs/EthicsGuideA4.pdf>

The Board of Studies site contains "Working with Aboriginal communities: A guide to community consultation and protocols", accessible at

http://www.boardofstudies.nsw.edu.au/aboriginal_research/pdf_doc/work_aborig_comm.pdf

ROLES AND RESPONSIBILITIES OF PROFESSIONAL EXPERIENCE PARTNERS

a) University Professional Experience lecturer

- Liaise with school-based colleagues (teachers, director) and university colleagues about the content of the university program;
- Monitor the focus of pre-service teachers' learning in aspects of the in-school experiences (as detailed);
- Undertake subject evaluation;
- Facilitate discussion of teaching and learning styles, school policies and procedures and general professional issues
- Support and extend pre-service teachers' skills of reflection and self-evaluation

b) Director and/or Professional Experience Contact

An introduction to the professional experience program by the Director or other significant contact person can play a critical role in the preservice teacher's adjustment to the different school situations. It is anticipated that such a person would:

- negotiate with teaching staff to identify a teacher who is ably qualified and keen to support the preservice teacher in a supervisory and mentoring role, taking into consideration the needs of the preservice teacher to gain experience across a number of classes and year levels throughout the duration of the entire course
- arrange for the preservice teacher to observe teaching, organisation and other aspects of the profession that will be useful in his/her future career;
- allocate tasks and duties, including extra-curricular activities which the preservice teacher should share with the associate teacher;
- ensure that the preservice teacher does not undertake activities and responsibilities beyond his/her level of studies;
- be available to the preservice teacher for discussions related to professional or personal difficulties.

For this experience to achieve maximum benefit, it is recommended that on the first day of the practice, the Professional Experience Contact person provide advice to the preservice teacher in relation to:

- school policies and procedures;
- the limits of the preservice teacher's responsibilities and authority;
- times, places and manner in which extra-curricular activities are to be carried out;
- observation of common courtesies such as punctuality, notification of absences and keeping the relevant staff informed of activities;
- his/her role in relation to the community's expectations of the school;
- introduce the preservice teacher to the associate teacher; and
- introduce the preservice teacher to the class(es) as a visiting teacher.

c) Associate Teacher

The Importance of the Associate Teacher

Teacher Education at CSU is a co-operative endeavour between the staff of the university and the staff of those places in which preservice teachers undertake their professional experience. In many ways the influence of the associate teacher is one of the most important that preservice teachers experiences during their studies. Teachers, as people actually engaged in the profession the preservice teachers have chosen, are in an excellent position to participate in their education. In the classroom, the preservice teachers' attitudes and patterns of professional behaviour will be strongly influenced by the associate teacher whom they have been attached.

Planning the Program

Other sections of this booklet indicate the nature of the program that ideally the student should follow. If the associate teachers are familiar with this material before students arrive it will be possible during the first day to plan initial programs to ensure that students, during their brief contact with school and/or services, use their time profitably.

Assisting the Preservice Teacher

Many students at the beginning of a teaching practice session feel uncertain of their role. They need help in adjusting to teachers and groups and in taking their place as members of a team. They need to feel welcome, and to be assured of support in establishing themselves as teachers. Some will need to be encouraged to ask questions and to participate in activities while some will need to be guided in the implementation of their teaching programs.



Students are dependent on the assistance of the Associate Teacher in order to gain an insight into:

- the backgrounds, interests, and abilities of the children;
- the teacher's program and methods (and the rationale for these);
- the curriculum;
- management/discipline of the class;
- expectations concerning non-teaching activities;
- innovatory practices and policies;
- expectations concerning preparation;
- clarifying lesson/experience objectives and integrating single experiences with other parts of the program;
- both the strengths and the weaknesses of the student's performance (presented orally and/or in writing);
- items listed in the teaching practice assignment.
- provide to university supervisor advice on the level of teaching competence and professional development of the preservice teacher;
- adhere to the procedures for dealing with a student who is at risk of failing professional practice- see Section 4 in Policy on Professional Practice at the end of this Handbook
- complete formal assessment documentation - mid-session formative teaching professional experience report and an end-of-session summative teaching professional experience report, discussing the reports with the preservice teacher.

One critical aspect of a preservice teacher's successful development as a teacher revolves around effective advance planning for the whole session. The planning and supervision of a preservice teacher's professional experience program is mainly the responsibility of the associate teacher (as a casual employee of the University). The University holds the view that the associate teachers are responsible for the major part of the decision making that will enable preservice teachers under their guidance to develop their potential understanding as teachers as far as possible.

The Supervision Cycle

The table below shows the three phases of the supervision cycle with an explanation.

Pre-Experience Conference →	Observing and Recording Experience →	Post-Experience Conference
<p>The student teacher presents written plans to the associate teacher and discusses with him/her the objectives, materials to be used and room organisation. The student teacher also discusses the target for professional growth and how it may be particularly illustrated in the lesson, which has been prepared.</p> 	<p>The student teacher presents the planned experience, which is observed by the associate teacher who records observations both in general and on the professional target of the student teacher.</p> 	<ol style="list-style-type: none"> 1. The student teacher first self-evaluates the experience. This evaluation should focus on children's learning, teaching, resources and environment. 2. The associate teacher and student teacher together discuss the experience, and then make plans for focusing on new teaching targets or continuing to practise the present target in subsequent experiences. 3. The student teacher reflects on their teaching and their learning

It is expected that the associate teacher will formally supervise at least *one* planned learning experience a day, following the recommended supervision cycle. Throughout the practice, associate teachers should regularly discuss with students the strengths and weaknesses of their teaching, and provide written critiques on their performance.

A carbonised Lesson/Experience Observation Feedback sheet has been designed for this purpose. Copies of these are provided in the package sent to the Associate Teacher from the Professional Experience Office

d) Preservice Teacher

Preservice Teacher Responsibilities

The preservice teacher is to complete all **pre-professional experience responsibilities**. They must

- attend **all** preservice teacher meetings convened by the Professional Experience Co-ordinator & Subject Co-ordinator
- contact the school to discuss, with the associate teacher, the following :-
 - relevant details of the group or class
 - teaching programs
 - responsibilities while at the school
 - extra-curricular involvements
 - necessary preparation for the professional experience
 - resources needed
- complete all paperwork promptly
- write personal objectives for the professional experience program and have them approved by the subject tutor.
- meet with the university supervisor to discuss, their personal objectives for professional experience program.

The preservice teacher is to complete, at an acceptable standard, all required documentation during the professional experience program including lesson planning, handbook entries and personal evaluation. All prescribed objectives for the teaching practice must be met to achieve a satisfactory result for the professional experience experience.

The preservice teacher is expected to act in accordance with ethical and moral principles befitting the teaching profession.

In order to gain maximum benefit from the teaching practice experience it is recommended that on or before the first day preservice teachers should gain information from the director on such matters as:

- school organisation, policies and procedures
- the extent of preservice teacher authority and responsibilities
- teacher's role and the community's expectations.

Responsibilities as a Staff Member

The preservice 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.

Preservice teachers are regarded as being temporary members of staff and, accordingly, will observe the same conditions as teachers. For example, they should:

- initial the Preservice Teacher Time-Sheet on arrival and departure each day
- remain at school during the prescribed hours
- abide by the regulations of the education authority
- assist with duties undertaken by the associate teacher
- assist with other school activities, as is expected of other members of the profession
- abide by the established policy on matters of dress and grooming

Academic Responsibilities

For each session of teaching practice the student will be required to complete a number of assignments, in addition to teaching successfully. Explicit details for individual pracs can be found in the attachment.

Prescribed Objectives

For each practical session prescribed objectives to be achieved are set out. These are intended to indicate the minimum stages of development expected of a student teacher. However, some students progress faster than others and some find they have particular needs. It is therefore appropriate that allowance is made for individual progression through set objectives.

Personal Objectives

In the Teaching Practice Attachment there is a page for each student to write his/her personal objectives for each practice. These will be formulated from the student's own perceptions and from the student's personal evaluation/assessment of his/her own previous teaching practice experience. These **must** be written up before the practice session begins.

N.B. *It is from these personal objectives that individual professional targets will be chosen throughout the supervision cycle.*

Situation Analysis

The students are expected to enquire into the operation of the school, centre or service in which they are working. Details concerning the particular focus of the enquiries are set out in the teaching practice Attachment relevant to the teaching practice session. On each occasion the student is required to make notes emphasising the 'why' and 'how' aspects of each item. As progression occurs from one semester to the next some items are repeated in order to emphasise the variations that exist in different settings. Experience will help in refining observations and notes. The major areas of enquiry will be

- * The role of the teacher/child development officer/educator;
- * The learning environment - indoor and outdoor;
- * The centre/school;
- * Management of the centre/service/school;
- * Parent involvement;
- * Community involvement.

Observation Notes

During each teaching practice session students are required to observe the teachers at work.

Students are requested to record observation notes paying particular attention to areas of professional interest such as:

- * organisation of indoor environment and children;
- * teaching and learning strategies;
- * strategies for managing child behaviour;
- * materials used in art, music, outdoors and learning centres;
- * children's work;
- * interaction with parents;
- * provision for individual differences;
- * working as a team;
- * record keeping.

Personal Evaluation

At the end of each teaching practice session students are expected to write up a brief evaluation of the experience. This is primarily to help students reflect on what has been gained and to identify what may be significant needs that have developed as a result of the teaching practice session. The evaluation will lead directly into the personal objectives that the student will need to set for the following professional experience session.

Expectations from subjects

Many CSU-Bathurst subjects deal with aspects of teaching such as planning and programming, classroom management, resources, subject method and curriculum development. The student is expected to apply some of the material from subjects during the period of teaching practice.

Learning Experience/Lesson Note File

It is University policy that learning experiences are not to be presented unless they are planned ahead in detail. Planning notes must be available at any time for perusal by supervising personnel – associate teacher, director, university staff.

The student is required to keep a learning experience/Lesson Note File, which will be used throughout the course. A large loose-leaf file is appropriate. The planning format introduced at university and included in this handbook is to be used.

Summary of Teaching Activities

A summary of teaching activities is linked with the expectations from academic units. It is intended that this be used as a means of tracking development and needs. The summary needs to be kept up to date in order to ensure that it serves its purpose.

Doing the Right Thing

Schools/Services operate on established routines, and it is expected that preservice 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.

e) University Supervisor/Mentor

The Early Childhood Course Committee has approved the implementation of a mentoring/on site supervision to support students' professional experience program. This typically involves one visit to meet with the student and Associate Teacher. However, first year students will not receive a visit from a mentor, because students undertake professional experience across a wide range of regional areas in N.S.W. The section below outlines the usual pattern to be followed.

Prior to Professional Experience Placement

The University mentor organises preparatory on-campus meetings with the students, either in groups or individually. The purpose of these meetings is to

- discuss students' personal objectives
- discuss students' updated philosophy statements
- identify and discuss concerns about the requirements of the placement setting
- view students' teaching portfolios. Mentors and students will also exchange contact details and agree on their preferred means of communication during the professional experience; for example, telephone, fax, email.

During Professional Experience

There are three key times for student-mentor contact. However, if the need arises, students or associates should feel free to contact the mentor at other times during the placement. Students must be prepared to send examples of their work, as requested.

- Initial. Each student is expected to make contact with his/her mentor during the first week of the placement. Students should provide full details of the setting and the arrangements they have made regarding the progression of the placement.
- Mid-way. Each student should contact his/her mentor to discuss or provide evidence of progress to date and objectives for the remainder of the placement. Mentors and Associate Teachers will review the students' progress. For the second and third year professional experience programs, the mentors will meet with the student to review completed work and to discuss objectives. Mentors must be informed of the outcome of the mid-way review for all programs.
- Final. Each student should ensure that the mentor is informed regarding the work being undertaken prior to the final review. Direct communication between the mentor and the associate should be arranged, to discuss the final grade for Guided Professional Experience.

Post-Professional Experience

Mentors may meet with students on-campus to review and reflect on the professional experience and its implication for setting personal objectives and planning future professional experience experiences.

ASSESSMENT

General

At the mid-point and at the end of the professional experience period the associate teacher is required to complete the Professional Experience Feedback Profile, which details the student's abilities in all areas of teaching skill. This profile is to be discussed with, and signed by the student. Discussion of progress must also involve the university mentor.

At the conclusion of each practice session, a final assessment sheet needs to be completed **after discussions** involving the associate teacher, university mentor and the director, to recommend an appropriate grade.

If, at the mid-way review or any time during the placement, a student is considered by the associate and/or mentor to be at risk of failing the professional experience, the Professional Experience Development Officer must be informed and the student advised in writing, in accordance with the School of Teacher Education Policy on Professional Practice, Points 4.1 to 4.8. The associate, after consultation with the mentor, Professional Experience Development Officer, and in-school Professional Experience Coordinator must identify the areas of concern and set a program of objectives, activities and criteria for the remainder of the placement. Guidelines are provided on page 35 of this booklet. The Remedial Action Plan must be completed, sighted by the student, signed by all appropriate staff and forwarded to the University.

DEVELOPMENTAL SUPPORT FOR STUDENTS AT RISK

Directions for Associate Teachers

Please follow these basic guidelines for supporting a student 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 student is experiencing difficulties. This can be done on the Mid-Session report but you **MUST** also complete the Developmental Support Plan, which outlines the steps to be taken to give the preservice teacher optimum chance of success.
2. Complete the Developmental Support Plan proforma, in consultation with University Supervisor, Preservice Teachers and In-School Professional Experience Co-ordinator/Director **at Mid Session**.
3. Fax the completed Developmental Support Plan proforma to the Professional Experience Co-ordinator for ratification, signature and any further discussion as deemed necessary.
4. Support the student to achieve the desired outcomes from the professional experience program.
5. Keep the University informed of student progress.
6. If the student is experiencing extreme difficulties that warrant further action prior to the conclusion of the professional experience program, the parties involved may agree to
 - (i) relocate the student to another class, setting or school, or
 - (ii) terminate the professional experience program

Consequences of failure of teaching practice

Preservice teachers' attention is drawn to the University's Exclusion Regulations in the Charles Sturt University's Undergraduate Handbook.

Preservice teachers are hereby notified that a failure in any of your teaching experiences may lead to your exclusion from the course.

It is recommended that preservice teachers acquaint themselves immediately with the entire Exclusion Regulations section of the Handbook and make an appointment with the Professional Experience Co-ordinator or Course Coordinator should they require clarification.

Assessment Criteria

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

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 a neat, well-organised planning file
- Is able to plan a series of lessons/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 lessons undertaken
- Prepares and uses appropriate teaching aids
- Attends to effective pre-lesson organisation
- Is able to plan for specific children within the larger context
- Is able to observe and interpret the needs of individual children and plan to meet those needs
- Is able to develop specific objectives in terms expectations of the children
- Is able to develop objectives that reflect a progression in learning over a series of planned learning experiences.

Teacher Strategies

- Is able to use appropriate teaching strategies for whole group situations
- Is able to use appropriate teaching strategies to enable children to develop problem solving skills and enhance their creativity
- Is able to use appropriate strategies for children with special needs
- Is able to use appropriate strategies to move children from one setting to another
- Is able to use spontaneous/incidental situations to promote learning
- Is able to use adult-child interaction to create learning situations.

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 equally and tries to accommodate their individual needs: respects diversity of background

- Treats all children equally 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 pleasant 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

- Shows skill in gaining attention, giving clear and simple directions and checking that they are understood and carried out;
- Is able to keep pupils on task;
- Uses time effectively to complete tasks set;
- Uses positive re-enforcement for appropriate behaviour effectively;
- Shows skill in scanning the class, in redirecting inappropriate behaviour, in moving around classroom and in supervising children's work;
- Is able to make a smooth transition from one learning experience to the next;
- Is able to use set procedures for distributing, collecting and storing materials;
- Is able to use basic control techniques;
- Is able to deal with minor disruptions.

Instructional Skills

- Is able to introduce lessons effectively;
- Is able to use effective motivational techniques to develop children's interest in task;
- Is able to gain and maintain children's interest;
- Is able to use basic questioning techniques;
- Is able to use questions to develop and extend children's knowledge of the topic;
- Is able to respond to children's questions/answers and to use responses to further develop the topic;
- Is able to explain tasks/topics/concepts and link to children's level of understanding;
- Is able to use appropriate resources to achieve learning objectives;
- Is able to conclude lessons effectively - leaving time to review, to complete marking if necessary, to comment and/or to tidy up.

Evaluation

- Is able to use observation, questions, discussions, and marking as a basis for evaluating pupils' progress
- Is able to assess whether learning objectives have been met
- Is beginning to keep records of children's learning and development
- Is able to plan for future work on a task, based on an assessment of children's understanding
- Is able to analyse planned learning experiences effectively, to identify strengths and weaknesses, and to modify own performance for future teaching.

Grading

At the end of the teaching session the Teaching Practice Assessment form needs to be completed, after discussions involving the associate teacher(s), the university mentor, and director/director (or appointee) to recommend a final grade for the student teacher.

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

S – Satisfactory

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

U – Unsatisfactory

This grade is recommended on the Professional Experience Assessment when the student 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.

In addition, there is provision for associate teachers and university staff to recommend a grade of **outstanding** for a particular student. A grade of Outstanding would indicate that the student has achieved all objectives at a very high standard, and would be expected to perform successfully as an independent teacher immediately on appointment to a school or early childhood service. In such cases, the grading box should be left blank. The recommendation for **Outstanding** must be made in separate reports provided by the Associate Teacher and the student. See School of Teacher Education Policy on Professional Practice Item 3, page 35.

The **Grade Deferred** notation will be used only when unforeseen circumstances have prevented the student from completing the practice session. Students will be required to provide documentary evidence to justify the withdrawal from professional practice.

OBSERVATION AND INDIVIDUALISED PLANNING

Each professional experience has a different observation and individualised planning requirement. Please check the Attachment for the appropriate framework

THE REFLECTIVE PRACTITIONER – REFLECTIVE JOURNAL

The student is expected to reflect on his/her experience during the professional experience by engaging in dialogue with associate teachers and fellow students and by keeping a journal/diary in which he/she records aspects of personal achievement and development over the duration of the professional experience period.

The purpose of these reflections is for the student to develop new understandings and appreciation about the nature of teaching and of themselves as both teacher, learner and community member. Students are expected to make regular entries, at least weekly.

Note, this is not just a list of activities but a considered reflection on your growing understanding of yourself and the early childhood profession.

FREQUENTLY ASKED QUESTIONS

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 preservice 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 preservice teachers. A copy of the current coverage and policy details is available from:

http://www.csu.edu.au/faculty/pep/INSURANCE_1_Nov_07.pdf

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 preservice 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 63384269.	Student Support Officer Building 20B, Wagga campus 02 69332049	Student Support Officer The Shed – Building 616 02 60516764	Student Support Officer -based in Orange 02 63657680

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.

Preservice 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 preservice teachers.

This insurance does not cover students undertaking professional experience overseas.

Excursions

Preservice teachers on a professional experience may be included in school 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.

Difficulties and Obtaining Assistance

Preservice 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. In-school Professional Experience Co-ordinator
3. Director
4. University Supervisor
5. University Professional Experience Liaison Officer (02 6338 4620)

If any serious problems arise, the preservice teacher should contact the Professional Experience Co-ordinator (02 63384367) immediately.

Industrial Action

During the professional experience program, it is possible that the teaching union may be undertaking industrial action and that work stoppage/striking are involved. In such cases, preservice teachers are advised to act cautiously. The simplest course is for preservice teachers to take the same action as their associate teacher.

Preservice 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 Co-ordinator, Course Co-ordinator, Head of School and the two preservice teacher representatives of the School of Teacher Education Board.

Absences

Preservice teachers are expected to be in attendance for each day of the professional experience program 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 any one teaching session. Please note that this does not mean you can simply have two days off. Preservice teachers absent for more than two days will be required to undertake a week's teaching experience in the same situation immediately following the prescribed program schedule, or undertake a week's teaching experience in an alternative situation as organised by the Professional Experience Liaison Officer.

Legal Responsibility of Preservice Teachers

The question of legal responsibility of preservice teachers engaged in teaching practice has arisen in the past when accidents and cases of negligence have occurred. The Legal Services Directorate of the Department of Education and Training has advised that:

"... Pre-service teachers may be sued for their negligence just like any other member of the community. Where pre-service teachers are in schools merely as observers, and a child is injured, it is extremely unlikely firstly that any action would be taken against them and secondly that they would be liable. Where a preservice teacher is in charge of students, whether in a classroom, the playground or on an excursion, they are effectively acting for the Department. Again it is extremely unlikely they would be sued in regard to any injury to a child and also unlikely that they would be found liable. "

It can be reasonably assumed that the legal position would be the same in non-departmental schools, or preschool/childcare settings.

NSW Teachers Federation - Statement of Policy

Preservice teachers from the various universities and conservatoriums are to be regarded in their allocated schools as future teachers and not ex-students.

Such preservice teachers are not to be humiliated or criticised in front of school pupils or classes.

Such preservice teachers should be accepted into the school situation and be afforded such humane and common-place activities as a position in the staffroom (if possible), tea and coffee making facilities, car parking facilities, awareness of school/centre routine and provision for duplication of material, which can form an integral part of a lesson.

That such preservice teachers be required to teach only the prescribed number of lessons as set by the university or academy, and the number not be increased to satisfy the needs caused by absent teachers or preservice teachers or the personal whims of the teacher responsible for the placement and welfare of preservice teachers.

APPENDICES

- Australian Early Childhood Association Code of Ethics
- Faculty of Education Policy on Professional Practice
- The Early Childhood Professional Experience Council of New South Wales Guidelines for Ethical Practice in Early Childhood Field Experience
- NSW Department of Education & Training *Code of Conduct*
- Developmental Support Plan Proforma
- Advice to Associate Teacher re Preservice Teacher “At Risk”
- Sample of letter to be sent by CSU to Preservice Teacher “at Risk”

AUSTRALIAN EARLY CHILDHOOD ASSOCIATION CODE OF ETHICS

PREAMBLE

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

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

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

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

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

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

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

The following values and processes are considered central to the Code of Ethics:

- respect
- courage
- inclusivity
- social and cultural responsiveness
- education
- democracy
- honesty
- integrity
- justice

Definitions

In this Code of Ethics, for the purposes of this document, these terms are given the following meanings:

Children — People between the ages of birth and eight years.

Families — The people who have significant care responsibilities for and/or kinship relationships with the child.

Student — A person undertaking study at a secondary or tertiary institution.

Employer — An individual or organisation which employs early childhood professionals.

Communities — Groups of people who identify as having shared values and intentions. These groups are recognised as complex, being simultaneously connected by commonality and diversity.

Early Childhood Professional — A person who works with or on behalf of children and families in early childhood settings.

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

I. In relation to children, I will:

1. Act in the best interests of all children.
2. Respect the rights of children as enshrined in the United Nations Convention on the Rights of the Child (1991) and commit to advocating for these rights.
3. Recognise children as active citizens participating in different communities such as family, children's services and schools.
4. Work with children to help them understand that they are global citizens with shared responsibilities to the environment and humanity.
5. Respect the special relationship between children and their families and incorporate this perspective in all my interactions with children.
6. Create and maintain safe, healthy environments, spaces and places, which enhance children's learning, development, engagement, initiative, self-worth, dignity and show respect for their contributions.
7. Work to ensure children and families with additional needs can exercise their rights.
8. Acknowledge the uniqueness and potential of all children, in recognition that enjoying their childhood without undue pressure is important.
9. Acknowledge the holistic nature of children's learning and the significance of children's cultural and linguistic identities.
10. Work to ensure children are not discriminated against on the basis of gender, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin.
11. Acknowledge children as competent learners, and build active communities of engagement and inquiry.
12. Honour children's right to play, as both a process and context for learning.

II. In relation to families, I will:

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

III. In relation to colleagues, I will:

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

IV. In relation to communities, I will:

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

6. Work to promote community understanding of how children learn in order that appropriate systems of assessment and reporting are used to benefit children.

V. In relation to students, I will:

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

VI. In relation to my employer, I will:

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

VII. In relation to myself as a professional, I will:

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

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

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

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

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

Early Childhood Australia
PO Box 7105
Watson ACT 2602
T: 02 6242 1800 or 1800 356 900 (freecall)
F: 02 6242 1818
E: eca@earlychildhood.org.au

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THE EARLY CHILDHOOD PROFESSIONAL EXPERIENCE 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 Professional Experience 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.

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

Contact Person: Chair

Early Childhood Professional Experience Council of NSW

Lois Pollnitz

The University of Newcastle

CALLAGHAN 2308

Telephone: 02 49216411

Fax: 02 49216921 Email: pollnitz@mail.newcastle.edu.au

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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 Co-ordinators 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 preservice 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-preservice 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 *Preservice 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 co-ordinators 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 Co-ordinator

The Professional Experience Co-ordinator will:

- 1.2.1 plan, with appropriate co-ordination of relevant personnel, the developmental program of each Preservice 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 Preservice 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 preservice teachers' professional experience experiences;
- 1.2.8 provide Preservice 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 Preservice 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 Preservice 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 Preservice Teachers in schools mindful of any formal agreements with the DET, independent schools and unions giving due consideration to Preservice Teacher preferences;
- 1.3.3 monitor Preservice 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 Preservice Teachers;
- 1.3.6 implement policy and procedures for Preservice 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 Preservice 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 Preservice 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 Preservice Teachers during the professional experience;
- 1.4.3 monitor and manage the professional experiences of all Preservice Teachers within the school;
- 1.4.4 provide opportunities as appropriate, for extra-curricular involvement of all Preservice Teachers;
- 1.4.5 assist Professional Associate to determine professional experience results for Preservice 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 Preservice 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 Preservice 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 Preservice Teachers who meet assessment criteria for this award.

1.5 Preservice Teacher

The Preservice 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 Preservice Teacher lectures timetabled for professional experience subjects,
 - complete paperwork promptly,
 - contact the Professional Associate,
 - write personal objectives,

- meet with PELO or assigned mentors, 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 Preservice 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 Preservice 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 Preservice Teacher, Principal or Director/In-school Professional Experience Co-ordinator on the Preservice 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 Preservice Teacher;
- 1.6.9 provide immediate advice to the PELO if concerns are raised about a Preservice 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 Preservice 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 Preservice 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 Preservice 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 Preservice 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 Preservice 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 Preservice 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 supervisors and mentors have the responsibility of supporting and assessing the progress of Preservice Teachers undertaking professional experience programs. To undertake this role effectively they will:

- 1.8.1 meet with Preservice Teachers prior to the commencing the professional experience program
- 1.8.2 organise visits to settings with due consideration of the preservice teacher's program and the needs of the setting;
- 1.8.3 provide appropriate support and advice to enhance the outcomes for the Preservice Teacher, Professional Associate and students in the school or service and maintain the integrity of CSU programs;
- 1.8.4 ensure the preservice 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 preservice 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 Preservice Teachers for the award of Outstanding in Professional Practice, where applicable;

- 1.9.2 execute policy in relation to recommendations of Preservice Teachers as Unsatisfactory in professional practice;
- 1.9.3 execute policy in relation to Preservice 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 Preservice Teacher, require the Preservice Teacher to read written reports and inform the Preservice 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 Preservice Teacher is enrolled, the relevant Course Co-ordinator and the Preservice Teacher's University Supervisor/Mentor (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 Preservice 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 Preservice 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 Preservice 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 Profile and discuss the contents with the Preservice 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 Preservice Teacher, and will provide the Preservice 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 Preservice 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 Preservice Teacher's performance, including completion of all written tasks and expectations; the nature and degree of the Preservice Teacher's achievements and initiative shown, including extra-curricular contributions; and the level of competence and independence of the Preservice 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 Preservice 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 assess 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 preservice teacher is unable to satisfy requirements for professional experience due to misadventure, such as illness or personal circumstances, the preservice 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 PRESERVICE 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 is 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 Preservice 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 Preservice 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 Preservice 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 Preservice Teacher.
- 5.3 Based on these discussions, the Professional Associate, Principal/In-school Coordinator and Preservice Teacher will devise a program of activities through which the Preservice 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 preservice 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 Preservice 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 Preservice Teacher's situation. The determination will consider nature and seriousness of the Preservice 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 Preservice 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 Preservice 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 preservice 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 Preservice Teacher for the professional experience;
 - 5.5.2 the preservice 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 Preservice Teacher be deemed Unsatisfactory.
- 5.6 Where the Professional Experience Co-ordinator receives a recommendation that a Preservice 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 Preservice Teacher and arrangements entered into with the Preservice Teacher at the time he or she was deemed at risk of being found Unsatisfactory. These records, together with other written information, including the Preservice 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 Preservice 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 Preservice Teacher receive an Fail (FL) grade for the subject and the Preservice 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 Profile 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 Preservice 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 Preservice Teacher to escape the implications of an Unsatisfactory grade.**
- 5.9 **In the circumstance that the Preservice 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 PRESERVICE 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 Preservice 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 Preservice 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 Preservice 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 Preservice 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 Preservice 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 Preservice 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/i11m.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/i11m.htm>
- 8.3.2 A Preservice 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 Preservice 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, Preservice 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 Preservice Teacher to be awarded a certificate from the School.
- Unsatisfactory** Indicates that the Preservice Teacher's has not met requirements for a Professional Experience program. There are a range of options that are available to the preservice Teacher, depending on the decision of the Professional Experience and Faculty Assessment Committees.
- DET** NSW Department of Education and Training

Module 5: Professionalism and legal responsibilities of teachers

Memorandum to Principals. (1997). 97/230 (S.211) *Code of Conduct*. (August 1997)

NSW DET Code of Conduct - August 1997

1. Introduction

- 1.1 All employees of the Department are accountable to the Parliament and to the community at large for the effective education of students, and for the efficient use of the significant sums of public moneys entrusted to the public education system. All staff share a special duty of care toward the students in the public education system.
- 1.2 This code of conduct has been formulated to clarify to staff the type of conduct that is expected of them in the performance of their duties. It is intended to provide practical assistance for staff members faced with ethical challenges.
- 1.3 Ultimately, it is up to staff to recognise the professional and ethical dimensions of their work and to give proper attention to the values which should form their actions and decisions.
- 1.4 A co-operative, collaborative atmosphere conducive to the promotion of integrity in the workplace will assist staff in the implementation of this code. It is the responsibility of delegated officers to foster such an atmosphere and provide guidance and personal and professional development.
- 1.5 Some of the requirements which come under the code of conduct are also the subject of specific provisions of various Acts. If there is any conflict between the code and the provisions of an Act or Regulation the provisions of the Act or Regulation will prevail.

2. Public Comment

- 2.1 Effective communication is a key facet of school management. Successful school management requires that school communities are kept fully informed of matters relating to the role, function and operation of their schools.
- 2.2 As indicated in the statement "*The Role of the Principal in the Public School System*" (July 1992), principals are accountable to the Director-General of School Education. One element of that accountability involves principals working collaboratively with staff and parents and providing educational leadership by keeping their communities fully informed. This accountability also extends to all Departmental staff.
- 2.3 It is expected, therefore, that in the course of their official duties, principals and other staff will be called upon to make public comment on educational matters.

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- 2.4 "Public comment" includes speaking engagements (including comments on radio and television), and expressing ideas in letters or in books or notices where it is reasonably foreseeable that publication or circulation of the comments will flow to the community at large.
- 2.5 When speaking in their official capacity, principals and other staff should be cognisant of the policies and priorities of the elected government of the day and the policy positions of the Department. In these circumstances they should make comment which is positive and supportive of their colleagues and school community, which promote public education and enhance the image of the Department and their school.
- 2.6 Other than in the course of their official duties, or where required by law, principals and other staff should not make public comment relating to official business or government policy.
- 2.7 While principals and other staff, as members of the community, have the right to enter into public debate on political and social issues, there are some circumstances in which public comment is inappropriate. These include all circumstances where it may be reasonably inferred that such public comment, although made in a private capacity, is in some way an official statement.
- 2.8 A staff member, who is an elected or nominated spokesperson for a professional association or a union, is entitled to make public comments in relation to education matters in so far as it is clear that the comments represent the association or union view, and not necessarily those of the Department. Staff making such statements should clearly acknowledge the capacity in which they are expressing their views.

3. Personal and Professional Behaviour

- 3.1 In performing their duties and responsibilities all staff must:
 - i. be conscious of their special duty of care to the students of the NSW public education system in all educational activities in and out of school;
 - ii. be familiar with the provisions of legislation relating to the conduct and obligations of staff is: *Education Reform Act 1990, Teaching Services Act 1980, Education (Ancillary Staff) Act 1987, Public Sector Management Act 1988, Public Finance and Audit Act 1983, Anti-Discrimination Act 1977, Freedom of Information Act 1989, Independent Commission Against Corruption Act 1988, Ombudsman Act 1974, Protected Disclosures Act 1994;*
 - iii. comply with legislative and industrial requirements and the Department's *Code of Conduct*, policies and procedures;
 - iv. comply with reasonable directions given by a supervisor/principal and adhere to official guidelines concerning the performance of their duties;
 - v. implement the priorities of the Department and the school and ensure their professional development of staff;

Module 5: Professionalism and legal responsibilities of teachers

- vi. be fair in exercising delegated responsibility and promote personal and professional development of staff;
- vii. demonstrate the highest standards of professional behaviour, exercise professional judgement and act in a courteous and sensitive manner when interacting with students, parents or caregivers, staff and the public;
- viii. collaborate in the development of Departmental plans, policies and programs,
- ix. devise and document teaching and learning programs and develop and implement appropriate evaluation mechanisms;
- x. treat students equitably, including those with disabilities or other special needs;
- xi. meet the individual learning needs of students and assist each student to maximise his or her learning outcomes;
- xii. effectively manage and implement programs for child protection and student welfare;
- xiii. undertake appropriate ongoing professional development to promote competence in curriculum development, delivery and evaluation, classroom management and teaching skills;
- xiv. perform their duties efficiently and effectively and with honesty, integrity and fairness at all times;
- xv. ensure that decisions are made fairly and conveyed promptly both within the Department and to those students and members of the public who have a right to know;
- xvi. use information gained in the course of employment only for proper and appropriate purposes;
- xvii. use public resources economically;
- xviii. behave in such a manner to protect and enhance the esteem and standing of public education. In particular:

staff must not, under any circumstances, have sexual relationships with students.

- It is irrelevant whether the relationship is homosexual or heterosexual, consensual or non-consensual or condoned by parents or caregivers. The age of the students or staff member involved is also irrelevant.
- Improper conduct of a sexual nature by a staff member against a student includes sexual intercourse and any other form of child sexual abuse (which must be notified) as well as but not limited to the following:
 - inappropriate conversations of a sexual nature;
 - obscene language of a sexual nature;
 - suggestive remarks or actions;

 - jokes of a sexual nature;
 - obscene gestures;
 - unwarranted and inappropriate touching;
 - sexual exhibitionism;
 - personal correspondence with students in respect of the staff member's sexual feelings for the student; and
 - deliberate exposure of students to sexual behaviour of others, other than in the case of prescribed curriculum material in which sexual themes are contextual;

- staff must not give students alcohol or other drugs, nor will they encourage or condone the use of alcohol or other drugs by students. They may, however, administer or supervise the administration of prescribed medications consistent with Departmental guidelines.
 - staff must not, under any circumstances, use any form of discipline which involves corporal punishment or engage in any form of behaviour which could cause physical or emotional abuse to students.
- 3.2 If there is doubt about the propriety of their behaviour staff should seek the guidance of their supervisor/principal.
- 3.3 Supervisors/principals should ensure that staff are aware of their responsibilities under this code and provide staff with the necessary professional and personal development and support to ensure implementation of the code.

4. Discrimination and Harassment

- 4.1. Staff must not discriminate against or harass their colleagues, students or members of the public on the grounds of sex, marital status, pregnancy, age, race, ethnic or national origin, physical or intellectual impairment or sexual preference. Such harassment or discrimination may constitute an offence under the *Anti-Discrimination Act*. In addition, staff must not harass or discriminate on the grounds of political or religious conviction.
- 4.2 Supervisors/principals must take all necessary steps to ensure that classrooms and other workplaces are free from all forms of harassment and discrimination.

5. Use and Security of Official Information

- 5.1 The Freedom of Information legislation provides a formal mechanism for the disclosure of certain official information and documents. Therefore, under the provisions of that legislation and in accordance with policies and procedures, appropriately delegated staff acting as agents of the Department and not as individuals, are able to disclose information related to official business.
- 5.2 Staff should maintain the integrity and security of all official information and/ or documents for which they are responsible or to which they have access. Particular care must be taken with information and/or documents dealing with student welfare or student performance and staff records.
- 5.3 All staff must ensure that premises are secure and that suitable arrangements are in place to maintain security of confidential and sensitive documents.

6. Use of Official Facilities and Equipment

- 6.1 Staff should ensure that resources, funds, personnel or equipment entrusted to them, are used effectively and economically in the course of their duties.
- 6.2 The services of other staff members or official facilities and equipment must not be used for private purposes unless prior written approval has been granted. The only officers delegated to grant approval for private use are principals, district superintendents, directors, assistant directors-general and deputy directors-general.
- 6.3 Where prior approval has been granted, private use can only occur under the following circumstances:
- the use does not limit the access of colleagues to do their official work;
 - all consumables must be provided by the staff member;
 - the staff member assumes responsibility for lost, stolen or broken equipment in the event of neglect or wilful damage;
 - the staff member undertakes to comply with all relevant copyright legislation in the use of that equipment; and
 - a record is kept of the terms of the approval.
- 6.4 Departmental vehicles may be used only for official business. Details about the use of motor vehicles can be found in the *Departmental Motor Vehicle Best Practice Guide (19/11/96)*.

7. Public Participation

- 7.1 Staff need to ensure that their participation in and promotion of political, religious or community matters does not bring them into conflict with their professional responsibilities.
- 7.2 Staff involved in the political arena whether as potential parliamentary candidates, as spokespersons or representatives for a political party, cause or movement should be aware of the potential for conflict of interest and should ensure that their political activities are kept quite separate from their Departmental employment.
- 7.3 Staff nominating as parliamentary candidates at electors must comply with the provisions of the relevant Commonwealth or State legislation, and resign from their positions in the Department at the time specified in the relevant Act.

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8. Personal Interests

- 8.1 All staff are public officials and as such have an obligation to ensure that there is no actual or perceived conflict between their personal interests and their public and/or professional duties. Examples where conflicts of interest could arise include the following:
- being involved in the tender process when your or an associate's business is a potential tenderer;
 - assessing applications for community use of the school's hall when you are an active member of the local drama society which is seeking to book the hall; or
 - being involved in the selection process or employment decisions involving a member of your family, or a close personal friend.
- 8.2 Staff have an obligation once they become aware that there is or may be a potential conflict between their personal interest and official duty (whether real or apparent) to immediately inform their supervisor/principal or an appropriate delegated officer and seek approval to proceed.

9. Outside Employment and Private Practice

- 9.1 The Director-General approves of teaching and public service staff engaging in external employment (including operating a business) provided that the employment is not in conflict and does not interfere with or adversely affect their Departmental duties, and provided it is undertaken with the knowledge and agreement of an appropriate delegated officer. Delegated officers are principals, district superintendents, directors, assistant directors-general and deputy directors-general.
- 9.2 Examples of circumstances where staff undertaking outside employment may create a conflict between public duty and private interest include:
- the teacher's outside employment affects the efficiency and effectiveness of their Departmental role;
 - the teacher who acts as a paid tutor or conducts a coaching college in which students from his or her school are enrolled;
 - a teacher who has a management or controlling interest in a company that is selling computer or other equipment/services to that teacher's school; and
 - the staff member who is employing contractors from a company in which the staff member's immediate family members have a management or controlling interest.
- 9.3 Where there is any doubt regarding a possible conflict of interest staff members must immediately inform their supervisor/principal or an appropriate delegated officer and seek approval to proceed

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- 9.4 Where there is no actual or perceived conflict a supervisor/principal or a delegated officer cannot reasonably refuse a staff member permission to engage in external employment when the following three conditions are met:
- the employment does not affect the staff member's efficiency or effectiveness in performing their Departmental duties;
 - any outside employment is performed wholly in the staff member's private time; and
 - no plant, equipment or facilities of the Department are used in connection with the outside employment.
- 9.5 The supervisor/principal or other delegated officer must maintain appropriate records in writing of approvals given to staff to engage in external employment.
- 9.6 In general, it is not necessary for staff to obtain permission to be involved in voluntary or unpaid activities. Where a conflict of interest arises between these activities and official responsibilities, staff have an obligation to raise the issue with their supervisor/principal or an appropriate delegated officer.

10. Post Separation Employment

- 10.1 Staff should not use their position in the Department to obtain work opportunities for future employment. They should not allow themselves or their work to be influenced by plans for, or offers of, employment outside the Department.
- 10.2 Former staff should not use or take advantage of, confidential information obtained in the course of their official duties with the Department for their gain or profit, until that information has become publicly available.
- 10.3 All staff should be careful in their dealings with former employees of the Department and make sure that they do not give them, or appear to give them, favorable treatment or access to privileged information.

11. Acceptance of Gifts and Benefits

- 11.1 Staff must never solicit any gifts or benefits, nor accept gifts or benefits either for themselves or for another person, which might in any way, either directly or indirectly, compromise or influence them in their official capacity.
- 11.2 Gifts of a nominal value generally used for promotional purposes by the donor, or moderate acts of hospitality may be accepted by staff. As a general rule gifts valued at \$100 or more would not be considered nominal.
- 11.3 Gifts or hospitality offered as an inducement to purchase are not acceptable regardless of their monetary value. Recent examples of inducement include a bookshop offering teachers a personal dinner for two to the value of \$60 for every \$1,000 of textbook orders and an employment agency offering administrative staff theatre tickets valued at \$70 for each temporary person employed in excess of a week.

- 11.4 Acceptance of gifts and hospitality is a matter of judgement for the individual staff member who must be satisfied that his or her position will not in any way be compromised or appear to be compromised by acceptance of the gift or hospitality.
- 11.5 In any event the acceptance of a gift or benefit of a substantial nature (that is anything valued in excess of \$100) must have the specific approval of the principal, district superintendent, director, assistant director general or deputy director general, whichever is relevant.

12. Notification of Corrupt Conduct, Maladministration, or Serious and Substantial Waste of Public Money

- 12.1 It is important to know what may amount to corrupt conduct so that staff members can know how they or other staffs are to behave. Corrupt conduct is defined in sections 7 to 9 of the *Independent Commission Against Corruption (ICAC) Act*. The definition is intentionally very broad but the key issue is misuse of public office in the public sector of New South Wales.
- 12.2 Corrupt conduct occurs when:
- a public official carries out public duties dishonestly or unfairly;
 - anyone does something that could result in a public official carrying out public duties dishonestly or unfairly;
 - anyone does something that has a detrimental effect on official functions, and which involves any of a wide range of matters, including fraud, bribery, official misconduct, violence; or
 - a public official misuses information or material obtained in the course of duty.
- 12.3 It is not corrupt conduct unless it involves (or could involve) a criminal offence, a disciplinary offence, or reasonable grounds to dismiss a public official. Reference should be made to the *ICAC Act* for more specific details.
- 12.4 The Director-General has a duty under the Act to report to the Independent Commission Against Corruption (ICAC) any matter that he suspects on reasonable grounds, concerns or may concern corrupt conduct.
- 12.5 The *Protected Disclosures Act* offers protection for public officials who make disclosures which concern:
- corrupt conduct;
 - maladministration; or
 - serious and substantial waste of public money

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12.6 Protection is not available for disclosures which:

- are frivolous or vexatious;
- primarily question the merits of government policy; or
- are made in an attempt to avoid dismissal or disciplinary action.

Reference should be made to the *Protected Disclosures Act* for more specific details.

12.7 Each principal, district superintendent, director, assistant director-general and deputy director-general has a responsibility to ensure disclosures of alleged corrupt conduct, maladministration or serious and substantial waste of public money, can be made to them, are properly investigated, and the results of the investigation reported to the Department's Special Investigations Committee.

12.8 Staff wishing to make a protected disclosure can do so to a nominated disclosure officer in district offices or State Office. Nominated disclosure officers are listed in the Department's *Internal Reporting System for Protected Disclosures* (ISBN: 0731083512) and are generally the district superintendent in a district office, or a director, assistant director-general or deputy director-general in State Office. That officer has a duty to ensure the confidentiality of the information, protect the identity of the complainant, and to investigate or commission an investigation of the complaint.

12.9 Staff who make genuine complaints or reports about alleged corrupt conduct, maladministration or waste of public money, will not be prejudiced in their employment or otherwise in any way. If however, they perceive that this may occur, or they are reluctant for any other reason to report a matter to the nominated officer, they should make their complaints through the Director of Audit or through the Director of Executive Services. Staff may also make complaints direct to the ICAC, the Ombudsman or to the Auditor-General.

13. Conclusion

13.1 This code reflects a contemporary view of professional behaviour and practice for staff in the Department of School Education. To maintain its currency and value, the code may be altered from time to time to take account of changed circumstances or new situations.

13.2 If a staff member is in doubt as to the appropriate course of action to be adopted in any circumstance, the matter should be discussed with a more senior officer or raised formally with the relevant principal, district superintendent, director, assistant director-general or deputy director-general, whichever is relevant

**FOR STUDENTS AT RISK – DEVELOPMENTAL SUPPORT PLAN:
Directions for Associate Teachers**

Please follow these basic guidelines for supporting a student 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 student is experiencing difficulties.

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

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 student to achieve the desired outcomes from the professional experience.

5. Keep the university informed of student progress

6. If the student 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 student 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 STUDENTS 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 Student Teacher.

Please forward to University Professional Experience Officer for ratification and signature after expected outcomes have been identified and agreed upon.

AREAS CAUSING CONCERN	ACTION REQUIRED BY THE STUDENT	SUPPORT PROGRAM FOR STUDENT	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 Co-ordinator..... Date..... Sub-Dean Professional Experience Date.....

Fax to university Professional Experience Co-ordinator immediately 02 63384134

Professional Experience Co-ordinator (or Nominee) to fax the signed copy back to school/centre/service

[insert date]

To [Preservice Teacher's] (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 Professional Experience Coordinator at CSU.
My contact details are:

Phone: (02); Email:

Yours sincerely

Professional Experience Coordinator

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 **PROFESSIONAL EXPERIENCE COORDINATOR**

FAX No: (02) XXXXXXXXXXXX [insert appropriate fax number for Preservice Teacher's home campus]