

CHARLES STURT UNIVERSITY

Faculty of Education

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

(May 2007)

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

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

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

1. PARTIES INVOLVED IN PROFESSIONAL PRACTICE and THEIR RESPONSIBILITIES

1.1 Sub Dean Professional Experience

The Sub Dean will:

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

1.2 Professional Experience Co-ordinator

The Professional Experience Co-ordinator will:

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

1.3 Professional Experience Liaison Officer

The Professional Experience Liaison Officer (PELO) is to

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

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

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

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

1.5 Preservice Teacher

The Preservice Teacher is to

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

1.6 Professional Associate/Co-operating Teacher

The Professional Associate is to

- 1.6.1 provide, in advance, information about the setting, including the groups, the learning programme and school resources;
- 1.6.2 attend meetings associated with professional experience supervision as appropriate;
- 1.6.3 plan, in advance, the commencement and general structure of the professional experience;
- 1.6.4 in collaboration with the Principal or Director/In-school Professional Experience Co-ordinator, orientate the Preservice Teacher to the setting, including introductions to staff, provision of rules and expectations, explanation of roles and responsibilities and information about the location and borrowing of resources;
- 1.6.5 provide adequate time, information and resources to enable the Preservice Teacher to meet the requirements of the professional experience including periods for reflection;
- 1.6.6 provide detailed feedback on a regular basis, both in writing and orally to the Preservice Teacher, Principal or Director/In-school Professional Experience Co-ordinator on the Preservice Teacher's level of teaching competence and professional development;
- 1.6.7 liaise with the PELO or University Supervisor on the progress of the professional experience;
- 1.6.8 write and sign both the mid-professional experience and end-of-professional experience reports and discuss the reports with the Preservice Teacher;
- 1.6.9 provide immediate advice to the PELO if concerns are raised about a Preservice Teacher's progress and/or behaviour;
- 1.6.10 devise, in collaboration with the Principal, In-school Professional Experience Co-ordinator and University Supervisor/PELO and then implement a course of action for a Preservice Teacher who is at risk of being deemed unsatisfactory in professional practice;
- 1.6.11 provide immediate advice to the Principal/Director and/or In-school Professional Experience Co-ordinator of any behaviour by the Preservice Teacher that could be construed as professional misconduct, particularly with respect to Child Protection legislation.
- 1.6.12 in consultation with the Principal or Director and/or In-school Professional Experience Co-ordinator recommend a professional experience result for the Preservice Teacher by completing the professional experience assessment form;
- 1.6.13 provide and collate supplementary written information related to the professional experience for use in any subsequent assessment procedures, including Outstanding or Unsatisfactory and/or Failure in professional practice.

1.7 University Lecturing Staff

University lecturers will:

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

- 1.7.5 assist Preservice Teachers to integrate and synthesise insights from their course, their life, work experiences and from their professional contacts, in clarifying their career goals and focussing their professional development.
- 1.7.6 perform, when appropriate, the roles associated with professional experience supervision

1.8 University Supervisors

University supervisors and mentors have the responsibility of supporting and assessing the progress of Preservice Teachers undertaking professional experience programs. To undertake this role effectively they will:

- 1.8.1 meet with Preservice Teachers prior to the commencing the professional experience program
- 1.8.2 organise visits to settings with due consideration of the preservice teacher's program and the needs of the setting;
- 1.8.3 provide appropriate support and advice to enhance the outcomes for the Preservice Teacher, Professional Associate and students in the school or service and maintain the integrity of CSU programs;
- 1.8.4 ensure the preservice teacher and centre staff are aware of the expectations related to the professional experience program, including all assessment requirements;
- 1.8.5 ensure all necessary documentation is completed by due dates and that pre-service teacher and centre staff sign as appropriate;
- 1.8.6 liaise with Professional Experience Co-ordinator, particularly in issues where a preservice teacher is experiencing difficulty
- 1.8.7 act in a manner that presents policies and procedures in a professional and ethical way.

1.9 Heads of Schools/Units

The Head of School is to

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

2. AWARDING OF GRADES FOR PROFESSIONAL PRACTICE

- 2.1 Late in the final week of the professional experience the Professional Associate, Principal or Director/In-school Professional Experience Co-ordinator are to complete the required documentation and recommend to the Professional Experience Co-ordinator a result for the professional experience. Where university support is by telephone/facsimile, this may extend beyond the final week.
- 2.2 Late in the final week, the Professional Associate is to discuss the outcome with the Preservice Teacher, require the Preservice Teacher to read written reports and inform the Preservice Teacher of the result being recommended. Where university support is by telephone/facsimile, this may extend beyond the final week
- 2.3 Where the Professional Experience Co-ordinator is unable to ratify the recommended result, the PC is to convene, as soon as it is practicable upon completion of the teaching practice session, a meeting of the *Professional Experience Results Committee*, to resolve the matter. The Professional Experience Results Committee, chaired by the Professional Experience Co-ordinator, will also include the Professional Experience Administrative Officer for the programme in which the Preservice

Teacher is enrolled, the relevant Course Co-ordinator and the Preservice Teacher's University Supervisor/Mentor (where available) or an independent member of the academic staff

- 2.4 As soon as it is practicable after the ratification of the results, the Academic Professional Experience Co-ordinator is to provide the Preservice Teacher with information about the outcome of their professional experience and a copy of all written documentation.

3. CONSIDERATION FOR THE AWARD OF OUTSTANDING GRADE

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

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

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

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

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

- 5.1 As soon as practicable, but typically by the middle of the teaching experience, the Preservice Teacher and the Professional Experience Co-ordinator are to be advised by the Professional Associate, Principal or Director/In-school Professional Experience Co-ordinator that the Preservice Teacher is at risk of being deemed unsatisfactory and failing the professional experience.
- 5.2 The Professional Associate, in consultation with the Principal or Director/In-school Professional Experience Co-ordinator, is to complete in writing a summary of the concerns and discuss the contents with the Preservice Teacher.
- 5.3 Based on these discussions, the Professional Associate, Principal/In-school Coordinator and Preservice Teacher will devise a program of activities through which the Preservice Teacher will have an opportunity to address identified shortcomings and achieve a satisfactory professional experience result. The remedial program will also outline support that the preservice teacher should receive from professional colleagues. The complete program will be recorded on the proforma headed "Developmental Support Plan" and signed by all participants as indicated on the proforma. The program will operate for the balance of the professional experience.

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

- 5.4 The Professional Experience Co-ordinator and University Supervisor will make a determination of the Preservice Teacher's situation. The determination will consider nature and seriousness of the Preservice Teacher's problems, the available time remaining in the professional experience, the nature of the professional experience setting, including possible ramifications for the class. The Professional Experience Co-ordinator will discuss the DSP with the Preservice Teacher and then may suggest a modification of the Developmental Support Plan by the inclusion of one of the following:
 - 5.4.1 re-location of the Preservice Teacher to a different class in the same school or to a different school for a specified period to complete the teaching experience, or
 - 5.4.2 termination of the professional experience. In this case, the preservice Teacher is to be advised of support procedures available within the university.
- 5.5 At the conclusion of the teaching experience, the Professional Associate, Principal/In-school Professional experience Co-ordinator and University Supervisor will recommend to the Professional Experience Co-ordinator one of the following:
 - 5.5.1 the result of 'Satisfactory' (SY) be awarded to the Preservice Teacher for the professional

experience;

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

5.5.3 that the Preservice Teacher be deemed Unsatisfactory.

5.6 Where the Professional Experience Co-ordinator receives a recommendation that a Preservice Teacher be deemed Unsatisfactory, the PC will convene a meeting of the Professional Experience Results Committee (see section 2.3) to consider the matter. The PC is to compile detailed written records of interviews, meetings, advice given to the Preservice Teacher and arrangements entered into with the Preservice Teacher at the time he or she was deemed at risk of being found Unsatisfactory. These records, together with other written information, including the Preservice Teacher Handbook for the professional experience, other relevant professional experience documents, feedback from Professional Associate's lesson observations and notes, Principal/In-school Professional Experience Coordinator's notes and lesson observations (as available) will form the Supporting Documentation for any recommendations made by the Professional Experience Co-ordinator to the Committee. The Committee, with the PC's recommendations before it, may determine that:

5.6.1 the Preservice Teacher receive a Fail (FL) grade for the subject and after discussion with Course Co-ordinator may be invited to re-enrol in the subject at some later time and repeat both the academic and practical components following a period of counselling; or

5.6.2 the Preservice Teacher receive an Fail (FL) grade for the subject and the Preservice Teacher shall be excluded from the course due to failure in professional practice. In a subject without an academic component the grade will be recorded as Unsatisfactory (US) in line with the Subject Profile requirements.

5.7 The determinations of the Professional Experience Results Committee, accompanied by all supporting documentation, will be transmitted through the Professional Experience Coordinator, to the Head of School/Unit in the form of advice.

5.8 A Preservice Teacher who has been identified as *At Risk* of being deemed Unsatisfactory in teaching practice, and who withdraws from the teaching experience of their own volition is subject to the same procedures as those who complete the specified number of professional experience days ie. withdrawing from the professional experience early does not allow the Preservice Teacher to escape the implications of an Unsatisfactory grade.

5.9 In the circumstance that the Preservice Teacher is unable to complete requirements of the program and has not received support as outlined in this policy may be awarded a Grade Pending and be invited to complete the professional experience program at an appropriate time.

6. **CONSIDERATION OF PRESERVICE TEACHERS RECOMMENDED UNSATISFACTORY AT TEACHING PRACTICE & FAILURE IN PROFESSIONAL PRACTICE**

6.1 The Head of School, upon receiving advice from the Professional Experience Results Committee will preside at a School Assessment Committee meeting convened within two (2) weeks or as soon as practicable following notification by the Professional Experience Co-ordinator. Following such deliberations the HOS will recommend to the Dean that:

6.1.1. the pre-service teacher be allowed to continue unconditionally; or

6.1.2 endorse the grade of 'Unsatisfactory' (US) and recommend that the Preservice Teacher be allowed to re-enrol in the subject and continue in the course ; or

6.1.3 endorse the grade of 'Unsatisfactory' (US) and recommend that the Preservice Teacher be excluded under Section 3.4 Of the Academic Progress Regulations from the course for a period of time determined as appropriate by the Dean of the Faculty of Education (Section 5.2.1 Academic Progress Regulations).

6.2 The Dean, on receiving a recommendation from the Head of School, will, on taking advice from relevant staff, make a determination under Section 3.4 of the Exclusion Regulations viz. to:

6.2.1 allow the Preservice Teacher to proceed in the course unconditionally, or

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

7. APPEALS AGAINST TEACHING PRACTICE GRADES

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

8. PROBATION, SHOW CAUSE & EXCLUSION

8.1 Probation Procedures

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

8.2 Show Cause Procedures

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

8.3 Exclusion Procedures

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

9 GLOSSARY

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

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

DET NSW Department of Education and Training