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## **Foreword from the Associate Dean (Teacher Education)**

Professional experience forms an integral part of a teacher's course of professional education. A well planned induction to teaching helps to produce positive attitudes and lays a strong foundation for continuing professional development, as well as ensuring that student teachers have met Graduate Teaching Standards by the end of their course.

Members of the Faculty of Education at Charles Sturt University are very conscious of the importance of this induction process and value the privilege of working in partnership with school based colleagues as well as with preservice teachers. We value the harmonious relationships which have developed over time with teachers, school executive and support staff, and seek to develop it further.

We believe that Professional Experience programs should:

- help prepare preservice teachers for their multifaceted roles in schools and Early Childhood Education settings
- provide opportunities for the development of the professional and interpersonal skills of all participants;
- encourage preservice teachers to develop increased responsibility for their own professional learning and the learning of their students;
- provide professional partners with support to undertake the role effectively and in a mutually beneficial way;
- facilitate communication between all stakeholders to ensure shared understandings and expectations of the programs;
- reflect the changing needs of workplaces and jurisdictions.

We wish students well as they prepare for the responsibilities of the challenging and yet immensely rewarding profession of teaching, and we thank supervising teachers, co-ordinators and other school personnel for their valuable assistance during the year and especially during practice teaching. We believe that preservice teachers from Charles Sturt University benefit greatly from their close association with your school. At the same time, we trust that you also will derive professional satisfaction from your involvement in the practice teaching program.

Professor Jo-Anne Reid  
Associate Dean  
Faculty of Education  
Charles Sturt University  
Bathurst.

**SECTION 1**

**INTRODUCTION**

## INTRODUCTION

The Professional Experience component of the Master of Teaching (Primary) has been designed so that it plays an important integrating function for all strands of the course. The time spent in schools allows preservice teachers to apply the theoretical concepts developed in lectures to the practical realities of the classroom. This time has been carefully structured so that there is both a gradual introduction to the diverse roles of teacher and a graded development of the skills necessary for teaching.

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.

There are three practice teaching sessions in the course, each with specific objectives that lead towards preservice teachers' professional development as a teacher. These include an orientation session to observe school structures and procedures, collect resources and to observe classroom practices. The second and third in-school sessions involve preservice teachers utilising strategies for classroom management, lesson preparation, implementation and evaluation of all curriculum areas, which take into account cultural difference, socio-economic background and a wide range of learning abilities.

Teaching is a challenging and yet immensely rewarding profession and we wish the preservice teachers and the school communities that support them, a productive and educative experience.

Pre-service teachers from CSU are able to access school based placements for professional experience because of the assistance and generosity of the principals and staffs of many schools and other educational settings. Charles Sturt University is indebted to these educators for their professionalism and co-operation and wish to acknowledge this with our sincere thanks.

The handbook contains general information concerning the organisation of professional experience programs. Each program has a separate attachment specific to that placement. If you have any queries or would like further information please feel free to contact the Professional Experience Coordinator at the preservice teacher's home campus.

## CONTACTS & SUPPORT

<b>Bathurst</b>	
(02) 63384367	Direct line to Professional Experience Director (Internal)
(02) 63384442	Sub Dean Professional Experience
(02) 63384541	Professional Experience Liaison Officer
(02) 63384454	Administrative Assistant Professional Experience Office
(02) 63384410	School of Teacher Education Secretary
(02) 63384134	<i>Facsimile</i> Professional Experience Office
<b>Postal address</b>	Professional Experience Unit School of Teacher Education Charles Sturt University Panorama Ave Bathurst NSW 2795

The **CSU Counselling Service** offers free and confidential assistance to all enrolled students (both internal and distance education students). Student Counsellors offer assistance to students experiencing academic and personal concerns including anxiety and stress, depression, loss and grief, motivational problems, family conflicts and relationship difficulties. We recognise that these and other difficulties can impede your ability to study effectively. Our aim is to help you manage these difficulties in a way which will help you continue and succeed with your study.

For further information, and to find out how to contact a Student Counsellor, please visit:

<http://www.csu.edu.au/division/studserv/counsell/>.

### **Disability Service:**

Charles Sturt University is committed to providing an inclusive educational environment that promotes awareness and understanding of issues for students with a disability. Support is provided for preservice teachers who have a disability or medical condition which may affect access to or participation in study, placements or university life. This may include assistance with lectures, tutorials, labs and examinations and professional experience. Medical or educational reports must be submitted prior to service delivery. Assistance is strictly confidential.

Preservice teachers are encouraged to disclose the need for reasonable adjustment to be made in their Professional Experience and to discuss this with either their Course, Co-ordinator, Subject Co-ordinator, Professional Experience Co-ordinator or Disability Liaison Officer.

There is a **Checklist** for Professional Placements for Students with Disabilities that may be of assistance in following through this process. The link is at <http://www.csu.edu.au/faculty/pep/>. For further information or advice please contact the Disability Liaison Officer at your home campus. More information is also available on the Disability Service web site. <http://www.csu.edu.au/division/studserv/disability/index.htm>

### **Web Site**

The Professional Experience Office has a web site for use by preservice teachers, associate teachers and university staff. Please visit the site to access information and documentation associated with professional experience. The web site address is: <http://www.csu.edu.au/faculty/educat/pep/>

### **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 (see above for address) in order that grades may be recorded and payments to associates processed:

- \* Mid-Session Report (photocopy)
- \* Professional Experience Report – original
- \* Teaching/Learning Experience Feedback Sheets –signed & dated (-copies only; originals to the preservice teacher
- \* Payment voucher (signed by the principal or appointee)
- \* Preservice Teacher's Time Sheet
- \* Leave of Absence form – if used.

**SECTION 2**

**BACKGROUND  
INFORMATION**

## COURSE STRUCTURE of MASTER OF TEACHING (Primary)

### FULL TIME PATTERN

Session	Code	Subject Name	Session	Code	Subject Name	Session	Code	Subject Name
1 (Autumn )	EPT511	Orientation to Teaching	2 (Spring)	EPT514	Practice of Teaching 1: Learning & Teaching	3 (Autumn)	EMS518	Curriculum Studies: Science & Technology
	EEP510	Social Contexts of Primary Teaching		EMA515	Curriculum Studies: Creative & Practical Arts		EMH519	Curriculum Studies: Society & Environments
	EML512	Curriculum Studies: English in the Primary School		EMR516	Curriculum Studies: PDHPE		EED521	Inclusive Education
	EMM513	Curriculum Studies: Mathematics		EED517	Child Development & Learning		EPT520	Practice of Teaching 2: Integrated Curriculum

### PART TIME PATTERN

Session	Code	Subject Name	Session	Code	Subject Name	Session	Code	Subject Name
1 (Autumn )	EPT511	Orientation to Teaching	3 (Autumn)	EPT514	Practice of Teaching 1: Learning & Teaching	5 (Autumn)	EMS518	Curriculum Studies: Science & Technology
	EEP510	Social Contexts of Primary Teaching		EMA515	Curriculum Studies: Creative & Practical Arts		EED521	Inclusive Education
2 (Spring)	EML512	Curriculum Studies: English in the Primary School	4 (Spring)	EMR516	Curriculum Studies: PDHPE	6 (Spring)	EMH519	Curriculum Studies: Society & Environments
	EMM513	Curriculum Studies: Mathematics		EED517	Child Development & Learning		EPT520	Practice of Teaching 2: Integrated Curriculum

## COURSE CONTENT

### PROFESSIONAL EXPERIENCE PROGRAM

The table below shows the sequence and focus of professional experience units in the Bachelor of Teaching (Secondary) program.

Professional Experience Sequence	Duration	Focus	Placement/ supervisory model
Professional Practice: Orientation to Primary Education EPT511	10 days	<ul style="list-style-type: none"> <li>• Introduction to Primary School Context</li> <li>• Roles of Teacher &amp; Learners</li> </ul>	<ul style="list-style-type: none"> <li>• School placement</li> <li>• Supervision by class teacher and limited supervision by university staff</li> </ul>
Professional Practice Learning & Teaching EPT514	25 days	<ul style="list-style-type: none"> <li>• School cultures</li> <li>• Developing a program and units of work</li> <li>• Build towards teaching two full days by the end of the program</li> </ul>	<ul style="list-style-type: none"> <li>• School placement</li> <li>• Classroom teacher as consultant and mentor</li> <li>• Support from university staff</li> </ul>
Professional Practice Integrated Curriculum EPT520	25 days	<ul style="list-style-type: none"> <li>• Integrating different curriculum areas and addressing the diverse learning needs of the class</li> <li>• Work towards whole class – at least 80% of the time teaching for a week</li> </ul>	<ul style="list-style-type: none"> <li>• School placement</li> <li>• Classroom teacher as consultant and mentor</li> <li>Support from university staff</li> </ul>

A framework of Professional Experience Teaching Standards and expected preservice teacher (PST) outcomes has been developed to enable both PST and their experienced colleagues to develop goals towards which preservice teachers can direct their practice.

The Professional Experience Teaching Standards provide a coherent and comprehensive framework and professional experience participants are encouraged to use them as basis for discussion and demonstration.

The expectations and level of responsibility of both preservice teachers and class teachers changes over the two years as demonstrated in the Professional Experience Teaching Standard Overview (see Appendix). Please note, the Overview is currently being amended, along with Professional Experience Assessment profiles to reflect the NSW Institute of Teachers Graduate Teaching Standards and will be incorporated in subsequent course material .

## GOALS OF THE PROFESSIONAL EXPERIENCE PROGRAM

The general AIM of a professional experience program is to facilitate, by the provision of appropriate contexts and personnel, the induction of preservice teachers into the profession through the stages of orientation, familiarisation, conceptualisation and appropriation.

The **GOALS** of the program are to inform preservice teachers of their development in relation to:

- their knowledge of subject content and how to teach that content to their students;
- their knowledge of students and how they learn;
- planning, assessment and reporting for effective learning;
- communicating effectively with their students;
- creating challenging & safe learning environments through the use of classroom management skills;
- continual improvement of their professional knowledge and practice; and
- active engagement with their profession

while assisting the preservice teacher to:

- develop practical teaching skills at an appropriate pace;
- make explicit connections between campus based and site based learning;
- engage in continuing dialogue (based upon ongoing observation) with mentor and supervising personnel with the view to improving understanding of, and capacity to, undertake quality teaching;
- lay the foundation for continuing study, research, self-evaluation and increasing effectiveness within the context of changing educational and social conditions;
- develop a sense of responsibility for acquiring the professional and personal qualities and competencies necessary to begin a teaching career through the identification and evaluation of individual objectives; and
- reflect on their **suitability, performance** and **effectiveness** as teachers.

The site-based placement also provides opportunities for experienced professionals to make authentic assessments of a preservice teacher's **suitability, performance** and **effectiveness** as beginning teachers.

## ARRANGEMENTS FOR PROFESSIONAL EXPERIENCE

The school-based component of EPT511, EPT514 and EPT520 will typically be blocks of 10, 25 and 25 days duration respectively, totalling 60 days in schools. Distance Education students have the flexibility of organising their placement dates to suit their needs. However, it is absolutely essential that the procedures for organising the professional experience are followed closely. Please check the website link below to ensure arrangements are completed properly.

<http://www.csu.edu.au/faculty/educat/pep/placement/procedures/index.htm>

You are able to submit professional experience requests online. Go to the website and submit placement requests on the electronic forms provided. Ensure that you submit forms to Bathurst campus only.

<http://www.csu.edu.au/faculty/educat/pep/placement/documents/forms/Weekly.pdf>

### **Criminal record checks**

All students must undergo a criminal record check prior to employment in schools in Australia. Currently, every state except NSW requires pre-service teachers to undergo a criminal check. Prospective students should be aware that not passing a criminal record check may make it difficult for them to complete this course satisfactorily because of the unavailability of suitable school experiences. All students are required to complete a Prohibited Employment Declaration indicating if they are a prohibited person under the Child Protection Act 1998. Students will be required to complete appropriate paperwork before commencing any in-school experience and undertake Child Protection Training.

### **Proficiency Credit (PCR)**

Typically, pre-service teachers who apply for recognition of prior learning for Professional Experience subjects are working, or have worked, as a provisionally qualified teacher in a school. If a student is currently (or has recently been) in paid employment in a school/educational setting, then professional learning undertaken in that school/educational setting will be assessed to determine if they are entitled to exemption from the professional experience requirements of the course. The proficiency credit (PCR) would be conditional on the student submitting substantiated documentary evidence which indicates they have completed all requirements of professional experience.

Students will be required to complete the remaining professional experience programs in different context(s) in order to satisfy the requirement of diversity and to meet accreditation requirements. This condition may require a student to leave their place of employment to undertake non-paid supervised teaching practice in an alternate setting.

## **ARRANGING THE PROFESSIONAL EXPERIENCE PROGRAM FOR DISTANCE EDUCATION STUDENTS**

You should have been provided with documents necessary for arranging your placement. These include a

- A letter of introduction
- Professional Experience handbook
- Access to online application forms – on the website.

The professional experience program may be organised at a location convenient to the student. Universities in NSW and other states typically accept preservice teachers for in-school placements, time and resources permitting. All students **MUST** seek permission from the Professional Experience Office before approaching a school.

It is most appropriate that preservice teachers gain broad experience during their period of teacher preparation. Accordingly, it is compulsory that the professional experience program be undertaken in at least two different settings. Consecutive program can not be undertaken in the same school. Please check the Frequently Asked Question section of the website if you have queries. If the answers are not there then please contact the Professional Experience Office.

When organising your placement, please avoid February or December (if Australia) when schools are commencing or finalising school programs. These months often do not provide a stable teaching environment and are less likely to be convenient to schools.

Familiarise yourself with the procedures for organising professional experience from the web site (listed above) or the following summary.

Select at least three schools to complete the in-school program. Submit the details as well as dates etc through the online application. You must wait for a follow-up email from the PE Office giving permission to approach the schools. Once permission has been granted, make an appointment to meet the Principal to discuss the possibility of your placement.

If the school accepts you for the placement, gather all details required to complete the online *Acceptance form*. Submit that form as soon as possible. If you are in a more distant location allow three weeks for the material to be posted to the school. **Do not** organise to start the program within 1 week of notifying CSU staff, as that does not allow sufficient time for postage of required materials.

Arrange to meet your Professional Associate before commencing the in-school program. You will need to know:

- classes to be taught;
- content areas and appropriate resource needs;
- responsibilities;
- extra-curricular roles of the teacher
- timetable; and
- school routines e.g. starting and finishing times, meeting schedule

### **Professional Experience Office Arrangements**

Upon receipt of your placement **application**, staff will notify you of the outcome as soon as possible (allow at least one week).

Upon receipt of your online **acceptance** form, staff will:

- (a) forward the following material to the Professional Associate/Contact Person in the school
  - Professional Experience Handbook
  - Assessment Report
  - Claim Form for payment to the Professional Associate
  - Time sheet for student to complete
  - *Leave of Absence* form for any days missed by student
  - Teaching/Learning Feedbacks sheets for Professional Associate.
- (b) notify you that the material has been sent and the program organisation is complete.

University staff will monitor each preservice teacher's overall program to ensure a diversity of school types and contexts.

***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.***

**SECTION 5**

**ROLES &  
RESPONSIBILITIES OF  
PROFESSIONAL  
EXPERIENCE PARTNERS**

## **UNIVERSITY PROFESSIONAL EXPERIENCE LECTURER/SUBJECT CO-ORDINATOR**

- Collaborate with other staff teaching in the semester and years to ensure professional experience is integrated across the course – within and between semesters;
- Provide support to preservice teacher in terms of professional expectations of placement;
- Monitor pre-service teachers' learning in aspects of the course to ensure readiness for in-school experiences;
- Undertake subject evaluation;
- Facilitate discussion of aspects of school life - school policies, procedures and general professional issues;
- Support and extend pre-service teachers' skills of reflection and self-evaluation;
- Finalise assessment of student learning.

## **PRINCIPAL OR PROFESSIONAL EXPERIENCE CO-ORDINATOR**

An introduction to the professional experience program by the Principal or other significant contact person can play a critical role in the preservice teacher's adjustment to the different educational sites. 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, staff and students;
- arrange for the preservice teacher to observe teaching, organisation and other aspects of school life that will enhance their professional learning;
- allocate tasks and duties, including extra-curricular activities which the preservice teacher should undertake in collaboration with the associate teacher;
- ensure that the preservice teacher does not undertake activities and responsibilities beyond his/her level of studies; and
- be available to the preservice teacher for discussions related to professional or personal difficulties.

It is recommended that on the first day of the placement, the Professional Experience Contact person provide advice to the preservice teacher on the following:

- general 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;
- observing 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;
- introduction of the preservice teacher to the associate teacher and the wider school community.

## **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 placements. In many ways the influence of the associate teacher is one of the most important that preservice teachers experience during their studies. In the classroom, the preservice teacher's attitudes and patterns of professional behaviour will be strongly influenced by the associate teacher to whom they have been attached. The manner in which the associate teacher accepts this responsibility will have long term implications on the professional attitudes and aptitudes of the preservice teacher.

### **Planning the Program**

The attachment outlines in more detail the nature of the program that ideally the preservice teacher should follow. If the associate teacher is familiar with this material before the preservice teacher arrives it will be possible during the first day to plan an initial program to ensure that the preservice teacher, during his/her brief contact with the school, uses their time profitably.

### **Associate Teacher Responsibilities**

Associate teachers have a dual role which can sometimes be difficult to juggle. Built into the roles is the responsibility for undertaking formative assessment of the practices of the preservice teacher as well as guiding them to develop their capacity for systematic reflective practice.

Many preservice teachers feel uncertain of their roles, particularly at the beginning of the school based program. A preservice teacher needs help in adjusting to the associate teacher, their class and in taking his/her place as a member of a team. S/he needs to feel welcome and to be assured of support in establishing him/herself as a teacher. Some will need to be encouraged to ask questions and to participate in classroom activities; some will need to be guided in the implementation of their teaching programs.

The associate teacher should:

- provide, in advance, information about the setting, including the background interests and abilities of the children, learning program and school resources;
- attend information sessions associated with Professional Experience supervision as appropriate;
- plan, in advance, the commencement and general structure of the teaching session;
- work in conjunction with the in-school teaching professional experience co-ordinator to 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;
- provide adequate time, information and resources to enable the preservice teacher to meet the requirements of the teaching practice experience;
- provide regular and detailed feedback on individual lessons to the preservice teacher, both orally and in writing (1 per day). It is important that feedback is documented;
- provide to university liaison advice on the level of teaching competence and professional learning of the preservice teacher;
- adhere to the procedures for dealing with a preservice teacher who is at risk of failing professional practice (see Section 5 in Policy on Professional Practice in the Appendix of this Handbook)
- complete both a mid-session formative Professional Experience report and an end of session summative Professional Experience report, discussing each report with the preservice teacher and university staff.

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 as an emerging professional.

### The Supervision Cycle

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

Before the lesson →	The Lesson →	After the lesson
<p>The preservice teacher presents written plans to the associate teacher and discusses with him/her the objectives, materials to be used and room organisation.</p> <p>The preservice teacher also discusses the target for professional growth and how it may be particularly illustrated in the lesson that has been prepared.</p> <p style="text-align: center;">←</p>	<p>The preservice teacher presents the planned lesson that is observed by the associate teacher who records observations both in general and on the professional target of the preservice teacher.</p> <p style="text-align: center;">←</p>	<ol style="list-style-type: none"> <li>1. Initially, the preservice teacher self-evaluates the lesson. This evaluation should focus on: children's learning, teaching, resources and environment.</li> <li>2. The associate teacher and preservice teacher together discuss the lesson, and then make plans for focusing on new teaching targets or continuing to practise the present target in subsequent lessons.</li> <li>3. The preservice teacher reflects on his/her teaching and learning.</li> </ol>

### Suggested 'Reflective Stems' for Conference Sessions

Below is a list of 'reflective stems' that may assist the development of constructive conference sessions. A preservice teacher, associate teacher or university liaison may choose to use these stems to provide a focus or guide for the conference session. In addition, these stems may allow both the preservice teacher and associate teacher to identify and develop goals for future teaching.

Preservice Teacher	Associate Teacher
I'm feeling confident about....	A compliment I have for my preservice teacher...
I'm learning...	Areas of growth I have observed...
I'm concerned about...	A goal we need to set together...
Areas of my teaching that I feel I need to work on...	Something I am going to try in my supervision...
Something I am working on...	A frustration I have...
A new instructional practice I would like to try...	Something we are working on together...
What I am learning about teaching is ...	A recommendation I have about teaching
Questions I still have...	Something I learned from my preservice teacher...
	Questions I have for the liaison lecturer...

## **PRESERVICE TEACHER**

### **Preservice Teacher Responsibilities**

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

- contact the site to discuss, with the associate teacher, the following :-
  - relevant details of the group or class(es)
  - teaching programs
  - responsibilities while at the school/site
  - extra-curricular involvements
  - necessary preparation for the Professional Experience
  - resources needed
- complete all paperwork promptly
- write personal objectives for the placement and have them approved by the Subject Co-ordinator etc.
- contact the university liaison to discuss their personal objectives for placement.

The preservice teacher is to complete, at an acceptable standard, all required documentation during the placement including lesson planning, handbook entries and personal evaluation. All prescribed objectives for the placement must be met to achieve a satisfactory result for the Professional 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 experience it is recommended that on or before the first day preservice teachers should gain information from the Principal/ Professional Experience site co-ordinator in relation to:

- school/site organisation, policies and procedures;
- the extent of preservice teacher's authority and responsibilities; and
- the 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's Time-Sheet on arrival and departure each day – this is an OH&S issue
- remain at school during the prescribed hours of a typical school/site day
- abide by the regulations of the education authority
- assist with duties undertaken by the associate teacher
- assist with other on-site activities, as is expected of other members of the profession
- abide by the established policy on matters of dress, grooming, punctuality, mode of address etc.

## Doing the Right Thing

Schools/learning institutions 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.

## Obtaining Assistance when experiencing difficulties

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. On-site Professional Experience Co-ordinator
3. Principal/Director
4. University Liaison
5. Professional Experience Liaison Officer or Subject Coordinator on the home campus.

## Withdrawal from Professional Experience

There are some circumstances that may require a preservice teacher to withdraw from the professional placement. This could be for personal or academic reasons. Applications for withdrawal without penalty must be in writing and supported by documentary evidence.

Any preservice teacher who withdraws from a placement, irrespective of the reason, **MUST** advise the following members of staff **in writing** immediately.

- Professional Experience Office on your home campus
- Course Co-ordinator on your home campus
- Subject Co-ordinator on your campus
- In-School/Centre Professional Experience Contact person.

## UNIVERSITY LIAISON

Staff of the university or experienced school-based teacher educators act as university liaison officers during the teaching practice session. The liaison role **begins at the start of the program, and includes:**

- **visiting** pre-service teachers and observing their work in their teaching context, including a lesson observation (internal students); phone liaison for Distance Education students
- discussing with the associate teacher and/or Professional Experience Coordinator aspects of the teaching program and each pre-service teacher's progress;
- discussing with pre-service teachers their progress and performance;
- providing guidance to the associate teacher in assessing the pre-service teacher's achievement of required professional standards;
- giving supportive advice to pre-service teachers needing special assistance and keeping in contact with the site if there are issues to be followed up; and
- ensuring the associate teacher is kept informed about assessment.

**SECTION 4**

**LEARNING & TEACHING**

## THE PLANNING PROCESS

All teachers need to be clear about what they intend their pupils to learn. They also need to be clear about the discrete stages of their lessons and the organisation and delivery of these lessons/learning experiences.

Pre-service teachers should:

- answer the following questions before and after the lesson, as appropriate.
- discuss the lesson planning format in the attachment with their associate teacher. It is provided as the basis for the organisation of records of teaching and student learning. The format may be adapted or amended but the teaching plan must contain all the elements.

### Questions Before Teaching:

- What do I want the students to learn?
- How does the lesson relate to unit goals/aims or my long-term aims?
- What skills, knowledge or understandings do I want them to develop?
- What do they already know? What can they already do?
- What tasks will the learners complete in order to develop an understanding of the concept/skill?
- Are the learning outcomes appropriate to the prior knowledge and capacity of the group?
- Have I considered how I will deal with the individual needs of my learners?
- What resources will I use?
- How many students do I have and how will they be organised? whole class? pairs? small groups?
- Time - How much time do I have and how will I use the time available?
- What time of day is the lesson?
- Is the lesson achievement-oriented? Am I challenging the students to develop new knowledge?
- How will I know if the students have learned what I intended them to learn? What evidence will I use?

### Questions After Teaching:

- Was that a successful lesson – what determines success and how do I know?
- Was the lesson transmissive or transformative? Was it knowledge replication or generation?
- Was the learning challenging for all?
- Did I deal with the diverse nature of the learners and their needs?
- How has my formative assessment informed my ongoing planning?

## Reference materials

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- Cohen, L., Manion, L., & Morrison, K. (2004). *A guide to teaching practice*. (5<sup>th</sup> ed.). London: Routledge-Falmer.
- Gale, T., & Densmore, K. (2000). *Just schooling: explorations in the cultural politics of teaching*. Buckingham: Open University Press.
- Killen, R. (2003), *Effective teaching strategies*. (3<sup>rd</sup> ed.). Melbourne: Thompson Social Science Press.
- NSW Institute of Teachers (2006). *Professional Teaching Standards*.

### Web Sites:

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- NSW Institute of Teachers, homepage. Retrieved April 2008, from [www.nswteachers.nsw.edu.au](http://www.nswteachers.nsw.edu.au)
- Professional Support and Curriculum, homepage. Retrieved April 2007, from <https://www.det.nsw.edu.au/proflearn/#>
- NSW Department of Education & Training curriculum site - retrieved July 2007 <http://www.curriculumsupport.education.nsw.gov.au/primary/>
- Developing your teaching portfolio. Retrieved April 2008, from [http://www.adelaide.edu.au/clpd/lta/download/t\\_portfolio.pdf](http://www.adelaide.edu.au/clpd/lta/download/t_portfolio.pdf)

## ASSESSMENT

### General

It is expected that the associate teacher will formally supervise at least one lesson a day, following the recommended supervision cycle. Throughout the teaching practice, associate teachers should regularly discuss with preservice teachers the strengths and weaknesses of their teaching, and provide written critiques on their performance – one written observation each day (signed & dated).

**If, at the mid-way review or any time during the placement, a preservice teacher is considered by the associate and/or mentor to be at risk of failing the program, the Professional Experience Co-ordinator must be informed and the preservice teacher advised in writing**, in accordance with the Faculty of Education Policy on Professional Practice, Points 5.1 to 5.8. The associate, after consultation with the university liaison and on-site Professional Experience Coordinator, must identify the areas of concern and set a program of objectives, activities and criteria for the remainder of the placement. The Developmental Support Plan must be completed by the Associate teacher following discussions with the preservice teacher and university support staff and signed by all then forwarded to the University. The preservice teacher will be notified in writing by the university as well.

### Assessment Criteria

At the conclusion of each professional experience session, a final report needs to be completed **after** a discussion involving the associate teacher, university liaison and the Principal/Director, where possible, to recommend an appropriate grade.

The following list outlines some major areas for attention that should be considered during the assessment process. Preservice teachers will be asked to demonstrate developing knowledge, skills and understanding in:

- their subject content and how to teach that content to their students;
- their students and how they learn;
- planning, assessment and reporting for effective learning;
- communicating effectively with their students;
- creating challenging & safe learning environments through the use of classroom management skills;
- continual improvement of their professional knowledge and practice; and
- active engagement with their profession.

The complete overview of the professional experience outcomes for the Course is included in this Handbook as an Appendix.

### Grading of the Preservice Teacher

At the end of the teaching session, the associate teacher and the university liaison will complete the professional experience report, in consultation with the preservice teacher. The final grade will be ratified by the Subject Co-ordinator. The outcomes for each stage of the course are progressively more demanding, as can be seen from the Overview (see Appendix). See over the page for guidelines for awarding grades.

## **GUIDELINES FOR AWARDING GRADES FOR THE PROFESSIONAL EXPERIENCE**

Professional Experience programs are assessed as:

**SATISFACTORY (SY)** Preservice Teacher meets all requirements of the program to a satisfactory level

**UNSATISFACTORY (US)** Preservice Teacher does not meet all requirements to a satisfactory level

### **GRADE PENDING (GP):**

A GP (Grade Pending) may be awarded to a preservice teacher who has experienced illness or misadventure, and has therefore been unable to complete their professional experience. Provided that progress had been satisfactory up to this time, the Professional Experience Coordinator will negotiate an appropriate time with the supervising teacher, school and preservice teacher for the completion of the professional experience. In some circumstances, it may be necessary to complete the professional experience in a new placement.

### **ADDITIONAL ASSESSMENT (AA)**

There may be circumstances when a preservice teacher, identified as "at Risk", is awarded an AA. This is to allow the preservice teacher additional time to demonstrate ability to work through identified problems, assuming some progress has been achieved. The implication of this grade is that the preservice teacher is required to complete additional professional experience either at the same school or in a new placement.

## **DIFFICULTIES IN 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. Principal
4. University Liaison/Supervisor
5. Professional Experience Coordinator or Subject Coordinator.

## DEVELOPMENTAL SUPPORT PLAN FOR PRESERVICE TEACHERS AT RISK or EXPERIENCING DIFFICULTY

### Directions for Associate Teachers

**Please follow these basic guidelines for supporting a preservice teacher who is identified as being *At Risk* of failing to satisfactorily complete all necessary professional experience requirements. Detailed guidelines can be found in the Appendix of this Handbook Section 5 -POLICY ON PROFESSIONAL PRACTICE.**

1. You must advise university staff by the MID-SESSION reporting stage that the preservice teacher is experiencing difficulties in relation to expectations of the program.
2. Complete the Developmental Support Plan proforma, in consultation with University Liaison, preservice teacher and in-school Professional Experience Co-ordinator/Principal. Implications of being placed at risk must be explained.
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 preservice teacher to achieve the desired outcomes of the program.
5. Keep University staff informed of the preservice teacher's progress. The situation will be reviewed as the program continues.
6. Keep written records of all meetings and feedback notes provided for the preservice teacher.
7. The preservice teacher will also receive a formal letter from CSU Professional Experience Coordinator indicating that they are at risk of failing their professional experience program. They will be informed that failure could also lead to exclusion from the course.
8. Prior to awarding an Unsatisfactory grade (US) a process of consultation between the school, CSU and the preservice teacher must be established. Provision for the preservice teacher to air any concerns they may have about the process of evaluation should be made by the Professional Experience Coordinator.
9. If the preservice teacher is experiencing extreme difficulties that warrant further action prior to the conclusion of the placement, 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 should note 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 Coordinator/Manager or Course Coordinator should they require clarification.

## PROFESSIONAL EXPERIENCE REQUIREMENTS

For each session of the teaching professional experience the preservice teacher may be required to complete a number of tasks, in addition to teaching successfully. The tasks and the formats for their completion are set out in the specific Attachment for each placement.

### Prescribed Objectives

For each professional experience placement prescribed objectives are set out to be achieved (see Appendices). These are intended to indicate the minimum stages of development expected of a preservice teacher. However, some preservice teachers progress faster than others and some find they have particular needs. It is therefore appropriate that allowance is made for individual progression via personal objectives.

### Expected Personal Outcomes

These will be derived from the preservice teacher's perceived needs and from the personal evaluation of any previous teaching professional experiences. These are to be **written prior** to the placement commencing. It is from these personal outcomes that the teaching targets will be chosen throughout the supervision cycle.

### Expectations from Subjects

The course requires the preservice teacher to integrate their learning from the non-school based subjects during the teaching practice program. The Attachment for each placement gives guidelines in relation to integrating concepts.

### Summary of Teaching Activities

This is a means of tracking development and needs. It is set out in subject form so it is easy to determine areas of need and to see if there are any 'gaps' developing in the preservice teacher's experiences. This needs to be kept up to date to ensure it serves its purpose.

### Situation Analysis

The preservice teacher is expected to inquire into the operation of the school/site in which s/he is working. Details concerning the particular focus of the enquiries are set out in the specific Attachment. On each occasion the preservice teacher 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. It is anticipated that preservice teacher's skills in observation and reflection will improve through experience and support from professional colleagues.

The major areas of inquiry will be:

- Role of a Teacher;
- Curriculum and Planning;
- The Physical Environment;
- The School;
- The School and the System.

## Personal Evaluation

At the end of each session the preservice teacher is expected to write an evaluation of the experience. The evaluation will assist the preservice teacher to reflect on what has been learnt, give evidence to support such an assertion and identify what significant needs have arisen as a result of the site-based program. The evaluation will lead directly into the expected personal outcomes for the following practice session and will be discussed with the Subject Co-ordinator on the preservice teacher's return to University.

## Lesson Note File

***It is university policy that lessons are not to be taught unless they are planned ahead in detail. Lesson notes are to be available at any time for perusal by supervising personnel – associate, principal, and university supervisor.***

The preservice teacher is required to keep a lesson note file, which will be used throughout the course. A large loose-leaf file is appropriate. Various formats are shown in the Teaching Practice Handbooks, developing from a simple lesson plan in the first placement to complex tracking and grouping notes in the later stages of the course.

## Observation Notes

During teaching practice preservice teachers are required to observe other teachers at work.

Preservice teachers are requested to keep records of observations, paying particular attention to areas such as:

- organisation of room and children
- teaching and learning strategies
- resources to enhance learning, including ICT
- interaction with parents
- working as a team
- assessment and evaluation
- ideas for motivating children's learning
- provision for individual differences
- voice - modulation, tone, expression and other forms of language etc.

**SECTION 5**

**PROFESSIONAL, ETHICAL  
& LEGAL  
RESPONSIBILITIES**

## ACADEMIC PROGRESS REGULATIONS

*(As per CSU University Handbook)*

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

## CHILD PROTECTION PROCEDURES

All preservice teacher education students at Charles Sturt University have completed a Prohibited Employment Declaration form, which they can give to staff in the centre/site. They have completed Stage 1 of Child Protection Training before undertaking any Professional Experience placement. Where an Australian state or jurisdiction requires it, a National Criminal record check will be completed by the preservice teacher before commencement of a Professional Experience Program.

## 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 including the Professional Experience Co-ordinator and Subject Advisors for the session. Eligibility to undertake the professional experience placement will be based on a student’s overall preparedness to undertake the placement, including academic progress within the entire course as well as progress in the current semester.

## OCCUPATIONAL HEALTH & SAFETY (OH&S)

Each setting in which a preservice teacher is working is expected to observe appropriate OH&S regulations. Preservice teachers have the responsibility to ensure they have the intellectual, physical, psychological and social competence to successfully complete the professional experience placement. PST should only apply for a professional experience placement if they are confident they are capable of completing it successfully.

PST should ensure they are familiar with the expectations of the setting in terms of lifting, exposure to infection, level of typing and other repetitive tasks in a setting. PST should observe correct hygiene and safety practices to protect themselves, and the staff and students with whom they are working. PST who are, or become, pregnant during their placement should consult their doctor before commencing the placement.

CSU has an OH&S policy for students undertaking professional experience placements. PST should check this web site for further information. <http://www.csu.edu.au/faculty/pep/>

## PRESERVICE TEACHER CONDUCT

The highest standard of conduct is expected of CSU preservice teachers at all times, and their conduct, while undertaking professional experience, should be guided by the following policies.

### 1. Charles Sturt University Academic Misconduct Policy

This policy covers issues such as cheating, plagiarism and collusion. A copy of the policy can be found at

[www.csu.edu.au/acad\\_sec/manuals/g6.rtf](http://www.csu.edu.au/acad_sec/manuals/g6.rtf)

### 2. General Student Misconduct Rule

The following sections could be applied to professional experience programs. A copy of the whole rule is available at the address below.

<http://www.csu.edu.au/adminman/stu/STU01.rtf>

Section:

- 2.5.3 Wilfully or negligently destroying, damaging, losing or removing or otherwise interfering with either any property of the University or any property on a facility of the University; or
- 2.5.3a breaching the copyright or moral rights of a third party, including use of University facilities, services or amenities; or
- 2.5.5 failing to comply with any lawful order or direction of an employee of the University or of a person acting under the authority of the University; or
- 2.5.6 failing to comply with any rule, order or direction made in pursuance of the Charles Sturt University Act, 1989 or any by-laws, rules and regulations made under it; or
- 2.5.8 conduct upon a facility of the University, or while taking part in an official activity of the University, which is prejudicial to the good order and government of the University.

### 3. Charles Sturt University Faculty of Education Professional Experience Code of Conduct

This policy is being developed in consultation with students and staff from the Faculty of Education at CSU and colleagues from partner schools/services and centres.

## ETHICAL CONSIDERATIONS FOR PRESERVICE TEACHERS UNDERTAKING A PROFESSIONAL EXPERIENCE PROGRAM AS PART OF A TEACHER EDUCATION PROGRAM

**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](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](http://www.boardofstudies.nsw.edu.au/aboriginal_research/pdf_doc/work_aborig_comm.pdf)

## FREQUENTLY ASKED QUESTIONS

### 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 Coordinator.

### 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. Specific details are outlined in Professional Experience Attachment or available from the Student Support Officer.

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

Accidents occurring whilst in pursuance of the course should be reported by the preservice teacher within 48 hours to the following members of staff.

<b><i>Bathurst</i></b>	<b><i>Wagga</i></b>	<b><i>Albury</i></b>	<b><i>Dubbo/Orange</i></b>
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 engaged on a professional experience may be included in school excursions at the discretion of the principal. Clear arrangements should be made regarding responsibility for any excursion costs, which **ARE NOT** borne by the university. Permission to participate in any excursion of more than one day's duration must be explicitly sought from the Professional Experience Liaison Officer.

## INDUSTRIAL ACTION

It is possible that the teacher union(s) may be undertaking industrial action during the professional experience program 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 the course and subject coordinator in consultation with the Professional Experience Coordinator.

## 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.
- Preservice teachers are not to be humiliated or criticised in front of school pupils or classes.
- 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.
- Preservice teachers only be required to teach 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.

## SECTION 6

# APPENDICES

- Overview of Teaching Standards of Assessment Profiles for Professional Experience
- [Faculty of Education \*Policy on Professional Practice\*](#)
- 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”

**OVERVIEW OF ASSESSMENT**

PRINCIPLES OF PRACTICE	FIRST PROF EXP (EPT511) Exploring/Awareness	SECOND PROF EXP (EPT514) Developing	THIRD PROF EXP (EPT520) Applying
1. Planning & Implementing the Teaching and Learning process	Understands the importance of planning for effective learning	In a sequence of lessons, matches content, teaching approaches and student development and learning through effective planning	Plans and implements teaching programs to motivate and engage students
		Shows flexibility and responsiveness	Establishes clear, challenging and achievable expectations for students
		Develops and implements a range of teaching strategies	Uses a range of appropriate teaching strategies
2. Managing Classrooms, Interaction & Behaviour	Encourages & acknowledges appropriate student behaviour	Develops strategies which promote positive student behaviour	Plans and applies routines consistent with school policy
			Applies a variety of behaviour management strategies
3. Communicating / Interacting and Working with students and others	Communicates effectively with students	Recognises and responds to individual differences	Includes activities that acknowledge the implications of social, cultural and ethnic differences
	Interacts confidently with school staff	Shows willingness to participate with school staff in a range of activities	Works effectively with the school community for the care of students
	Develops positive relationships with students	Develops positive relationships with students	Develops positive relationships with students
4. Monitoring and Assessing Students Progress	Through observation makes links between students' learning and indicators	Uses a range of assessment strategies for gathering data	Recognises and responds to individual needs and differences amongst students
		Develops understanding of student self-assessment strategies	Develops programs for ongoing assessment for student learning
		Monitors student progress and provides student with feedback on progress	Monitors student progress and provides student with feedback on progress
5. Reflecting, Evaluating and Planning for Continuous Improvement	Explores how to reflect on own practice to improve the quality of teaching and learning	When planning acts upon own reflections and supervising teacher's feedback	Evaluates teaching and learning programs
	Begins to identify strengths and weaknesses of their teaching		Plans to meet short-term personal and school goals
6. Using and Developing Professional Knowledge and Values <i>Content</i>	Developing awareness of the breadth & depth of the primary curriculum	Demonstrates knowledge of the curriculum in appropriate key learning areas	Continues to acquire and explore curriculum knowledge and understanding while applying to teaching
		Demonstrates the relationship between subject matter and appropriate modes of inquiry	Understands the relationship between process of inquiry and content knowledge
<i>Teaching/Learning</i>		Demonstrates knowledge of child development through appropriate planning	Values diversity of students and acknowledges and plans accordingly
<i>Ethics</i>	Identifies professional responsibilities and the relationship to educational goals	Treats students, parents and colleagues with honesty and respect and without discrimination	Recognises own cultural assumptions and biases and those within the school's curriculum and practices
	Acts equitably towards all students	Acts equitably towards all students	Acts equitably towards all students
Information and Communication Technology		Integrates technology in the planning and development of class activities	Integrates and applies technology in a range of multi-modal, multi-media and interactive presentations to facilitate learning

Module 5: Professionalism and legal responsibilities of teachers

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

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**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.

**Module 5: Professionalism and legal responsibilities of teachers**

- 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;

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- 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;
- vii. collaborate in the development of Departmental plans, policies and programs,
- viii. devise and document teaching and learning programs and develop and implement appropriate evaluation mechanisms;
- ix. treat students equitably, including those with disabilities or other special needs;
- x. meet the individual learning needs of students and assist each student to maximise his or her learning outcomes;
- xi. effectively manage and implement programs for child protection and student welfare;
- xii. undertake appropriate ongoing professional development to promote competence in curriculum development, delivery and evaluation, classroom management and teaching skills;
- xiii. perform their duties efficiently and effectively and with honesty, integrity and fairness at all times;
- xiv. 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;
- xv. use information gained in the course of employment only for proper and appropriate purposes;
- xvi. use public resources economically;
- xvii. 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;

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- 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.

## 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.

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- 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 staff 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 PRESERVICE TEACHERS AT RISK OR****EXPERIENCING DIFFICULTIES****– DEVELOPMENTAL SUPPORT PLAN:****Directions for Associate Teachers**

**Please follow these basic guidelines for supporting a preservice teacher who is *At Risk* of failing to satisfactorily complete all professional experience requirements. Detailed guidelines can be found in the Section 5 -POLICY ON PROFESSIONAL PRACTICE- of this Handbook.**

- 1 You must advise university staff by the MID-SESSION reporting stage that the preservice teacher is experiencing difficulties in relation to expectations of the program.
- 2 Complete the Developmental Support Plan proforma, in consultation with University Liaison, preservice teacher and in-school Professional Experience Co-ordinator/Principal. Implications of being at placed at risk must be explained.
- 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 preservice teacher to achieve the desired outcomes from the program.
- 5 Keep the University informed of the preservice teacher's progress. The situation will be reviewed as the program continues.
- 6 Keep written records of all meetings and feedback notes provided for the preservice teacher.
- 7 The preservice teacher will also receive a formal letter from CSU Professional Experience Coordinator indicating that they are at risk of failing their professional experience program. They will be informed that failure could also lead to exclusion from the course for a period of up to 3 years.
- 8 Prior to awarding an unsatisfactory grade (US) a process of consultation between the school, CSU and the preservice teacher must have be established. Provision for the preservice teacher to air any concerns they may have about the process of evaluation should be made by the Professional Experience Coordinator.
- 9 If the preservice teacher is experiencing extreme difficulties that warrant further action prior to the conclusion of the placement, the parties involved may agree to:
  - (i) relocate the student to another class, setting or school, or
  - (ii) terminate the professional experience program

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

**DEVELOPMENTAL SUPPORT PLAN FOR PRE-SERVICE TEACHERS**

**IDENTIFIED AS BEING AT RISK OF FAILING**

To be completed **BY THE MID-SESSION REPORTING STAGE** by Associate Teacher following discussions with In-School Professional Experience Co-ordinator, University Supervisor and Pre-service Teacher

Please forward to University Professional Experience Co-ordinator for ratification and signature after expected outcomes have been negotiated and program agreed upon.

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

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

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

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

[insert date]

To [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 Director at CSU.  
My contact details are:

Phone: (02) .....;                      Email: .....

Yours sincerely

*Professional Experience Director*

\_\_\_\_\_

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

[Empty rectangular box for stamp or signature]