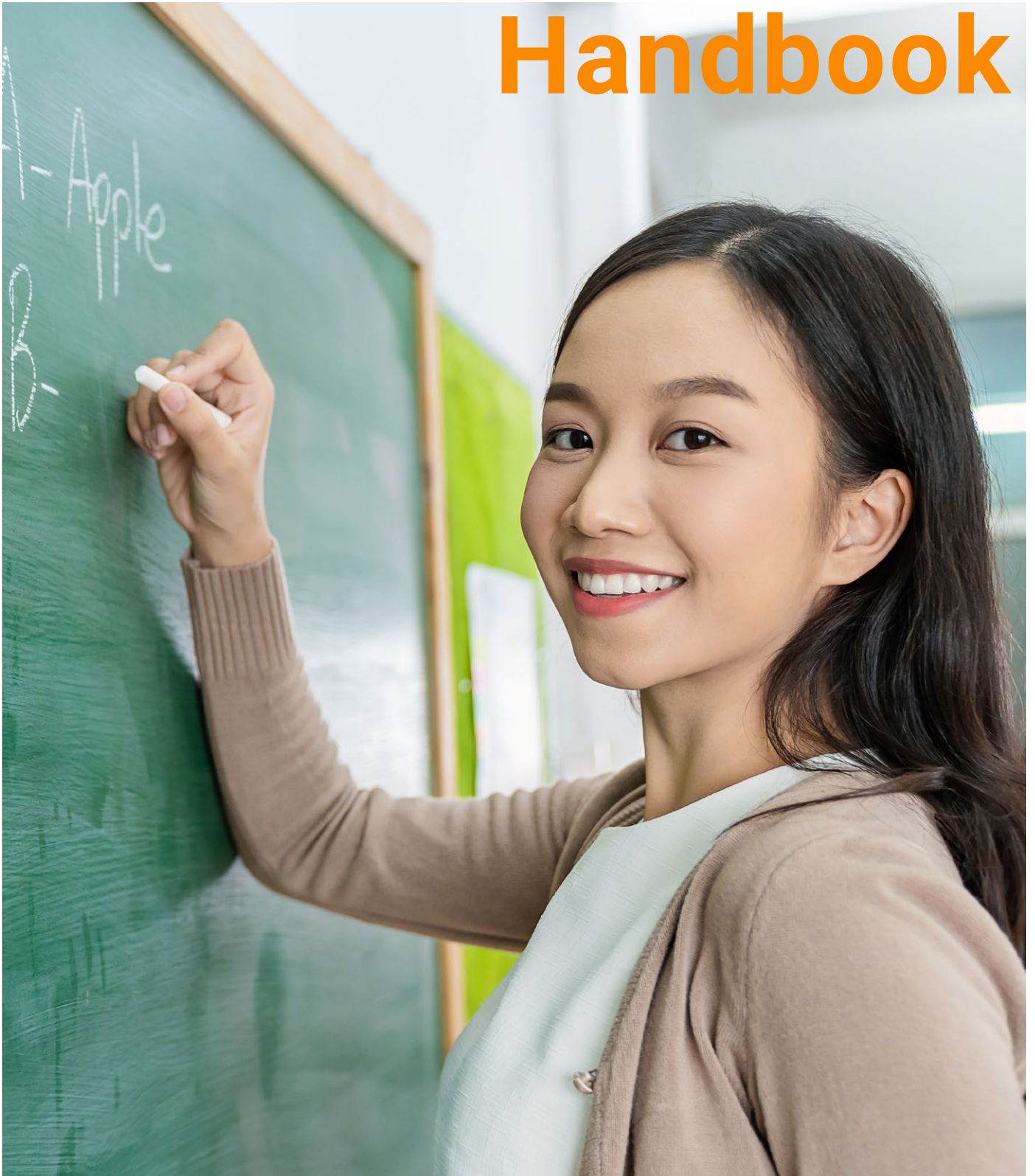




**Southern Cross  
University**

Faculty of Education

# Professional Experience Handbook



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## A welcome message from the Executive Dean

SCU's Faculty of Education has a proud history in preparing initial teacher education (ITE) pre-service teachers, education leaders, and higher education research (HDR) students. In 2020 the existing School of Education transformed into Southern Cross University's (SCU) new Faculty of Education. The Faculty of Education is one of four pillar Faculties at SCU. I am the foundation Executive Dean of SCU's Faculty of Education and am deeply honoured to lead a world leading, exciting and vigorous community engaged in research, teaching and learning 'that matters'.

SCU's new Faculty of Education vision is to 'disrupt and transform thought in, with and through research, teaching, learning and service for the purpose of leading and empowering profound educational change, now and for a sustainable future.' This collective philosophy is underpinned by an impressive research profile and our collaboration with colleagues, educational organisations, schools and early childhood education and care settings across Australia and around the globe.

Contemporary education demands teachers who are equipped with tools for contemporary practice. Southern Cross University is deeply invested in nurturing these skills and in developing the next generation of talented educators with imagination, courage, and passion.

Professional experience lies at the heart of initial teacher education at Southern Cross University (SCU). I welcome new and existing mentor teachers and professional experience coordinators. I also wish SCU pre-service teachers all the very best on placement. It will be a deeply enriching, transformative, and supported experience.

*Amy Cutter-Mackenzie-Knowles*

Professor Amy Cutter-Mackenzie-Knowles  
**Executive Dean, Faculty of Education**





## A message from the Faculty Director, Professional Experience

On behalf of the SCU Faculty of Education, I would like to welcome pre-service teachers, mentor teachers, site coordinators and all involved in professional experience. Teacher education is a partnership between the teaching profession and universities. The role education communities play in supporting the development of our future teachers is pivotal. Through professional experiences pre-service teachers can successfully make links between what is studied at university and the real-world practices of schools and early childhood settings. At Southern Cross University, we aim to assist all associated partners in the development of SCU pre-service teachers. Our qualified advisers will help support and guide our pre-service teachers and the mentor teachers. Our team of professional staff work together to ensure you have all the information and materials for your role from the initial contact to the completion of the Professional Experience.

The role of the mentor teacher is pivotal to quality initial teacher education and through the interactions of mentor and mentee, pre-service teachers can maximise their potential as quality classroom practitioners. Therefore, if there is anything our advisers can do to help build this relationship, please don't hesitate to ask.

On behalf of SCU we thank all involved in this professional experience for their dedication to the development of our future teaching professionals. The work of all those involved in your education community, is highly valued.

Please do not hesitate to contact me if I can be of any further assistance to you while undertaking this professional experience.

Warm regards

**Professor Lexi Lasczik**  
**Faculty Director, Professional Experience**  
**Southern Cross University**



## About the handbook

SCU Professional Experience placement information is outlined in this handbook. It includes information on prerequisites and requirements, participant roles and responsibilities, policies and procedures, reporting information that is linked to the Australian Professional Standard for Teachers (APST) at the Graduate Career Stage, and course requirements for the pre-service teachers.

The information in this handbook is intended for all participants – SCU staff, pre-service teachers, mentor teachers, university advisers and site coordinators.

### Faculty of Education information

The Faculty of Education (FoE) offers quality education courses that prepare pre-service teachers for early childhood, primary and secondary settings through under-graduate and graduate entry study. Professional experience is pivotal in the Bachelor of Arts/ Education, Bachelor of Education, Bachelor of Early Childhood Education, Master of Teaching, Graduate Diploma of Education (Early Childhood) and the Graduate Certificate in Education (Early Childhood).

The Faculty of Education is a diverse and passionate community who seek to disrupt and transform thought in, with and through research, teaching, learning and service for the purpose of leading and empowering profound educational change, now and for a sustainable future.

Professional Experience lies at the heart of initial teacher education at Southern Cross University. It represents a significant component of the Faculty's PACE model (Professional, Applied, Community, and Embedded Experiences). The PACE Model has been designed to provide a deep and enriched experience for students throughout their initial teacher education by way of:

- (P) Professional experiences: This category only applies to placement units;
- (A) Applied experiences: For example - 'This unit includes application activities including scenarios, and online observations of practice';
- (C) Community experiences: For example - 'This unit provides an opportunity for students to volunteer in a classroom reading program'; and
- (E) Embedded experiences: For example - 'This unit includes five days of embedded observation in a school or early childhood centre'.

The PACE model is working towards being evident in all ITE units, actively building the research-teaching (or theory-practice) nexus.

For more information about the FoE courses and the Professional Experience program, please refer to [scu.edu.au/education](http://scu.edu.au/education)





## Glossary of terms

Term	Description
Pre-service teacher	Student teacher; practicum student; Initial Teacher Education (ITE) student
Mentor teacher	Supervising teacher; teacher who hosts a pre-service teacher
Site Coordinator	School or Early Childhood staff who coordinate the placement of pre-service teachers in their schools or early childhood centres
Professional Experience Centre	A group of staff at each University campus who place pre-service teachers in schools and/or early childhood centres
Professional experience	Formal site visits completed by a pre-service teacher and supervised by a mentor teacher
Site-University liaison officer (SULO)	University staff who oversee the University advisers and assist the Faculty Director, Professional Experience during Professional Experience
University adviser	University staff who visit or contact sites to liaise with mentor teachers and pre-service teachers
Out of zone	An area that is outside the catchment area of Lismore, Gold Coast and Coffs Harbour campuses



## Key contacts

### Faculty Director, Professional Experience

Professor Lexi Lascik  
Telephone: 07 5589 3132

Email: [lexi.lasczik@scu.edu.au](mailto:lexi.lasczik@scu.edu.au)  
Office Location: Gold Coast Campus C5.26

### Professional Experience Centre

#### Professional Experience Team Leader

Ms Sandra Kenny  
Telephone: 02 6626 9384  
Email: [educationplacements@scu.edu.au](mailto:educationplacements@scu.edu.au)  
Office Location: Lismore campus, B3.03

#### Professional Experience Coordinator – Lismore campus

Ms Judy de Vries  
Telephone: 02 6626 9384  
Email: [educationplacements@scu.edu.au](mailto:educationplacements@scu.edu.au)  
Office Location: Lismore campus, B3.04

#### Professional Experience Coordinator – Coffs Harbour campus

Ms Jenny Ellis  
Telephone: 02 6626 9384  
Email: [educationplacements@scu.edu.au](mailto:educationplacements@scu.edu.au)  
Office Location: Coffs Harbour campus, M.1.6

#### Professional Experience Coordinator – Gold Coast campus

Ms Alison Adams  
Telephone: 02 6626 9384  
Email: [educationplacements@scu.edu.au](mailto:educationplacements@scu.edu.au)  
Office Location: Gold Coast campus, Level 6, Building C

#### Professional Experience Coordinator – Gold Coast campus

Ms Renee Hogben  
Telephone: 02 6626 9384  
Email: [educationplacements@scu.edu.au](mailto:educationplacements@scu.edu.au)  
Office Location: Gold Coast campus, Level 6, Building C

#### Weblink to Professional Experience staff contacts

<https://www.scu.edu.au/education/education-profession/professional-experience/>

### Postal address

Lismore campus	Coffs Harbour campus	Gold Coast campus
Professional Experience Centre Faculty of Education Southern Cross University PO Box 157 LISMORE NSW 2480	Professional Experience Centre Faculty of Education Southern Cross University Hogbin Drive COFFS HARBOUR NSW 2450	Professional Experience Centre Faculty of Education Southern Cross University Locked Mail Bag 4 COOLANGATTA QLD 4225



## Overview of courses and associated professional experience units

Each Professional Experience unit in each course has a unit name and code, a set of compulsory placement days and is identified by a key focus. The tables below outline these details.

### Bachelor of Early Childhood Education

This BECE degree provides pre-service teachers with a three year qualification to work in early childhood settings with children from six-weeks-old to six-years-old. Pre-service teachers complete a minimum of 80 days of Professional Experience in early childhood contexts as well as 10 days in a primary school context with children aged between 5 and 8 years of age.

Year of Study	Unit Code	Unit Name	Days in sites
2 of 3	TCHR2007	Professional Experience: Early Childhood I (Preschoolers)	30 days
3 of 3	TCHR2011	Professional Experience: Early Childhood II (Infants and Toddlers)	25 days
3 of 3	TCHR2013	Professional Experience: Early Childhood III (Ages 5–8 school setting)	10 days
3 of 3	TCHR3010	Professional Experience: Early Childhood IV (Preschoolers)	20 days

### Bachelor of Education (Primary)

Pre-service teachers studying in the BEd (Primary) degree undertake a minimum of 80 days of formal, supervised Professional Experience in varying primary school contexts. Each Professional Experience builds upon the knowledge and skills developed through the coursework. Primary students may also undertake a placement associated with their primary specialisation.

Year of Study	Unit Code	Unit Name	Days in sites
2 of 4	TCHR2004	Professional Experience I: Primary	20 days
3 of 4	TCHR2005	Professional Experience II: Primary	10 days
3 of 4	TCHR2006	Professional Experience III: Primary	20 days
4 of 4	TCHR3009	Professional Experience IV: Primary	30 days



## Bachelor of Education (Early Childhood/Primary)

This BEd (Early Childhood/Primary) degree equips pre-service teachers to work with children throughout their formative years, birth to 12 years of age. Designed to improve career opportunities, graduates qualify to become early childhood educators and primary school teachers. Pre-service teachers complete a minimum of 55 days of Professional Experience in varying primary school contexts and a minimum of 55 days of Professional Experience in two early childhood contexts.

Year of Study	Unit Code	Unit Name	Days in sites
2 of 4	TCHR2007	Professional Experience: Early Childhood I (Preschoolers)	30 days
3 of 4	TCHR2004	Professional Experience I: Primary	10 days
3 of 4	TCHR2006	Professional Experience III: Primary	15 days
4 of 4	TCHR3009	Professional Experience IV: Primary	30 days
4 of 4	TCHR2011	Professional Experience: Early Childhood II (Infants and Toddlers)	25 days

## Bachelor of Education (Primary/Secondary)

The BEd (Primary/Secondary) degree prepares teachers for both primary and secondary schools (Kindergarten to Year 12) which significantly expands career opportunities for graduates. Pre-service teachers complete a minimum of 35 days in varied primary school contexts and a minimum of 50 days in a secondary school context.

Year of Study	Unit Code	Unit Name	Days in sites
2 of 4	TCHR2009	Professional Experience I: Secondary	20 days
3 of 4	TCHR2005	Professional Experience II: Primary	10 days
3 of 4	TCHR2006	Professional Experience III: Primary	25 days
4 of 4	TCHR3011	Professional Experience IV: Secondary	30 days

## Bachelor of Education (Secondary)

The BEd (Secondary) degree prepares graduates to teach in two secondary teaching areas in the discipline areas of English, mathematics, modern history, biology, chemistry, environmental science, physical education, geography, society and culture or Aboriginal studies. Pre-service teachers complete a minimum of 80 days of Professional Experience in varying secondary school contexts.

Year of Study	Unit Code	Unit Name	Days in sites
2 of 4	TCHR2009	Professional Experience I: Secondary	20 days
3 of 4	TCHR2012	Professional Experience II: Secondary	10 days
3 of 4	TCHR2014	Professional Experience III: Secondary	20 days
4 of 4	TCHR3011	Professional Experience IV: Secondary	30 days

## Bachelor of Arts/Bachelor of Education (Primary)

Pre-service teachers studying in the BA/BEEd (Primary) degree undertake a minimum of 80 days of formal, supervised Professional Experience in varying primary school contexts. Each Professional Experience builds upon the knowledge and skills developed through the coursework. Primary students may also undertake a placement associated with their primary specialisation.

Year of Study	Unit Code	Unit Name	Days in sites
2 of 4	TCHR2004	Professional Experience I: Primary	20 days
3 of 4	TCHR2005	Professional Experience II: Primary	10 days
3 of 4	TCHR2006	Professional Experience III: Primary	20 days
4 of 4	TCHR3009	Professional Experience IV: Primary	30 days

## Bachelor of Arts/Bachelor of Education (Early Childhood/Primary)

This BA/BEEd (Primary/Early Childhood) degree equips pre-service teachers to work with children throughout their formative years, birth to 12 years of age. Designed to improve career opportunities, graduates qualify to become early childhood educators and primary school teachers. Pre-service teachers complete a minimum of 80 days of Professional Experience in varying primary school contexts and a minimum of 40 days of Professional Experience in two early childhood contexts.

Year of Study	Unit Code	Unit Name	Days in sites
2 of 4	TCHR2007	Professional Experience: Early Childhood I (Preschoolers)	30 days
3 of 4	TCHR2004	Professional Experience I: Primary	10 days
3 of 4	TCHR2006	Professional Experience III: Primary	15 days
4 of 4	TCHR3009	Professional Experience IV: Primary	30 days
4 of 4	TCHR2011	Professional Experience: Early Childhood II (Infants and Toddlers)	25 days

## Bachelor of Arts/Bachelor of Education (Primary/Secondary)

The BA/BEEd (Primary/Secondary) degree prepares teachers for both primary and secondary schools (Kindergarten to Year 12) which significantly expands career opportunities for graduates. Pre-service teachers complete a minimum of 50 days in varied primary school contexts and a minimum of 46 days in a secondary school context.

*Please note: This course progression is for a pre-service teacher who has already completed the Professional Experience I (Primary) 25 days placement.*

Year in Study	Unit Code	Unit Name	Days in sites
3 of 4	TCHR2005	Professional Experience II: Primary	10 days
3 of 4	TCHR2006	Professional Experience III: Primary	15 days
4 of 4	TCHR3011	Professional Experience IV: Secondary	46 days

## Bachelor of Arts/Bachelor of Education (Secondary)

The BA/BEd (Secondary) degree prepares graduates to teach in two secondary teaching areas in the discipline areas of English, mathematics, modern history, biology, chemistry, environmental science, physical education, geography, society and culture or Aboriginal studies. Pre-service teachers complete a minimum of 80 days of Professional Experience in varying secondary school contexts.

Year in Study	Unit Code	Unit Name	Days in sites
2 of 4	TCHR2009	Professional Experience I: Secondary	20 days
3 of 4	TCHR2012	Professional Experience II: Secondary	10 days
3 of 4	TCHR2014	Professional Experience III: Secondary	20 days
4 of 4	TCHR3011	Professional Experience IV: Secondary	30 days

## Bachelor of Education (Technology Secondary)

The BEd (Technology Secondary) degree prepares Pre-service teachers as secondary school teachers in the Technological and Applied Studies (TAS) key learning area. Pre-service teachers complete a minimum of 80 days of Professional Experience in varying secondary school contexts.

Year of Study	Unit Code	Unit Name	Days in sites
2 of 4	TCHR2009	Professional Experience I: Secondary	20 days
3 of 4	TCHR2012	Professional Experience II: Secondary	10 days
3 of 4	TCHR2014	Professional Experience III: Secondary	20 days
4 of 4	TCHR3011	Professional Experience IV: Secondary	30 days

## Bachelor of Technology/Bachelor of Education (Secondary)

The Bachelor of Technology/Bachelor Education (Secondary) degree prepares Pre-service teachers as secondary school teachers in the Technological and Applied Studies (TAS) key learning area. Pre-service teachers complete a minimum of 80 days of Professional Experience in varying secondary school contexts.

Year in Study	Unit Code	Unit Name	Days in sites
2 of 4	TCHR2009	Professional Experience I: Secondary	20 days
3 of 4	TCHR2012	Professional Experience II: Secondary	10 days
3 of 4	TCHR2014	Professional Experience III: Secondary	20 days
4 of 4	TCHR3011	Professional Experience IV: Secondary	30 days

## Graduate Certificate in Education (Early Childhood)

The course is the first step on the pathway to becoming a fully qualified early childhood teacher. Successful completion of this certificate provides guaranteed entry (and up to four units of advanced standing) into the professionally accredited Graduate Diploma of Education (Early Childhood). This one year full-time (or part-time equivalent) course has a minimum of 30 days professional experience with children aged 3 to 5 years.

Year of Study	Unit Code	Unit Name	Days in sites
1 of 1	TCHR6008	Professional Experience: Early Childhood I (Preschoolers)	30 days



## Graduate Diploma in Education (Early Childhood)

The Graduate Diploma in Education (Early Childhood) accredits graduates as four-year trained early childhood teachers who want to upgrade from a three-year teaching qualification. This one year full-time (or part-time equivalent) course has a minimum of 60 days of Professional Experience in two different early childhood contexts.

Year of Study	Unit Code	Unit Name	Days in sites
1 of 1	TCHR6008	Professional Experience: Early Childhood I (Preschoolers)	30 days
1 of 1	TCHR6011	Professional Experience: Early Childhood I (Infants and toddlers)	30 days

## Master of Teaching

The Master of Teaching is a graduate-entry qualification that prepares graduates for either secondary, primary or early childhood teaching. Graduates can teach in secondary schools (up to two subjects), primary schools (5 to 12 years) or in early childhood settings (birth to five years). Pre-service teachers undertaking the M. Teach (Early Childhood) course complete a minimum of 60 days of Professional Experience, while those undertaking the M. Teach (Secondary) or M. Teach (Primary) course will complete a minimum of 60 days of Professional Experience.

### Master of Teaching (Early Childhood)

Year of Study	Unit Code	Unit Name	Days in sites
1 of 2	TCHR6008	Professional Experience: Early Childhood I (Preschoolers)	30 days
1 of 2	TCHR6011	Professional Experience: Early Childhood I (Infants and toddlers)	30 days

### Master of Teaching (Primary)

Year of Study	Unit Code	Unit Name	Days in sites
1 of 2	TCHR5005	Professional Experience I: Primary	10 days
1 of 2	TCHR5006	Professional Experience II: Primary	20 days
2 of 2	TCHR6009	Professional Experience III: Primary	30 days

### Master of Teaching (Secondary)

Year of Study	Unit Code	Unit Name	Days in sites
1 of 2	EDUC5007	Professional Experience I: Secondary	10 days
1 of 2	TCHR5008	Professional Experience II: Secondary	20 days
2 of 2	TCHR6010	Professional Experience III: Secondary	30 days



## Prerequisites and requirements

### Mandatory child protection checks

**Pre-service teachers who do not comply with these requirements are not allowed to commence a placement in a school or early childhood site.**

To be eligible for placement in a **New South Wales** site, it is a mandatory requirement of all SCU pre-service teachers to complete the NSW Working with Children Check (WWCC). Clearance must be gained by the NSW Office of the Children's Guardian. This clearance is verified by the Professional Experience Centre (PEC) with the NSW Office of the Children's Guardian *prior* to the pre-service teacher commencing their placement.

To be eligible for placement in a **Queensland** site, pre-service teachers are required to hold a current Queensland Blue Card, as required by all Queensland education sites. This must also be verified by the PEC with the Queensland Blue Card Services *prior* to the pre-service teacher commencing their placement.

Links to Working with Children Check websites for all Australian States and Territories are available on the Professional Experience Student Centre and Faculty of Education Website <https://www.scu.edu.au/education/education-profession/professional-experience/requirements/>

Pre-service teachers approved to complete their placements in other states or territories, or overseas, must comply with the child protection requirements in these jurisdictions. These will also be verified by the PEC with the relevant State or Territory authority.

Copies of child protection documentation for placements in all jurisdictions must be supplied to the PEC prior to undertaking a placement. Pre-service teachers must upload their documents to SONIA, the online placement system.

### Anaphylaxis training for initial teacher education students

**Pre-service teachers who do not successfully complete the required training and upload the Certificate of Completion to SONIA Online will not be eligible to undertake Professional Experience activities at any site.**

All pre-service teachers are required to be trained in anaphylaxis management before they undertake any professional experience.

The specified training for pre-service teachers is provided by the Australian Society of Clinical Immunology and Allergy (ASCI) and is a free, online module available at [etraining.allergy.org.au/](http://etraining.allergy.org.au/). On completion of the online module participants receive a certificate of completion. The training is required to be successfully undertaken every 2 years. This is the only training that will be accepted by SCU to meet the requirements of anaphylaxis training for Pre-service Teachers.

Pre-service teachers must complete the theory component of the anaphylaxis training online module. Pre-service teachers are not required to complete the practical training.

SCU requires all pre-service teachers to complete the online module to be eligible for their Professional Experience placement – regardless of the State or Territory in which they complete their placement. Pre-service teachers can access the modules through the FoE Professional Experience website: <https://www.scu.edu.au/school-of-education/professional-experience/>

## Child protection training

**Pre-service teachers who do not successfully complete the required training and upload the Certificate of Completion to SONIA Online will not be eligible to undertake Professional Experience activities at any site.**

Initial teacher education students are required to complete Child Protection Training to be eligible placement.

You can access the relevant child protection training for the State or Territory in which you are completing your placement, through the FoE Professional Experience website:

<https://www.scu.edu.au/education/education-profession/professional-experience/>.

## Placement process

All placements are organised by the PEC. *Pre-service teachers do not organise their own placements and should not contact sites regarding potential placements under any circumstances.* The University aims to provide pre-service teachers with experience in varied educational settings for each of their Professional Experience placements.

## Conflict of interest

For ethical and professional reasons, pre-service teachers are not permitted to undertake Professional Experience at a site where they have a conflict of interest. For examples of conflicts of interest refer to Point 4 “Conflicts of Interest” in the Professional Experience Requirements document in the Appendices. It is the responsibility of the pre-service teacher to notify the PEC if their placement site presents a conflict of interest.

## Professionalism

Pre-service teachers representing SCU whilst on Professional Experience are expected to behave in an ethical and professional manner at all times. All pre-service teachers must indicate on their Pre-service Teacher Placement Agreement, that they agree to abide by the SCU Faculty of Education Code of Conduct *before* being eligible for Professional Experience. Whilst on Professional Experience, pre-service teachers must then comply with the standards and expectations of this Code of Conduct.

A breach of the Code of Conduct whilst on Professional Experience may lead to termination of the Professional Experience by either the site or the University. Please also refer to the At Risk Guiding Principles and Procedures section of this handbook.

The SCU Faculty of Education Code of Conduct is available at: <https://www.scu.edu.au/education/education-profession/professional-experience/>.

## Social media

Pre-service teachers are required to adhere to the following Social Media requirements. Posting information and pictures of teachers, children and young people on social media sites does not align to the Code of Conduct. Furthermore, it may place some children and young people at risk. Unfortunately, there have been instances where social media posts have impacted negatively on pre-service teachers’ career opportunities. Pre-service teachers are advised to set any social media accounts to “private” and, to avoid placing any comments, photographs or information about their professional experience on social media sites.

## Mobile phones

Pre-service teachers are requested to use mobile phones only during recess and lunchtimes. The use of mobile phones during teaching times is unacceptable unless there is an emergency or, the school/centre has permitted usage as part of a technology program.

## Dress code

Pre-service teachers must dress professionally (i.e. smart casual) at all times during Professional Experience in attire that is suitable for active teaching. This includes suitable and safe footwear. Pre-service teachers should observe the accepted dress code at their placement site and adhere to any particular dress codes that may apply. If pre-service teachers are unsure about the dress codes, they should speak to their School/Centre’s Site Coordinator.

## Pre-service Teacher Identification and non-compulsory Uniform

While on placement, pre-service teachers should wear, at all times, their SCU Student ID Card. It is also appropriate for pre-service teachers to wear a name badge provided to them by the placement site. This identifies students as official SCU pre-service teachers while on Professional Experience.

It is the Pre-service teacher’s responsibility to ensure they have a broad brimmed hat for outdoor activities at their site.

Non-mandatory SCU Faculty of Education polo shirts are available through the School Locker Website. <https://theschoollocker.com.au/catalogsearch/result/?q=Southern+Cross+University>



## Scheduled Professional Experience dates

Each Professional Experience must be completed during a scheduled placement period and in the approved/scheduled format indicated on the current PEx Calendar. PEX placement days are not negotiable. If, due to extenuating circumstances, a pre-service teacher is unable to complete the Professional Experience at the scheduled time, they must complete a Placement Adjustment Application for review by the PEx Committee. Information about how to apply can be located in the Professional Experience Student Centre.

## Attendance at sites

Pre-service teachers must attend all allocated Professional Experience days and be present for the whole school/centre day. Professional Experience requires a continuous, full-time, on-ongoing commitment. A Professional Experience report must not be submitted until **all** required days have been undertaken. It is an accreditation requirement that all pre-service teachers must complete the correct amount of days. Failure to complete the correct number of days may impact on teacher registration and employment. Only onshore students undertaking placements in an early childhood setting, are permitted to undertake their placement on a part-time basis. Pre-service teachers must still however be in attendance for the whole day. For further information please refer to the relevant PEx unit in the Placement Dates and Documentation section of the Professional Experience Student Centre.

Site Coordinators will inform pre-service teachers of the time of arrival and departure as this varies from site to site. Punctuality is a professional responsibility. Arrival and departure times specified by the site must be adhered to by all pre-service teachers. Normally, pre-service teachers would be present at least 30 minutes prior to the start of the site day and be available for various commitments for at least 30 minutes at the end of the day. At times, pre-service teachers may be required to attend additional meetings, events or activities as requested by sites. Pre-service teachers must sign the Attendance Record each day.

## Absence during Professional Experience

Absence due to illness or extenuating compassionate circumstances is unavoidable. It is critical and the responsibility of the pre-service teachers to notify the Site Coordinator and/or Mentor Teacher and the University Adviser of all absences. It is the pre-service teacher's responsibility to ask both mentor teachers and University Advisers of the best communication to use, i.e., phone or email. A medical certificate is required for absences of three or more days and should be submitted as part of the make-up days form.

Absence is only permitted for reasons outlined on the Professional Experience Placement Adjustment application and should be verified by supporting documentary evidence. All absences must be made up and it is the responsibility of pre-service teachers to negotiate these days with the mentor teacher. For absences due to COVID-19 or Natural Disaster (eg. bushfires, floods) pre-services teachers are required to complete COVID-19 and Natural Disaster form available in the Forms Tab of SONIA Online.

**As noted above, completing the correct number of Professional Experience days is an accreditation requirement.**

Please note: holidays or events such as weddings do not constitute compassionate reasons. Any case for variation to a Professional Experience placement must be made through the SCU Placement Adjustment Application.

In summary, for absences of:

- three or more consecutive days, they are required to complete a 'Make-up Day' form and provide a medical certificate as supporting documentation. PSTs are also required to inform their University Advisers of make-up days;
- two or less consecutive days, they are required to complete a 'Make-up Day' form, no medical certificate is required. PSTs are also required to inform their UniversityAdvisers of make-up days; and
- If a PST is absent from their placement for more than 5 consecutive days, they are required to complete a 'Make-up Day' form and provide a medical certificate as supporting documentation. The continuance of the placement will then be assessed by the University Adviser in consultation with the Site University Liaison Officer, placement site and student.

**Please note:** all Forms are available for students to select from the FORMS Tab of SONIA Online.

All absences must be reported to the Mentor Teacher and University Adviser along with the relevant FORM submitted to the PEC.

## Workplace health and safety

In the event of an emergency while the pre-service teacher is on placement, i.e. becomes ill or injured, the procedures that operate in that site should be followed in all cases. Furthermore the pre-service teacher is required to submit an Online Incident/Hazard Report through either the 'RiskWare' online management system (<https://www.scu.edu.au/staff/hr-services/workplace-health-and-safety/reporting-an-incident-or-hazard/>) or the RiskWare pocketSafety mobile application.

In cases of emergency, the Site Coordinator must notify the University Adviser.

Please also refer to the section titled "Health and Safety" for information about the Incident/Hazard Report online management system 'RiskWare'.

## Public holidays

It is an accreditation requirement that pre-service teachers complete all designated Professional Experience days. Therefore, when a public holiday falls during a Professional Experience placement, this day must be completed at the end of the placement.

## Excursions/insurance

If during Professional Experience, a site requests a pre-service teacher to attend an excursion that is more than one day in length, the pre-service teacher should **complete** the 'Notification of School Camp/Excursion during Professional Experience Placement' form and submit it to the PEC. This form can be found on SONIA under the forms tab.

Pre-service teachers undertaking Professional Experience placements are covered by the University's travel, personal accident, public liability and professional indemnity insurance **provided** that the placement is undertaken as part of an approved course or unit.

## Industrial action

When industrial action interferes with the normal operation of the site the pre-service teacher should not attend the site for the period of the industrial action. Pre-service teachers must not replace a mentor teacher or undertake supervision of students in sites due to the absence of a mentor teacher in an industrial action. Formal Professional Experience hours lost due to industrial action will need to be completed at the end of the placement.



## Roles and responsibilities

Professional Experience is a cooperative venture. Decisions on pre-service teacher assessment are undertaken after consultation that may involve the mentor teacher, Principal/Site Coordinator and the University Adviser, hence roles and responsibilities of all stakeholders are set out below to provide some clarity. It is the University's responsibility to prepare University staff to liaise with pre-service teachers and the site's responsibility to ensure their staff are well prepared to take a pre-service teacher.

### Professional Experience Centre (PEC)

The PEC administration staff are the critical link between the placement setting and the University. Please contact the PEC for all matters at: [educationplacements@scu.edu.au](mailto:educationplacements@scu.edu.au). The role and responsibilities of the PEC are to:

- Negotiate and secure Professional Experience placements;
- Allocate pre-service teachers to placements;
- Communicate with sites throughout the Professional Experience placement;
- Provide copies of relevant documentation to Site Coordinators for wider distribution to mentor teachers;
- Be the point of contact for the site in relation to any Professional Experience matter, including any accident or incident involving the pre-service teacher;
- Ensure pre-service teachers have provided evidence of all mandatory placement criteria documentation (e.g. Working with Children Check, COVID-19 Vaccination);
- Complete the online clearance verification of each pre-service teacher's Working with Children Check prior to the commencement of professional experience. The clearance verification will be relevant to the State or Territory in which the pre-service teacher is undertaking professional experience placement;
- Process Developmental Support Plans and Final Reports;
- Record and validate all Professional Experience Allowance Claims before sending to the Payroll Department for processing; and,
- Manage any other matters relevant to each pre-service teacher's Professional Experience placement.



## Site coordinator

The Site Coordinator is responsible for the overall coordination of each pre-service teacher's placement at the designated site. It is their responsibility to encourage the effective interaction of all partners; the pre-service teacher, the mentor teacher, the site and the University program. Their role is paramount to maximising the success of the Professional Experience. Generally, the Site Coordinator is asked to:

- Recommend to the PEC, mentor teachers who are able to supervise a pre-service teacher;
- Have initial and ongoing discussions with relevant University staff regarding the Professional Experience expectations (see Expectations at a Glance sent via email to each mentor teacher and Site Coordinator from the PEC) and provide feedback to the University;
- Provide an orientation about the school/centre to pre-service teachers;
- Inform all pre-service teachers about relevant aspects of the site context e.g. the times which teachers are required to be on the site premises, rules and procedures, behavior management policies, assessment requirements, etc;
- Meet regularly (weekly) to support the pre-service teachers ongoing development throughout their placement. Where possible, arrange observations visits to different classes/rooms and different subject areas and provide further feedback to the pre-service teacher where possible;
- Encourage pre-service teachers to become a part of all aspects of the education community;
- Assist in evaluating the pre-service teacher's performance and progress either through direct observation or discussions with the mentor teacher and/or pre-service teacher. This may include more intense assessment of the pre-service teacher's ability and professional conduct should the pre-service teacher be considered at risk of an unsatisfactory Professional Experience placement. Please refer to the At Risk Policy located in this Professional Experience handbook and on the professional experience website;
- Provide feedback to the pre-service teacher about his/her progress and performance;
- Be available for the pre-service teacher to discuss professional challenges; and
- Ensure pre-service teachers are provided with a signed copy of their completed professional experience report.

## Mentor teacher

The relationship between the pre-service teacher and the mentor teacher is a critical factor in the success of the placement.

Prior to, or on the first day of the placement, mentor teachers are asked to:

- Have a conversation with the pre-service teacher about the specific goals and expectations for this Professional Experience placement;
- Prepare an overview of teaching/other activities and requirements for the duration of the Professional Experience placement; and
- Provide specific details of activities or duties to be undertaken by the pre-service teacher e.g. yard duty, meetings etc.

During the remainder of the Professional Experience placement, mentor teachers are asked to:

- Introduce the pre-service teacher to staff members and assist in disseminating information about site policies, procedures and facilities;
- Be available to meet with university advisers and pre-service teachers when necessary;
- Provide ongoing verbal and written feedback to the pre-service teacher regarding their performance and conduct during the Professional Experience placement;
- Provide supervision in the classroom to enable accurate reporting to the pre-service teacher on progress and performance;
- Notify pre-service teachers of diverse students in the class that may require differentiation;
- Supply an interim and final evaluation of the pre-service teacher's performance via reports in SONIA Online;
- Provide feedback to the pre-service teacher on their teaching folder. Pre-service teachers are required to create a Professional Experience Folder that supports planning and teaching;
- Consider any implications of the Union policy pertaining to pre-service teachers; and
- Encourage pre-service teachers to become a part of the education community by getting involved in additional activities that assist them to better understand the wider role of the teacher.

## University adviser

The central role of pre-service teacher supervision and evaluation rests with the mentor teacher. However, the University Adviser is expected to supplement and support these processes. In particular the University Adviser is asked to:

- Contact the pre-service teacher before the placement begins to introduce each other and provide contact details and initial visits to schools and EC centres if the school or EC centre is in-zone.
- Contact mentor teachers in each site at the beginning of the professional experience placement to:
  - check receipt of all necessary documents;
  - explain use of lesson observation feedback sheets;
  - confirm program requirements and university expectations;
  - set up a schedule for lesson observations (one for each in-zone student), consultation and briefing.
- Provide support for the pre-service teacher and mentor teacher by way of targeted feedback;
- Make regular contact with the pre-service teacher and/or the mentor teacher on a weekly basis;
- Provide support to pre-service teachers who disclose they have a disability and email SULO for clarification;
- Assist the mentor teacher in adhering to the At-Risk policy for pre-service teachers;
- Ensure that completed and signed reports are submitted by the school;
- **Meet with site staff and ensure feedback has been provided to the pre-service teacher;**
- Maintain communication with out-of-zone students by phone, email and zoom;
- Be the contact point for any concerns from the pre-service teacher or mentor teacher; and
- Make contact with the pre-service teacher and mentor teacher regarding the completion of the final Professional Experience report prior to the completion of the placement.

## Site University Liaison Officer

A Site University Liaison Officer will be responsible for establishing and maintaining links between key site personnel, the University Adviser and the University in order to build mutually beneficial and authentic partnerships with the region. Generally, the School-University Liaison Officer is asked to:

- Brief University Advisers about the University's Professional Experience expectations for pre-service teachers;
- Provide leadership to ensure adequate and appropriate relationship building activities are underway with sites, mentor teachers and other community stakeholders;
- Support and liaise with the University Adviser when a student is deemed to be At Risk, and subsequently sign the At Risk form and email a copy to the PEC and the Faculty Director Professional Experience; and
- At the end of the placement period, provide the PEC with a list of students placed on DSP.

## Pre-service teacher

It is important for each pre-service teacher to be aware that s/he is a guest of every site where a placement is undertaken. As such, pre-service teachers are required to act professionally at all times throughout the Professional Experience program. Specifically, pre-service teachers are required to:

- Contact the PEC urgently if you have decided to not commence your placement. Not doing so impacts on your reputation;
- Contact their allocated Site Coordinator, as directed by the PEC, prior to the commencement of the Professional Experience placement unless advised otherwise;
- **It is compulsory to make contact with your University Adviser during the first week of placement.** University Adviser name and contact details are available on SONIA Online;
- Accept their status as additional members of the site staff, thus assuming the appropriate responsibilities and maintain the ethical and professional standards of the site and its community as noted on the Code of Conduct;
- Read and adhere to all site policies pertaining to their role in the site and uphold requirements at all times, in particular, site expectations regarding classroom standards and behaviour management;
- Assist in all professional activities undertaken by the mentor teacher to whom they are assigned. Pre-service teachers should be involved in all of the activities undertaken by their mentor teacher and additional extra-curricular activities where possible, e.g. staff meetings, professional development activities, yard duty, etc;
- Conduct themselves in a professional manner especially in matters relating to dress, punctuality, communication and other aspects of the site workplace requirements and standards;
- Students are required to download all relevant professional experience documents to a USB to take with them to professional experience to ensure the mentor teacher has all relevant documentation;

- Required to have either an electronic or hard copy of professional experience folder where all documents and resources for the placement will be kept;
- Provide to the mentor teacher **written lesson plans of all lessons** to be taught the day before the scheduled lesson, unless an alternative time has been negotiated;
- Reflect on lessons and other professional involvement and discuss these written reflections with the mentor teacher on a regular basis;
- Be punctual and regular in attendance (In the event of the unavoidable lateness or absence, it is the responsibility of the pre-service teacher to notify the Site Coordinator and/or their mentor teacher and the University Adviser as early as possible);
- Be aware of their legal obligations at all times. The duty of care responsibility remains with the mentor teacher during Professional Experience placements. However, it is expected that due care and concern for the safety and welfare of students is a priority for the pre-service teacher in the planning of all learning activities both within and outside the classroom environment;
- Change all social media sites to private. Do not place any comments about the school or students on social media. Avoid using mobile phones at all times unless for emergency or recess and lunchtime; and
- Save an electronic copy of their Professional Experience report from SONIA to ensure they have a copy for subsequent interviews and employment.

**To proceed with professional experience, pre-service teachers must accept these professional responsibilities. Where a pre-service teacher is identified as potentially at risk, the Faculty of Education's 'at risk' guiding principles and procedures will be actioned.**



## Assessment and reporting

### Assessing pre-service teacher development

All pre-service teachers are assessed against the Graduate Australian Professional Standards for Teachers (APST)

<http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>. Currently, APST are being developed for early childhood educations. Descriptors in the early childhood, primary and secondary reports are based on the APST. The seven APSTs, evident under three domains are:

Domain	Standards
Professional knowledge	Know students and how they learn Know the content and how to teach it
Professional practice	Plan for and implement effective teaching and learning Create and maintain supportive and safe learning environments Assess, provide feedback and report on student learning
Professional engagement	Engage in professional learning Engage professionally with colleagues, parents/carers and the community

Assessment provided to pre-service teachers should be on-going, both written and verbal. The written feedback allows pre-service teachers to reflect on their progress and to plan ahead, and provides evidence of their practice and development. Pre-service and mentor teachers should have mentoring conversations that decide the needs of the pre-service teacher and identify key descriptors of the APST for mentor teacher feedback.

### Assessing impact on student learning

It is currently a requirement of the Australian Institute of Teaching and School Leadership (AITSL) that pre-service teachers demonstrate impact on student learning and development.

[https://www.aitsl.edu.au/docs/default-source/default-document-library/aitsl-eoi-position-paper.pdf?sfvrsn=eefbec3c\\_0](https://www.aitsl.edu.au/docs/default-source/default-document-library/aitsl-eoi-position-paper.pdf?sfvrsn=eefbec3c_0)

Pre-service teachers are asked to write written reflections on the learning experiences they plan while on Professional Experience. The reflections should include evidence to support their claims. For example, evidence of impact on student learning can be de-identified work samples that are collected over a period of the Professional Experience and demonstrates student impact, or the pre-service teacher may study one to three students and document their learning over a sequence of lessons. Mentor teachers are asked to also share their classroom assessment strategies and those used across the whole site.



## Evaluation and assessment of professional experience

Pre-service teachers are to be provided with:

- On-going feedback throughout the Professional Experience from their mentor teacher and where applicable, the Site Coordinator;
- An interim report (half way through the experience); and
- A final report (at the conclusion of the Professional Experience).

### Ongoing feedback

Mentor teachers will be provided with feedback tools to record their observations of specific lessons taught by pre-service teachers. These are to form the basis of the ongoing discussions between the pre-service teacher and the mentor teacher.

Mentor teachers record Lesson Observations electronically. To access the electronic version of the Lesson Observation Feedback Sheets mentor teachers can refer to the professional experience website <https://www.scu.edu.au/education/education-profession/professional-experience/>. The PEC will also have electronic copies available.

### The interim report

The interim report is intended to evaluate and provide feedback on the progress of a pre-service teacher mid-way through the placement. Both written and verbal feedback should be provided and where possible, goals should be negotiated with the pre-service teacher to direct development in the second half of the Professional Experience placement.

It is often at this interim stage where the mentor teacher, in consultation with the University Adviser and/or Site Coordinator, determines if a pre-service teacher is to be deemed “at risk” of failing a Professional Experience placement. The overview and policy for a pre-service teacher deemed at risk of failing a Professional Experience placement is in this handbook. At this juncture pre-service teachers should be provided with vital feedback to maximise their development for the completion of their placement and a successful final report.

### The final report

The final report is completed by the mentor teacher in consultation with the pre-service teacher before the Professional Experience ends. Similar to the interim report pre-service teachers are graded against the Graduate Australian Professional Standards for Teachers. Mentor teachers are asked to comment on the pre-service teacher’s levels of literacy, numeracy and attributes for teaching. As an example, you could say: “This pre-service teacher has the personal attributes suitable for teaching. His/her literacy and numeracy standards have met the expectations of a final-year pre-service teacher.”

At the final report stage Mentor Teachers are also asked to provide verbal feedback regarding the Pre-service Teacher’s Professional Experience Folder as an organisational tool for effective teaching. When completing the Reports, Pre-service Teachers are to be assessed for each descriptor of the Graduate Australian Professional Standards for Teachers (APST) at the Graduate career stage as either:

**NA = Not Applicable ND = Not Demonstrated D = Demonstrated EE = Exceeds Expectations**

The Term NA (Not Applicable) may be utilised if classroom and/or site situations do not enable pre-service teachers to demonstrate evidence for the specific descriptor.

**To achieve a “Satisfactory” result at the end of the Professional Experience placement, pre-service teachers must normally achieve a grade of D (Demonstrated) or EE (Exceeds Expectations) in 100% of the Indicators. If a grade of ND (Not Demonstrated) is received in any Indicator, in most cases the pre-service teacher will not be graded Satisfactory. In completing the final report, mentor teachers should consider the developmental stage of the pre-service teacher (that is if they are second year or final year).**

### Non-academic capabilities

Mentor teachers are also asked to comment on the Professional Experience Report about the pre-service teachers non-academic capabilities. As outlined by AITSL, the seven key capabilities provide evidence for the pre-service teacher’s suitability for teaching. By providing feedback in regards to the non-academic capabilities pre-service teachers can monitor their progress in readiness for their final year of teaching. The AITSL seven key capabilities are:

- Motivation to teach (e.g. enthusiasm for teaching and their chosen profession);
- Strong interpersonal and communication skills (e.g. communicates clearly with students and colleagues);
- Willingness to learn (e.g. open to suggestions and feedback);
- Resilience (e.g. can overcome set-backs);
- Self-efficacy (e.g. belief in their ability to undertake a task);
- Conscientiousness (e.g. diligence towards their teaching practice); and
- Organisational and planning skills (e.g. organised and well-planned).

## Professional experience reports and immersion log books

As of 2023, **ALL placement reports**, including Immersion Log Books are completed **through SONIA Online**.

- Students are no longer required to upload a copy to the Grade Centre in Blackboard;
- Please note reports are **NOT** to be emailed to [educationplacements@scu.edu.au](mailto:educationplacements@scu.edu.au);
- It is the Pre-service Teacher's responsibility to retain a copy of their reports.
- Mentor Teachers complete an Interim Report on the Pre-service Teacher's progress on or around the mid-point of the professional experience placement (except for immersion placements). Pre-service Teachers are graded against the Graduate Australian Professional Standards for Teachers (APST). The purpose of this report is to highlight strengths and identify areas that the Pre-service Teacher can improve upon during the remainder of the placement. Summary comments are requested as this helps Pre-service Teachers to identify areas for improvements in their practice against the APST;
- The Final Report or Immersion Log Book is written by the Mentor Teacher. When required, the University Adviser and/or Site Coordinator may play a moderating role in the process;
- Mentor Teachers complete the reports via SONIA Online. All Mentor Teachers and Site Coordinators will be provided access to SONIA Online. If there are any access issues these can be resolved by contacting the Professional Experience Centre: [educationplacements@scu.edu.au](mailto:educationplacements@scu.edu.au), and
- Mentor Teachers should discuss the report with the Pre-service Teacher providing constructive feedback that will inform subsequent professional experience placements and their professional development. The Pre-service Teacher and Mentor Teacher are required to sign (press submit) on the report.

## Graduate Teacher Performance Assessment (GTPA)

As part of the Australian Institute of Teaching and School Leadership (AITSL) all final year students in the BEd, BA/BEd, BTech/BEd and MTeach (Primary), MTeach (Secondary) will be required to create a Graduate Teacher Performance Assessment (GTPA) that will be compiled during the final professional experience.

The GTPA is an **authentic culminating summative assessment of teacher performance with student growth at the centre**.

Included in the GTPA are:

Context description: A template provided allows for students to note the context in which they are teaching.

**Practice 1:** Planning and using data – will involve collecting and interpreting a range of student data to inform teaching and establish learning needs and current levels of performance.

**Practice 2:** Teaching and learning – will involve aligning curriculum, pedagogy and assessment with a focus on learning.

**Practice 3:** Assessing, feedback and professional judgements – will involve selecting and using a variety of tools and practices, providing feedback to learners, and making judgements about the quality of students' work with reference to curriculum and achievement standards.

**Practice 4:** Reflecting on teaching – will involve analysing data choices for identifying students' learning needs and informing next step teaching and justifying future teaching and assessment practices.

**Practice 5:** Appraising impact of teaching – will involve examining and discussing teaching decisions.

Although this assessment is linked to Professional Experience the information will be collected during the final Professional Experience and completed **after the placement**. Students will be guided to understand the nature of the assignment prior to the final Professional Experience. Mentor teachers are asked to provide opportunities for professional conversations about students in the class and how teachers collect data, and enact a unit of work and summative tasks. This will assist the pre-service teacher to have the documents required so they can complete the assignment following their professional experience.



## Policies and procedures

### The impact of unforeseen personal circumstances

A pre-service teacher unable to satisfy the requirements of a Professional Experience unit on account of serious unforeseen personal circumstances shall apply for Placement Adjustment and, if approved, be given a notation of Incomplete for the unit. This notation shall be converted once the pre-service teacher is able to complete the unit within the approved timeframe. If a pre-service teacher does not satisfactorily complete the unit, his/her grade will convert to a fail. If a pre-service teacher is awarded a fail grade he/she will contact the School Director, Professional Experience for advice and a way forward. A pre-service teacher will not be able to proceed to the next Professional Experience unit until the requirements of the previous professional experience are met.

Placement Adjustment application forms are completed electronically via SONIA Online.

### At-risk guidelines

1. School-University liaison, mentor teacher and/or University Adviser/Site Coordinator **may at any time** determine a pre-service teacher to be at risk of failing a Professional Experience placement for reasons of unsatisfactory performance in the placement.
2. For the purpose of this determination, unsatisfactory performance includes, but is not limited to, one or all of the following:
  - Lack of professionalism
  - Inappropriate conduct
  - Lack of adequate preparation
  - Ineffective implementation of lessons
  - Lack of effective written lesson evaluations
  - Lack of reflection on practice
  - Lack of or ineffective paperwork
  - Professional misconduct
  - When the welfare of the students is deemed to be at risk.
3. Depending on the severity of the unsatisfactory performance, the University Adviser/School-University Liaison Officer/School Director, Professional Experience, may elect to:
  - 3.1 place the pre-service teacher on a Developmental Support Plan for a specified time frame within the period of the Professional Experience or for the remaining duration of the Professional Experience; or
  - 3.2 terminate the Professional Experience immediately without providing the pre-service teacher with an option of a Development Support Plan or terminate the Professional Experience during or at the end of the specified review period.

#### 4. The Development Support Plan (DSP)

The following conditions apply when a pre-service teacher is placed on a Development Support Plan (DSP):

- 4.1 The mentor teacher, School-University Liaison and/or University Adviser must verbally and in writing notify the pre-service teacher that he/she is 'at risk' of failing the Professional Experience and outline the factors that led to this decision.
- 4.2 The mentor teacher and the University Adviser and/or the School-University Liaison will prepare a DSP to be ratified by the School Director Professional Experience or SULO and provided to the pre-service teacher at the earliest opportunity.
- 4.3 If the pre-service teacher is placed on a DSP for a specified period of time during the Professional Experience, the pre-service teacher's ability to satisfy the requirements as set out in the DSP will be reviewed by the mentor teacher, in consultation with the University Adviser and/or School-University Liaison before the expiry of the specified review period.
- 4.4 If it is deemed that the pre-service teacher has not fulfilled the requirements of the DSP, the Professional Experience will be terminated.

#### 5. Termination of a Professional Experience

The Faculty Director, Professional Experience, may elect to terminate the pre-service teacher's Professional Experience. In these circumstances, the Faculty Director, Professional Experience will advise the pre-service teacher of the factors that led to this decision at the earliest opportunity. Termination of Professional Experience may result in the Fail grade for the Professional Experience unit. Please note that the placement can be terminated at any time if the Faculty Director, Professional Experience considers that progress or performance in the placement is not satisfactory or the pre-service teacher has not conducted themselves in a professional manner.

#### 6. Recommendation of a Fail grade

- 6.1 If a decision is made to advise the pre-service teacher that a Fail grade will be recommended, the School Director, Professional Experience shall advise the pre-service teacher.
- 6.2 A pre-service teacher who, for whatever reason, receives a grade of Fail for a Professional Experience unit shall not have an automatic right of re-enrolment in the unit.

## Cultural diversity

With Aboriginal and Torres Strait islander people under represented in teaching profession, SCU strongly supports Aboriginal and Torres Strait Islander preservice teachers. We also recognise that Aboriginal and Torres Strait islander teachers and preservice teachers experience racism, along with many international pre-service teachers and pre-service teachers of culturally and linguistically diverse backgrounds. SCU Faculty of Education has a zero tolerance to racism and ask all those involved in mentoring preservice teachers to support their cultural safety. In the unacceptable event that racism occurs, Aboriginal and Torres Strait Islander pre-service teachers are encouraged to contact their University Advisor and Director of Professional Experience for a supported and trusted conversation in the first instance. The Faculty of Education also recommends the following resources:

### Queensland

<https://education.qld.gov.au/students/inclusive-education>  
<https://www.qhrc.qld.gov.au/your-rights/discrimination-law>  
<https://www.qhrc.qld.gov.au/your-responsibilities/for-schools-and-universities>

### New South Wales

If at an NSW Department of Education school contact Anti-racism contact officer.  
<https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/anti-racism-education>  
<https://education.nsw.gov.au/about-us/rights-and-accountability/discrimination#Unlawful0>

### Victoria

<https://www.humanrights.vic.gov.au/for-individuals/schools-tafe-and-university/>

### South Australia

<https://www.equalopportunity.sa.gov.au/discrimination>

### Western Australia

<https://www.education.wa.edu.au/web/policies/-/equal-opportunity-discrimination-and-harassment-policy#:~:text=Policy%20statement,management%20of%20discrimination%20and%20harassment>

### Northern Territory

<https://adc.nt.gov.au/discrimination>

### Tasmania

<https://equalopportunity.tas.gov.au/discrimination>

### Australian Capital Territory

[https://www.education.act.gov.au/support-for-our-students/feeling-safe-at-school/safe\\_supportive\\_schools](https://www.education.act.gov.au/support-for-our-students/feeling-safe-at-school/safe_supportive_schools)



## Pre-service teachers with disabilities

In line with the University's **Reasonable Adjustments for Students with Disabilities Policy**, pre-service teachers with disabilities (i.e. those pre-service teachers who have been in contact with Student Equity and Inclusion Services and have a current Learning Access Plan) may be entitled to a reasonable variation or modification to standard assessment arrangements. The University is committed to making reasonable adjustments to placements in accordance with the pre-service teachers Learning Access Plan. Policy for pre-service teachers with disabilities can be found at: [policies.scu.edu.au](https://policies.scu.edu.au).

Pre-service teachers who are registered with Equity and Inclusion should discuss with their University Adviser if they require any reasonable adjustment.

## Duty of care statement

Pre-service Teachers are given a degree of responsibility for students in the class whilst on Professional Experience. It must be recognized, however, that they are Pre-service Teachers and **must be supervised** by the Mentor Teacher at all times.

**Pre-service teachers cannot undertake the role of relieving teachers or staff members in the absence of regular teachers.**  
**At all times pre-service teachers need to know which teacher is responsible for their supervision.**

Pre-service teachers are strongly advised to seek clarification of expectations, routines and practices to be followed when support is needed, and to avoid situations which could place students and themselves at risk.

## Health and safety

In any Professional Experience placement, pre-service teachers should ensure that they adhere strictly to the Workplace Health and Safety Policies and Procedures of the site in which they are placed. They should be made aware of potential risk factors during their placement that might relate to their personal health and safety. Should a pre-service teacher become injured whilst on their Professional Experience placement, the Site Coordinator and pre-service teacher will need to complete the Southern Cross University **Incident/Hazard Report**. Pre-service teachers must also immediately notify their University Adviser of their incident/accident. Incidents and Hazards can be reported two different ways:

- Through the 'RiskWare' online management system. Link provided: <https://www.scu.edu.au/staff/hr-services/workplace-health-and-safety/reporting-an-incident-or-hazard/>; or,
- RiskWare **pocketSafety** mobile application. Simply download the **pocketSafety app** onto your mobile device.

The Incident/Hazard Report must be submitted online within 24 hours of the incident. The Incident/Hazard Report weblink can be found on the Professional Experience Student Centre on MySCU and on the Faculty of Education Professional Experience Website.



## Completion of Professional Experience Reports, Attendance Records and Mentor Pay Claims

### Professional Experience Reports

All Professional Experience Reports are now completed electronically through a Sonia link provided to each mentor teacher. As part of the report completion process, Pre-service Teachers will be required to complete a section of the report, indicating they have read the report. Pre-service teachers are responsible for uploading their final report to the Unit Blackboard Site. Grades cannot be finalised until reports have been uploaded by the pre-service teacher.

### Site Coordinator and mentor teacher payment

All Site Coordinator and mentor teacher claims for Professional Experience Allowance are now completed electronically. The PEC will provide mentor teachers and Site Coordinators with a link to their individual Claim for Supervision Allowance. Please direct all enquiries regarding supervision allowance claims to [mentorpayouts@scu.edu.au](mailto:mentorpayouts@scu.edu.au).

Supervision in primary/early childhood/secondary settings	\$35.97 per day per pre-service teacher
Site Coordinator payments – teachers employed by any educational setting for the coordination of the professional experience within the setting	\$1.78 per day per pre-service teacher

Government regulations require that all people employed must supply a tax file number to their employer. When a mentor teacher or Site Coordinator is involved with pre-service teachers from Southern Cross University, the employer to whom the tax file number needs to be supplied is Southern Cross University.



## Resources for mentor teachers

The following web courses are available for mentor teachers who wish to upskill in the mentoring of pre-service teachers. An early childhood option is also available. For more information please email [cathy.lemcke@scu.edu.au](mailto:cathy.lemcke@scu.edu.au).

### 1. **AITSL: Supervising pre-service teachers**

Supervising pre-service teachers is an interactive and self-directed online professional learning program that supports teachers who are either supervising a pre-service teacher, or thinking about a supervising role. This on-line professional learning is 3.5 hours.

<https://www.aitsl.edu.au/tools-resources/resource/supervising-pre-service-teachers>

### 2. **Please check with your accrediting body (eg. NES, QCT) and Departments of Education as to the resources specifically for supervising pre-service teachers.**

## Appendices

- 2023 Professional Experience Requirements;
- Sample Professional Experience Report;
- Professional Experience – Evidence Guide for Primary & Secondary Mentor Teachers;
- At Risk Development Support Plan;
- Early Childhood Setting – Planning and Teaching Feedback Sheet;
- Primary/Secondary Setting – Lesson Observation Feedback Sheet; and
- Sample Claim for Professional Experience Allowance.



## 2023 Professional Experience Requirements (All Programs)

The following requirements guide and inform the Faculty of Education Professional Experience programs.

Enquiries or concerns should be directed to the Professional Experience Centre via email ([educationplacements@scu.edu.au](mailto:educationplacements@scu.edu.au)).

ECE – Early Children Education

PST – Pre-Service Teacher

PEX – Professional Experience

PEC – Professional Experience Centre

### PROFESSIONAL REQUIREMENT

As a condition of any type of PEx – including placement, volunteering, laboratory work, research, or community-engaged learning – PSTs are required to provide evidence of compliance and health protection before participating in any of these activities. Note:

- a. Student compliance is a mandatory, legislative and regulatory requirement;
- b. To be able to attend placement, students must be compliant; and
- c. Students must meet the requirements of both Southern Cross University and the external organisation. This will ensure the safety of students and others.

### 1. GENERAL INFORMATION

- 1.1 PEx placements (referred to as “placements”) will be negotiated with the site by the PEx Centre. PSTs should not contact sites to negotiate their own placements as this is in opposition to the NSW Education Standards Authority (NESA) and Southern Cross University guidelines.
- 1.2 PSTs are not permitted to request specific site placements.
- 1.3 Pre-services teachers are not permitted to be paid whilst undertaking a PEx placement.
- 1.4 The following exceptions apply to 1.1, 1.2. and 1.3:
  - a. ECE workplace placement (refer to PEx Student Centre)
  - b. ECE Prac Swap placement (refer to PEx Student Centre)
  - c. NESA Conditional Accreditation Final placement (Refer to PEx Student Centre)
  - d. QCT Permission to Teach Final placement (Refer to PEx Student Centre)
- 1.5 While every effort is made to place PSTs close to their residential address, at times the lack of available sites means travel of up to 90 minutes or 90 kilometres to and from a placement may be required.
- 1.6 The PEx calendar will be made available in October of the previous year. It is the PST’s responsibility to become familiar with the PEx calendar for the year in which they will be undertaking their placement. Please note that PSTs must be available for all placement days in the scheduled format for the PEx unit in which they are enrolled. Placement dates are not negotiable.
- 1.7 It is the PST’s responsibility to become familiar with the Mandatory Check Due Dates for the relevant PEx unit. Refer to PEx Student Centre.
- 1.8 PSTs who vary their study plan, take leave or undertake an overseas exchange that impacts on a placement, need to be aware that this may impact on their course completion date.
- 1.9 It is the PST’s responsibility to check the PEx Student Centre Blackboard Site and SONIA Online on a regular basis for updated information regarding placement and associated PEx information.
- 1.10 PSTs are responsible for the submission of Interim and Final placement documents through SONIA Online.
- 1.11 Once a PEx report has been finalised by the Unit Assessor it is the PSTs responsibility to keep the original in a safe place.
- 1.12 PSTs should wear on placement suitable SCU identification. It is also appropriate for PSTs to wear a name badge provided to them by the placement site.
- 1.13 Non mandatory SCU Faculty of Education polo shirts for placements are available for purchase through the School Locker Website.



- 1.14 PSTs must be willing to make their own travel and accommodation arrangements (if required) and cover all associated costs of their placement.
  - 1.15 PSTs must be familiar with, and adhere to, site policies and procedures during their placement.
  - 1.16 Each placement is to be completed in a different site unless there is a special program or requirement. The following courses/units are designed to be undertaken at the same site as split placements.
    - a. Bachelor of Education (Primary) – TCHR2005 and TCHR2006
    - b. Bachelor of Education (Early Childhood/Primary) – TCHR2004 and TCHR2006
    - c. Bachelor of Education (Primary/Secondary) – TCHR2005 and TCHR2006
    - d. Bachelor of Education (Secondary) TCHR2012 and TCHR2014
    - e. Bachelor of Education (Technology Secondary) TCHR2012 and TCHR2014
    - f. Master of Teaching (Primary) TCHR5005 and TCHR5006
    - g. Master of Teaching (Secondary) TCHR5007 and TCHR5008
  - 1.17 The in-zone geographical area for placements is from Macksville in the South of NSW to Upper Coomera (South East Queensland) in the North. This may however vary, according to the availability of University Advisers.
  - 1.18 In-Zone placements will be released to PSTs two weeks before the commencement of placement.
  - 1.19 Out-of-Zone placements are released to PSTs when the placement has been confirmed.
  - 1.20 PSTs must contact their placement site prior to commencing their placement. Not doing so may result in the placement being withdrawn.
  - 1.21 PSTs must take responsibility to be informed of site/state requirements and ensure that they are eligible to undertake a placement in regard to that state's policies and procedures.
  - 1.22 PSTs are required to check their SCU email on a regular basis for communication and instructions from the PEx Centre.
  - 1.23 Permission to undertake a placement will, at all times, be at the discretion of the Director PEx or the Faculty of Education Dean.
2. ENROLMENT INTO PEX UNITS
- 2.1 PSTs are encouraged to enrol as early as possible into their PEx units for the year. Leaving enrolment to the last moment may have placement implications.
  - 2.2 It is recommended that PST's NOT enrol in any other units in the same Term as their PEx unit, unless there is a PEx co-requisite unit, it is an immersion placement or a PST's personal course progression requires this.
  - 2.3 Engagement with pre-placement residential/workshops is required. Refer to PEx Unit site for details.
3. PSTs WITH SPECIAL REQUIREMENTS
- 3.1 PSTs who are registered with Student Equity and Inclusion who have any concerns about their placement must contact the PEx Centre. Refer to the University's Inherent Requirements.
  - 3.2 PSTs who are pregnant or have a pre-existing medical condition are required to indicate this on their placement form.
  - 3.3 If PSTs have any concerns about their ability to undertake their placement and fulfil their full range of duties, they should obtain medical advice and notify the Director Professional Experience. Refer to the University's Inherent Requirements.
  - 3.4 PSTs must notify the PEx Centre if they are aware that their work performance or conduct in placement sites could be adversely affected as a result of taking a prescribed drug. Their designated placement site may also have to be informed if the prescribed medication may impact on a PST's placement.
  - 3.5 Support is offered through SCU's Student Equity and Inclusion <https://www.scu.edu.au/engage/student-equity-and-inclusion/>
4. CONFLICTS OF INTERESTS
- 4.1 Placements must not be undertaken in a site where a PST has a conflict of interest. Examples of conflict of interest include, but are not limited to, the following. A site:
    - a. which is their place of employment
    - b. where they have close relatives attending, employed or working at the site (eg partner, parent, sibling, child)
    - c. where they are a member, or have a close relative, on the site's board.
    - d. where they are the owner or director of a child care centre.
    - e. where they have a close relative that is the owner or director of a child care centre.
  - 4.2 PSTs must declare to the PEx Centre any sites where they have a Conflict of Interest. Conflicts of interest are declared on the Placement Form required for each placement.
  - 4.3 PSTs must immediately disclose to the PEx Centre if they have been placed in a site where they have a conflict of interest. Not doing so may result in a deferred placement.
  - 4.4 The Director PEX, in consultation with the PEx Centre, reserves the right to withdraw a placement should a PST fail to disclose a conflict of interest.

5. TIMING OF PLACEMENTS
  - 5.1. Placements must be undertaken during a scheduled placement period and in the approved/scheduled format indicated on the current PEx Calendar. PEx placement days are not negotiable.
  - 5.2. International PSTs must undertake their placement in a full-time block format (5 days a week) due to visa conditions.
  - 5.3. If a PST is unable to undertake a placement in the approved scheduled placement period for that unit, they must withdraw from the unit and re-enrol when the unit is available and they can commit to completing the placement.
6. PLACEMENT ADJUSTMENT APPLICATIONS
  - 6.1. All placements must be undertaken in the scheduled placement period. However, if a student has extenuating circumstances as to why they cannot complete a placement in the scheduled placement period, they must complete a Placement Adjustment Application for review by the PEx Committee. Placement Adjustment Applications are available for students to download through the 'Forms' Tab of SONIA Online. Supporting documentation must also be provided.
  - 6.2. Placement Adjustment Applications must meet the following grounds for placement adjustment in order to be considered for approval:
    - a. health (including impacts of religious fasting)
    - b. compassionate circumstances
    - c. religious observances or celebrations
    - d. serious unforeseen personal events
    - e. selection in State, National or International sporting or cultural events
    - f. rendering genuine and unforeseen emergency service in a professional or voluntary capacity
    - g. rendering any service (including undertaking training) in the Defence Reserves.
    - h. Termination of placement
  - 6.3. The following circumstances are not grounds for placement adjustment:
    - a. Weddings
    - b. Holidays
    - c. Childcare
    - d. Work commitments
    - e. Transport issues
  - 6.4. Submission of Placement Adjustment Application and supporting documentation, is a request only and does not guarantee that placement adjustment will be granted.
  - 6.5. Deferred placements not completed in the approved timeframe will receive a fail grade for the PEx unit and students may enrol when available.
7. LOCATIONS OF PLACEMENTS
  - 7.1 PSTs will be placed according to the address confirmed on their Placement Form. If a PST relocates after the confirmation of address has been submitted this may impact their placement.
  - 7.2 PSTs are required to keep their address updated in 'MyEnrolment'.
  - 7.3 PSTs must contact the PEx Centre if they think they may need to move prior to a placement commencing, to discuss this possibility and advise of the revised location.
  - 7.4 If PSTs are considering an international placement they must first contact the PEx Centre via [educationplacements@scu.edu.au](mailto:educationplacements@scu.edu.au), to check eligibility.
8. MANDATORY PLACEMENT CHECKS AND THE TRAFFIC LIGHT SYSTEM
  - 8.1. For PSTs to be eligible to undertake a placement, they must be deemed compliant with their mandatory placement checks, ensuring they have submitted all mandatory placement check documents to SONIA Online by the due date.
  - 8.2. It is the student's responsibility to be informed of the due dates for Mandatory Placement Checks. Due Dates are available on the PEx Student Centre.
  - 8.3. The Traffic Light System indicates a PST's level of compliance as either eligible, pending or not eligible for placement and is determined by the Priority level and the due date of the mandatory placement check.
  - 8.4. PSTs who do not submit their Mandatory Placement Checks by the specific due dates are not eligible for placement and should either withdraw from the unit or remain enrolled for a deferred placement.
  - 8.5. A deferred placement due to failing to complete checks by the due date, is only available once. In this case students will be un-enrolled from the unit.
9. CHILD PROTECTION
  - 9.1. To be eligible for placement, PSTs must complete the relevant child protection training for the state in which they are undertaking placement. Please refer to the PEx Student Centre for further information and weblink to the accepted training module for PSTs.
  - 9.2. All PSTs must also ensure they comply with the working with children legislation requirements of the State/Country where their placement is occurring.

- 9.3. PSTs must provide evidence to the PEx Centre via SONIA Online, that they have applied/met the legislation requirements of the relevant State/Country, in order to be eligible to undertake a placement. Please note that obtaining a Working with Children Check can take an extended period of time, so you should commence the process early to prevent it from impacting on your placement.
  - 9.4. It is mandatory that PSTs residing in the Tweed and Gold Coast areas (from Ocean Shores to Upper Coomera) have both a valid Qld Blue Card and NSW Working with Children Check.
  - 9.5. When a PST is accused of a legal matter pertaining to child protection, the PST will be withdrawn from the placement immediately until the matter is investigated. If a PST is deemed guilty of the offence, the PST will receive a fail grade for the placement and hence the PEx unit. This matter will then be dealt with by the relevant authorities.
10. ANAPHYLAXIS TRAINING
- 10.1. It is a requirement that all PSTs are trained in anaphylaxis management before they undertake any placements. Please refer to the PEx Student Centre for further information and weblink to the accepted training module for PSTs.
11. LITERACY AND NUMERACY TEST FOR INITIAL TEACHER EDUCATION (LANTITE)
- 11.1. All initial teacher education students enrolled in the Faculty of Education at Southern Cross University must complete the LANTITE. This excludes students enrolled in the Graduate Diploma of Education (Early Childhood) and Master of Teaching (Early Childhood).
  - 11.2. PSTs are required to complete and pass the LANTITE prior to enrolling in their second PEx unit. For further information on the LANTITE please refer to the Faculty of Education Website.
12. CODE OF CONDUCT
- 12.1. PSTs are required to comply with the standards and expectations as detailed in the Southern Cross University, Faculty of Education Code of Conduct whilst on placement, regardless of the jurisdiction, or type of site in which they are placed.
  - 12.2. A breach of the Code of Conduct whilst on placement may lead to a termination of the PST's placement, by either the placement site or the University, resulting in a fail grade for the PEx unit and potentially exclusion from the Course and the University.
  - 12.3. PSTs must submit a Code of Conduct Declaration as part of their PST Placement Agreement (a mandatory placement check). Failure to do so will prevent the PST from participating in any placements.
  - 12.4. As part of the professional requirements of this course PSTs are required to address the PEx Staff, including the Director PEx, in a professional manner at all times.
13. ATTENDANCE
- 13.1. PSTs must attend all scheduled placement days and be present for the whole day. Placements in school settings must be undertaken in a full-time block format (5 days a week) to meet NESA accreditation requirements.
  - 13.2. If an absence occurs due to illness or misadventure, the PST must inform the site of their absence as early as possible and make up the days missed. A "Make-up Day" form, available in the Forms Tab of SONIA Online, must be submitted.
  - 13.3. Arrival and departure times specified by the site must be adhered to by all PSTs. Normally, PSTs would be present at least 30 minutes prior to the start of the site day and be available for various commitments for at least 30 minutes at the end of the day.
  - 13.4. PSTs are required to make themselves available for after hours staff meetings and any after hours duties.
  - 13.5. If a PST is absent during their placement for two or less consecutive days, they will be required to complete a "Make-up Day" form, no medical certificate is required. PSTs are also required to inform their University Advisers of make-up days.
  - 13.6. If a PST is absent during their placement for three to five consecutive days, they are required to complete a "Make-up Day" form and provide a medical certificate as supporting documentation. PSTs are also required to inform their University Advisers of make-up days.
  - 13.7. If a PST is absent from their placement for more than 5 consecutive days, they are required to complete a "Make-up Day" form and provide a medical certificate as supporting documentation. The continuance of the placement will then be assessed by the University Adviser in consultation with the University Site Liaison Officer, placement site and student.
  - 13.8. PSTs who have unexplained absences from their placement site and have not had an approved Placement Adjustment Application or submitted a Make-up Day Form will be deemed to have abandoned the placement. This will result in a fail grade for PEx unit.
14. PART-TIME PLACEMENTS (ECE Placements Only)
- 14.1. Placements in early childhood settings are permitted by ACECQA and SCU to be undertaken in a part-time capacity, with a minimum of three days a week, with the same three days each week. International students however, must complete their placements in a full-time block (5 days a week, 7.5 hrs per day) due to visa conditions.
  - 14.2. Part-time placements must be undertaken a minimum of 3 days a week and on the same days each week.
  - 14.3. Part-time placements must be completed by a specific end date (unless approval is received through Placement Adjustment).

## 15. PSTs WHO SELF-WITHDRAW FROM PLACEMENT

- 15.1. If a PST self-withdraws from a placement and believes there were special circumstances, they are required to submit a Placement Adjustment Application within 10 working days of withdrawing themselves from the placement. The University's Rule 3.4 Grounds for Special Consideration are:
  - a. health (including impacts of religious fasting)
  - b. compassionate circumstances
  - c. religious observances or celebrations
  - d. serious unforeseen personal events
  - e. selection in State, National or International sporting or cultural events
  - f. rendering genuine and unforeseen emergency service in a professional or volunteer capacity
  - g. rendering any service (including undertaking training) in the Defence Reserves.
- 15.2. If a PST submits a Placement Adjustment Application and is approved for a second attempt at the placement, they will be granted a deferred placement. However this option is only available once. Consequently, PSTs who self-withdraw from placement a second time will receive a fail grade for the unit.
- 15.3. PSTs who do not submit a Placement Adjustment Application (along with appropriate supporting documentation) within 10 working days will receive a fail grade for the placement and hence the PEx unit.

## 16. EXCURSIONS/SCHOOL CAMPS

- 16.1. PSTs undertaking placements are covered by the University's travel, personal accident, public liability and professional indemnity insurance provided that the placement is undertaken as part of an approved course or unit.
- 16.2. Excursions undertaken outside of a placement are not covered by SCU Policy.
- 16.3. PSTs who are requested to attend an excursion that is more than one day in length whilst undertaking their placement, are required to:
  - a. complete the "Notification of School Camp/Excursion during PEx Placement" form available in the Forms section of SONIA Online.
  - b. Inform their University Adviser of the excursion/school camp details.

## 17. INCIDENT AND HAZARD REPORTING

- 17.1. If a PST is injured whilst undertaking their placement, an Incident/Hazard Report must be submitted online within 24 hours of the incident. The Incident Accident and Hazard Online Report weblink can be found on the PEx Student Centre in the 'Forms' section and on the Faculty of Education PEx Website
- 17.2. Incidents and Hazards can be reported two different ways:
  - a. Through 'RiskWare' online management system. Link provided: <https://www.scu.edu.au/staff/hr-services/workplace-health-and-safety/reporting-an-incident-or-hazard/> or
  - b. RiskWare pocketSafety mobile application. Simply download the pocketSafety app onto your mobile device.
- 17.3. In addition, PSTs must complete the incident report normally used by the site in which they are placed.

## 18. PSTs AT RISK POLICY

- 18.1. When a PST is deemed to be at risk of not meeting the requirements of a placement, the PST may be provided with a Developmental Support Plan (DSP). The DSP can be given to the PST at any time during the placement. If the PST fails to meet the requirements of the DSP they will receive a fail for the placement and hence the unit. For further information please refer to the PEx Handbook "At Risk Policy" section.

## 19. EXCLUSION

- 19.1. Under the University's Exclusion Rule 2.10 (119) The University will issue a Warning Notification to students where they have (a) failed compulsory PEx or fieldwork requirements of the course.
- 19.2. Under the University's Exclusion Rule 2.10 (120) A student may be excluded from the University where they have (a) failed compulsory PEx or fieldwork requirements for the second time.

## 20. SUPPORT OF YOUR PLACEMENT

- 20.1. The University engages staff to support PSTs prior to, during and after their placement. The roles of the support people are outlined in the PEx Handbook.
- 20.2. It is the PST's responsibility to contact their designated University Adviser at the commencement of their placement.
- 20.3. SCU also provides Counselling and Equity and Inclusion Services.
  - a. Counselling Services: Phone 02 6626 9300 or Email [counselling@scu.edu.au](mailto:counselling@scu.edu.au) (Coffs Harbour, Lismore and Gold Coast campuses).
  - b. Student Equity and Inclusion (Email: [inclusion@scu.edu.au](mailto:inclusion@scu.edu.au), Phone 02 6626 9514.)
- 20.4. The SCU Out-of-Hours Crisis Support Line is also available after hours. Phone: 1300 782 676 or text 0488 884 143.
- 20.5. At times, PSTs family, partner or friends may be able to offer personal support during the placement but specific information related to courses, placement processes or assessments should be referred to relevant staff in the Faculty of Education. Please note: The Faculty of Education cannot disclose any specific details related to the placement and parents/carers are not to contact the school or early childhood setting on behalf of the PST. Concerns should be referred to the Faculty of Education which will then contact the relevant school/early childhood setting.





## SCU Faculty of Education – ‘At Risk’ Guiding Principles and Procedures

### Overview

The term ‘at risk’ is used to describe a pre-service teacher who appears to be at risk of not achieving a satisfactory level in a placement. We believe it is important to identify pre-service teachers **as early as possible** during a placement, so that they know the particular area/s of concern, and have adequate time and opportunity to improve and develop their practice. Unsatisfactory performance includes, but is not limited to, one or more of the following:

- Breaching the SCU’s Code of Conduct;
- Breaching Centre/School/Relevant Regulatory Body Code of Ethics;
- When the welfare of children or young people is deemed to be at risk;
- Unsatisfactory preparation for the placement;
- Unsatisfactory planning documents, including failure to complete written evaluations; and/or
- Highly ineffective implementation of teaching/learning practices, including classroom management.

**When a pre-service teacher has been identified as ‘at risk’, the Professional Placements Centre must be notified immediately so that appropriate processes can take place.**

For any pre-service teacher identified as at risk, a University ‘at risk’ visit will be facilitated by a member of University staff at the respective early childhood education setting or school. Depending on the location this visit may be in person and/or facilitated via Zoom.

At the visit, the Faculty of Education’s ‘at risk’ form will be completed by:

1. the pre-service teacher’s mentor/supervisor; and,
2. a SCU Faculty of Education member of Staff undertaking the Pre-service Teacher visit.

### ‘At Risk’ Guiding Principles and Procedures

1. If a mentor teacher considers a pre-service teacher at risk of not meeting the placement standards, they are to contact the University Adviser who will inform the Faculty Director of Professional Experience.
2. A site visit will be facilitated by the Faculty’s Director of Professional Experience.
3. At the site visit the attached ‘At risk’ form will be completed and provided (via email) to:
  1. SCU’s Professional Placement Centre,
  2. the Mentor Teacher,
  3. Director of Professional Experience,
  4. Relevant Course Coordinator, and
  5. Chair of Initial Teacher Education.
4. If there is a serious breach in conduct, SCU may terminate the placement. This decision would be made by the Director of Professional Experience in consultation with the Mentor Teacher, Faculty’s Chair of Discipline (ITE), and Associate Dean Education. The Executive Dean will also be consulted.
5. The majority of pre-service teachers will be placed on a Developmental Support Plan for a specified time frame within the period of the Professional Experience or for the remaining duration of the Professional Experience. The pre-service teacher will be provided with every opportunity to develop their practice.
6. During the DSP period, the University will regularly check in with the Mentor Teacher and where necessary organise another visit.
7. Should a pre-service teacher require more time to develop this will be negotiated with the mentor teacher and school/early childhood education setting.

8. If there is a breakdown in relationship between the Mentor Teacher and pre-service teacher, a new classroom or room will be explored either at the current site or a new site. It may be necessary to repeat placement in its entirety at a new site; and/or,
9. Should the pre-service teacher not improve to the required standard after being provided with opportunities to develop (as specified in their individual DSP), the student will receive a fail grade for the professional experience placement. The student can repeat the placement unit in a future Term.
10. Note **SCU Exclusion Rules – Section 10**
  - (119) The University will issue a Warning Notification to students where they have:
    - a. failed compulsory professional experience or fieldwork requirements of the course; or
  - (120) A student may be excluded from the University where they have:
    - a. failed compulsory professional experience or fieldwork requirements for the second time;

Professional experience unit			Year of placement	
TCHR3007	TCHR5002	TCHR3008		
Pre-service teacher				
Total no. of days		Date from	Date to	
School name				
Year/stage/grade (for primary)			Subject area/s (for secondary)	
Mentor teacher name/s			University advisor	

### To the mentor teacher

This *Professional Experience Report* is to be completed by the mentor teacher at the interim (half-way) point and at the conclusion of the professional experience placement. The report aligns and evaluates the pre-service teacher's practice to the relevant descriptors of the Australian Professional Standards for Teachers (APST) at the graduate career stage.

The *Professional Experience Handbook* and *Expectations at a Glance* provide advice on the purpose of this professional experience placement. The *Professional Experience Handbook* also provides information about the teaching expectations and requirements of the pre-service teacher and the mentor teacher. As part of their planning and evidence for teaching, pre-service teachers are required to create a professional experience folder that supports planning and teaching. The folder can be presented either electronically or in hard copy. A checklist for the professional experience folder is available from the pre-service teacher. Mentor teachers are asked to deem the professional experience folder as Satisfactory or Unsatisfactory.

### Interim report

At this half-way point, the mentor teacher will provide formative feedback about the pre-service teacher's practice and the professional experience folder. In completing both the interim and final reports, mentor teachers should refer to the *Evidence Guide for Mentor Teachers* noted in the *Professional Experience Handbook*. The purpose of the Interim report is to ensure there is a clear understanding of what areas need to be developed to meet the requirements of the Final Report.

Mentor teachers are required to:

1. Complete the interim section of this report by indicating current grades against the listed elements
2. Review the professional experience folder and provide formative feedback
3. Provide written feedback
4. Meet and discuss the report with the pre-service teacher and the university advisor.

In the interim and final reports pre-service teachers are to be assessed against each descriptor of the APST at the graduate career stage as either:

**NA – Not Applicable; ND – Not Demonstrated; D – Demonstrated; EE – Exceeds Expectations**

If descriptors are deemed as **Not Applicable (NA)** for a particular focus area, an explanation is required as to why that standard was not applicable for this teaching experience.

Support pre-service teachers deemed 'At Risk': Completing the interim report should be seen as an appropriate juncture for the mentor teacher to decide whether a pre-service teacher is 'at risk of failing their professional experience'.

Note: a pre-service teacher may be deemed 'At Risk' any time during their professional experience (see *At Risk Policy* for further information). The University Adviser should then be contacted and the *At Risk Policy* should be implemented. The *At Risk Policy* can be found in the *Professional Experience Handbook*.

### Final report

In the final week before the conclusion of the professional experience placement, the mentor teacher should complete the final report in consultation with the university advisor. At this point, the comments should be completed. Comments should be concise mentioning the pre-service teacher's progress during the professional experience. The overall assessment of the placement is either: **Satisfactory** or **Unsatisfactory**. The final report should be discussed with the pre-service teacher so they are aware of their progress for future professional experience placements. Please note: it is a system requirement that mentor teachers comment on the pre-service teacher's literacy, numeracy and personal attributes for teaching. Mentor teachers should discuss this requirement with the university advisor.

**To achieve a Satisfactory result at the end of this professional experience placement, pre-service teachers must achieve a grade of D (Demonstrated) or EE (Exceeds Expectations) in 100% of the indicators and not receive a grade of ND (Not Demonstrated) in any indicator.** The year level and developmental stage of the pre-service teacher should be considered.

Mentor teachers are also asked to provide feedback to pre-service teachers about the development of the non-academic capabilities as presented by the Australian Institute for Teaching and School Leadership (AITSL). Please note that an ND in this section DOES NOT impact on a satisfactory grade. This section is for feedback only. The *Professional Experience Handbook* provides further explanation of the non-academic capabilities.

Professional experience report – Primary and secondary setting:  
Initial teacher education programs

**PROFESSIONAL KNOWLEDGE**

**STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN**

INTERIM					FINAL			
NA	ND	D	EE		NA	ND	D	EE
				1.1.1 <b>Physical, social and intellectual development and characteristics of students</b> Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.				
				1.2.1 <b>Understand how students learn</b> Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.				
				1.3.1 <b>Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</b> Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.				
				1.4.1 <b>Strategies for teaching Aboriginal and Torres Strait Islander students</b> Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.				
				1.5.1 <b>Differentiate teaching to meet the specific learning needs of students across the full range of abilities</b> Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.				
				1.6.1 <b>Strategies to support full participation of students with disability</b> Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.				

Interim comment on the pre-service teacher's knowledge of students and how they learn:

Final comment on the pre-service teacher's knowledge of students and how they learn:

NA – Not Applicable; ND – Not Demonstrated; D – Demonstrated; EE – Exceeds Expectations

Pre-service teacher's name



Professional experience report – Primary and secondary setting:  
Initial teacher education programs

STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT														
INTERIM										FINAL				
NA	ND	D	EE							NA	ND	D	EE	
				2.1.1 <b>Content and teaching strategies of the teaching area</b> Demonstrate knowledge, and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.										
				2.2.1 <b>Content selection and organisation</b> Organise content into an effective learning and teaching sequence.										
				2.3.1 <b>Curriculum, assessment and reporting</b> Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.										
				2.4.1 <b>Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</b> Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.										
				2.5.1 <b>Literacy and numeracy strategies</b> Know and understand literacy and numeracy teaching strategies and their application in teaching areas.										
				2.6.1 <b>Information and Communication Technology (ICT)</b> Implement teaching strategies for using ICT to expand curriculum learning opportunity for students										
Interim comment on the pre-service teacher's knowledge of content and how to teach it:														
Final comment on the pre-service teacher's knowledge of content and how to teach it:														

NA – Not Applicable; ND – Not Demonstrated; D – Demonstrated; EE – Exceeds Expectations

Pre-service teacher's name

Professional experience report – Primary and secondary setting:  
Initial teacher education programs

PROFESSIONAL PRACTICE									
STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING									
INTERIM					FINAL				
NA	ND	D	EE		NA	ND	D	EE	
				3.1.1 <b>Establish challenging learning goals</b> Set learning goals that provide achievable challenges for students of varying abilities and characteristics.					
				3.2.1 <b>Plan, structure and sequence learning programs</b> Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.					
				3.3.1 <b>Use teaching strategies</b> Include a range of teaching strategies.					
				3.4.1 <b>Select and use resources</b> Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.					
				3.5.1 <b>Use effective classroom communication</b> Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.					
				3.6.1 <b>Evaluate and improve teaching programs</b> Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.					
				3.7.1 <b>Engage parents/carers in the educative process</b> Describe a broad range of strategies for involving parents/carers in the educative process.					
Interim comment on the pre-service teacher's planning and implementing of effective teaching and learning:									
Final comment on the pre-service teacher's planning and implementing of effective teaching and learning:									

NA – Not Applicable; ND – Not Demonstrated; D – Demonstrated; EE – Exceeds Expectations

Pre-service teacher's name

Professional experience report – Primary and secondary setting:  
Initial teacher education programs

STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

INTERIM					FINAL			
NA	ND	D	EE		NA	ND	D	EE
				4.1.1 <b>Support student participation</b> Identify strategies to support inclusive student participation and engagement in classroom activities.				
				4.2.1 <b>Manage classroom activities</b> Demonstrate the capacity to organise classroom activities and provide clear directions.				
				4.3.1 <b>Manage challenging behaviour</b> Demonstrate knowledge of practical approaches to manage challenging behaviour.				
				4.4.1 <b>Maintain student safety</b> Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.				
				4.5.1 <b>Use ICT safely, responsibly and ethically</b> Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.				

Interim comment on the pre-service teacher's knowledge and practice in creating and maintaining supportive and safe learning environments:

Final comment on the pre-service teacher's knowledge and practice in creating and maintaining supportive and safe learning environments:

**SAMPLE**

NA – Not Applicable; ND – Not Demonstrated; D – Demonstrated; EE – Exceeds Expectations

Pre-service teacher's name

Professional experience report – Primary and secondary setting:  
Initial teacher education programs


STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING									
INTERIM					FINAL				
NA	ND	D	EE		NA	ND	D	EE	
				5.1.1 <b>Assess student learning</b> Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.					
				5.2.1 <b>Provide feedback to students on their learning</b> Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.					
				5.3.1 <b>Make consistent and comparable judgements</b> Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.					
				5.4.1 <b>Interpret student data</b> Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.					
				5.5.1 <b>Report on student achievement</b> Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.					
Interim comment on the pre-service teacher's knowledge and practice in assessing, providing feedback and reporting on student learning:									
Final comment on the pre-service teacher's knowledge and practice in assessing, providing feedback and reporting on student learning:									

NA – Not Applicable; ND – Not Demonstrated; D – Demonstrated; EE – Exceeds Expectations

Pre-service teacher's name



Professional experience report – Primary and secondary setting:  
Initial teacher education programs

PROFESSIONAL ENGAGEMENT									
STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING									
INTERIM					FINAL				
NA	ND	D	EE		NA	ND	D	EE	
				6.1.1 <b>Identify and plan professional learning needs</b> Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.					
				6.2.1 <b>Engage in professional learning and improve practice</b> Understand the relevant and appropriate sources of professional learning for teachers.					
				6.3.1 <b>Engage with colleagues and improve practice</b> Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.					
				6.4.1 <b>Apply professional learning and improve student learning</b> Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.					
Interim comment on the pre-service teacher's engagement in professional learning:									
									
Final comment on the pre-service teacher's engagement in professional learning:									

NA – Not Applicable; ND – Not Demonstrated; D – Demonstrated; EE – Exceeds Expectations

Pre-service teacher's name

Professional experience report – Primary and secondary setting:  
Initial teacher education programs

STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY									
INTERIM					FINAL				
NA	ND	D	EE		NA	ND	D	EE	
				7.1.1 <b>Meet professional ethics and responsibilities</b> Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.					
				7.2.1 <b>Comply with legislative, administrative and organisational requirements</b> Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.					
				7.3.1 <b>Engage with the parents/carers</b> Understand strategies for working effectively, sensitively and confidentially with parents/carers.					
				7.4.1 <b>Engage with professional teaching networks and broader communities</b> Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.					
Interim comment on the pre-service teacher's engagement with colleagues, parents/carers and the community:									
Final comment on the pre-service teacher's engagement with colleagues, parents/carers and the community:									

SAMPLE

NA – Not Applicable; ND – Not Demonstrated; D – Demonstrated; EE – Exceeds Expectations

Pre-service teacher's name

**SUMMARY COMMENT: Overall comments by the mentor teacher on the pre-service teacher's progress during this professional experience.**

FINAL ASSESSMENT:            Satisfactory            Unsatisfactory

**The Australian Institute of Teaching and School Leadership (AITSL) has released non-academic capabilities for teaching and it is requested that mentor teachers also comment on the non-academic capabilities of the pre-service teacher.**

**Non-academic capabilities are:**

1. Motivation for teaching	5. Self-efficacy (belief in the ability to undertake tasks)
2. Strong interpersonal and communication skills	6. Conscientiousness
3. Willingness to learn	7. Organisation and planning skills
4. Resilience for teaching	

Final comment on the non-academic capabilities of the pre-service teacher during this Professional Experience:

**SIGNATURES (CAN BE ELECTRONIC)**

**Mentor teacher**

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**Pre-service teacher (I have read this report)**

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**Coordinator/Principal (optional)**

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Please provide an electronic copy of this completed report to the pre-service teacher and the university advisor. The pre-service teacher is responsible for uploading the completed report to the unit Blackboard site for grading by the unit assessor.

**PROFESSIONAL EXPERIENCE CENTRE USE ONLY**

**SATISFIED REQUIREMENTS**

YES

NO

**UNIVERSITY STAMP**

(original not valid without SCU stamp)

Received

Finalised

Professional experience unit				Year of placement
TCHR5004	TCHR3003	TCHR6004	TCHR6001	
Pre-service teacher				
Total no. of days		Date from	Date to	
Early childhood centre name			Placement room (age of children)	
Mentor teacher name/s			University advisor	

### To the mentor teacher

This *Professional Experience Report* is to be completed by the mentor teacher at the interim (half-way) point and at the conclusion of the professional experience placement. The *Professional Experience Handbook* and *Expectations at a Glance* contain advice on the purpose of this professional experience placement. The *Professional Experience Handbook* also provides information about the teaching expectations and requirements of the pre-service teacher and the mentor teacher. As part of their planning and evidence for teaching, pre-service teachers are required to create a professional experience folder that supports planning and teaching. The folder can be presented either electronically or in hard copy. A checklist for the professional experience folder is available from the pre-service teacher for this professional experience. Mentor teachers are asked to deem the professional experience folder as Satisfactory or Unsatisfactory.

### Interim report

At this half-way point, the mentor teacher will provide formative feedback about the pre-service teacher's practice and the professional experience folder. The purpose of the interim report is to ensure there is a clear understanding of what areas need to be developed to meet the requirements of the final report.

Mentor teachers are required to:

1. Complete the interim section of this report by indicating current grades against the listed elements
2. Review the professional experience folder and provide formative feedback
3. Provide written feedback
4. Meet and discuss the report with the pre-service teacher and university adviser.

In the interim and final reports pre-service teachers are to be assessed against each descriptor of the APST at the graduate career stage as:

**NA – Not Applicable; ND – Not Demonstrated; D – Demonstrated; EE – Exceeds Expectations**

If descriptors are deemed as **Not Applicable (NA) for a particular focus area**, an explanation is required as to why that element was not applicable for this teaching experience.

Support pre-service teachers deemed 'At Risk': Completing the interim report should be seen as an appropriate juncture for the mentor teacher to decide whether a pre-service teacher is 'at risk of failing their professional experience'.

Note: A pre-service teacher may be deemed 'At Risk' any time during their professional experience (see *At Risk Policy* for further information). The university advisor should then be contacted and the *At Risk Policy* should be implemented. The *At Risk Policy* can be found in the *Professional Experience Handbook*.

### Final report

In the final week before the conclusion of the professional experience placement, the mentor teacher should complete the final report in consultation with the university advisor. At this point, the comments should be completed. Comments should be concise, mentioning the pre-service teacher's progress during the professional experience. The overall assessment of the placement is either:

**Satisfactory** or **Unsatisfactory**. The final report should be discussed with the pre-service teacher so they are aware of their progress for future professional experience placements.

**To achieve a 'Satisfactory' result at the end of this professional experience placement, pre-service teachers must achieve a grade of D (Demonstrated) or EE (Exceeds Expectations) in 100% of the indicators and not receive a grade of ND (Not Demonstrated) in any indicator.** The year level and developmental stage of the pre-service teacher should be considered.

Mentor teachers are also asked to provide feedback to pre-service teachers about the development of the non-academic capabilities as presented by the Australian Institute for Teaching and School Leadership (AITSL). Please note that a ND in this section does not impact on a satisfactory grade. This section is for feedback only. The *Professional Experience Handbook* provides further explanation of the non-academic capabilities.



Professional experience report – Early childhood setting:  
Initial teacher education programs

**PROFESSIONAL KNOWLEDGE**

ELEMENT 1: EDUCATION AND CURRICULUM STUDIES

INTERIM					FINAL			
NA	ND	D	EE		NA	ND	D	EE
				1.1 Designs and implements learning experiences consistent with the principles, practices and outcomes of the EYLF.				
				1.2 Applies children’s current knowledge, ideas, culture, abilities and interests as the foundation of the program for children’s learning and development.				
				1.3 Demonstrates a thoughtful and reflective approach to delivering the program for children by reflecting on own practice to engage in ongoing improvement of teaching.				
				1.4 Uses daily transitions as learning opportunities for children.				
				1.5 Demonstrates critical reflection of children’s learning and development as individuals and in groups to construct planned learning experiences.				
				1.6 Demonstrates knowledge and proficiency working with information technology to support children’s learning, including effective use of the internet, computers and other available communication technologies.				

Interim comment on the pre-service teacher’s knowledge of students and how they learn:

**SAMPLE**

Final comment on the pre-service teacher’s knowledge of students and how they learn:

NA – Not Applicable; ND – Not Demonstrated; D – Demonstrated; EE – Exceeds Expectations

Pre-service teacher’s name

ELEMENT 2: CHILDREN'S LEARNING AND DEVELOPMENT

INTERIM					FINAL			
NA	ND	D	EE		NA	ND	D	EE
				2.1 Demonstrates knowledge, respect and understanding of the social, ethnic, cultural and diverse backgrounds of children and how these factors may affect learning.				
				2.2 Demonstrates knowledge of socio-cultural theoretical perspectives that support children's learning and development.				
				2.3 Respects and encourages each child's ability to make choices and decisions in their world.				
				2.4 Demonstrates understanding of theories of how children learn including modelling, construction, interaction and scaffolding, behaviour reinforcement, and maturational development.				
				2.5 Provides learning environments that are inviting to promote children's competence, confidence, independent exploration and learning.				
				2.6 Scaffolds and extends each child's learning in both indoor and outdoor learning environments.				

Interim comment on the pre-service teacher's knowledge of content and how to teach it:

SAMPLE

Final comment on the pre-service teacher's knowledge of content and how to teach it:

NA – Not Applicable; ND – Not Demonstrated; D – Demonstrated; EE – Exceeds Expectations

Pre-service teacher's name

## PROFESSIONAL PRACTICE

### ELEMENT 3: EARLY CHILDHOOD PEDAGOGIES

INTERIM					FINAL			
NA	ND	D	EE		NA	ND	D	EE
				3.1 Demonstrates the capacity to identify and articulate clear and appropriate learning opportunities for children’s documentation and assessment.				
				3.2 Demonstrates relevant knowledge of play-based pedagogy as a medium for children’s learning.				
				3.3 Assesses children’s learning and development as part of the ongoing cycle of planning, documenting, evaluating and reflecting making direct links to the learning outcomes of the EYLF.				
				3.4 Selects and organises a range of engaging resources and materials that inspire children’s learning.				
				3.5 Demonstrates knowledge and a rationale for keeping accurate and reliable documentation to promote children’s interests and learning.				
				3.6 Demonstrates and applies an understanding of the practices of holistic development, intentional teaching and assessment for learning as identified in the EYLF.				
				3.7 Plans, implements and evaluates a program across all curriculum areas of mathematics, science, language, literacy, creative arts, social and environmental education and physical education.				
				3.8 Demonstrates knowledge of a variety of teaching pedagogies and strategies to facilitate learning in both indoor and outdoor environments.				

Interim comment on the pre-service teacher’s planning and implementing of effective teaching and learning:

SAMPLE

Final comment on the pre-service teacher’s planning and implementing of effective teaching and learning:

NA – Not Applicable; ND – Not Demonstrated; D – Demonstrated; EE – Exceeds Expectations

Pre-service teacher’s name

ELEMENT 4: CHILD, FAMILY AND COMMUNITY CONTEXTS

INTERIM					FINAL			
NA	ND	D	EE		NA	ND	D	EE
				4.1 Communicates clearly by listening to, responding to and engaging in sustained shared thinking with children.				
				4.2 Demonstrates a range of questioning techniques that promote children’s learning.				
				4.3 Engages children in meaningful, open interactions that support their learning.				
				4.4 Practises effective communication to develop positive relationships with early childhood professionals and families.				
				4.5 Demonstrates an understanding of the importance of effective home-school links and processes for sharing children’s progress with families and educators.				
				4.6 Works respectfully and ethically with all stakeholders.				
				4.7 Demonstrates knowledge and understanding of specific strategies for teaching and inclusion of: <ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander perspectives</li> <li>• children with diverse needs and backgrounds</li> <li>• children who speak languages other than or in addition to English</li> <li>• children with challenging behaviours.</li> </ul>				
				4.8 Provides learning environments that are inclusive, promotes competence, independent exploration and learning through play.				

Interim comment on the pre-service teacher’s knowledge and practice in creating and maintaining supportive and safe learning environments:

SAMPLE

Final comment on the pre-service teacher’s knowledge and practice in creating and maintaining supportive and safe learning environments:

NA – Not Applicable; ND – Not Demonstrated; D – Demonstrated; EE – Exceeds Expectations

Pre-service teacher’s name



ELEMENT 5: FLEXIBLE LEARNING ENVIRONMENTS THAT ARE SAFE AND SECURE

INTERIM					FINAL			
NA	ND	D	EE		NA	ND	D	EE
				5.1 Demonstrates a variety of strategies to develop secure, respectful and reciprocal relationships with all children, educators and families.				
				5.2 Establishes and maintains supportive learning environments where children are safe and secure to support children’s health and wellbeing.				
				5.3 Makes relevant considerations for children’s health and safety in day to day practice and planning for children’s learning.				
				5.4 Establishes a climate where learning is valued and children’s ideas are respected.				
				5.5 Demonstrates, models and implements guidance strategies to create a positive environment to support children’s learning and engagement.				
				5.6 Supports children to: <ul style="list-style-type: none"> <li>• manage their own behaviour</li> <li>• respond appropriately to behaviour of others</li> <li>• communicate effectively to resolve conflicts.</li> </ul>				

Interim comment on the pre-service teacher’s knowledge and practice in assessing, providing feedback and reporting on student learning:

Final comment on the pre-service teacher’s knowledge and practice in assessing, providing feedback and reporting on student learning:

**SAMPLE**

NA – Not Applicable; ND – Not Demonstrated; D – Demonstrated; EE – Exceeds Expectations

Pre-service teacher’s name

## PROFESSIONAL COMMITMENT

### ELEMENT 6: EARLY CHILDHOOD PROFESSIONAL PRACTICE

INTERIM				FINAL			
NA	ND	D	EE	NA	ND	D	EE
				6.1 Accepts constructive feedback and reflects critically to improve and refine teaching practice.			
				6.2 Demonstrates knowledge of the importance of teamwork in an educational context by working cooperatively with staff taking the initiative where appropriate, offering assistance and being motivated in the early childhood setting.			
				6.3 Creates a welcoming environment where children and families are respected and actively encouraged to collaborate with educators about curriculum decisions in order to ensure that learning experiences are meaningful (if appropriate).			
				6.4 Demonstrates developing awareness of relevant Regulations and Acts; workplace health and safety; the National Quality Standards and relevant Statutes related to an early childhood teacher's responsibilities.			
				6.5 Make curriculum decisions that uphold all children's rights to have their cultures, identities, abilities and strengths acknowledged and valued.			
				6.6 Shows an understanding of obligations and practices relating to identifying risk of harm – this may happen, for example, in conversation with staff.			

Interim comment on the pre-service teacher's engagement in professional learning:

SAMPLE

Final comment on the pre-service teacher's engagement in professional learning:

NA – Not Applicable; ND – Not Demonstrated; D – Demonstrated; EE – Exceeds Expectations

Pre-service teacher's name

ELEMENT 7: ONGOING PROFESSIONAL DEVELOPMENT

INTERIM					FINAL			
NA	ND	D	EE		NA	ND	D	EE
				7.1 Continually seeks ways to build professional knowledge through engagement with children, families, educators and the relevant early childhood literature.				
				7.2 Demonstrates awareness of the setting's philosophical approach to early childhood education, and practices this professionally.				
				7.3 Engages in an ongoing cycle of review through which current practices are examined, outcomes reviewed and new ideas generated.				
				7.4 Reflects upon one's own developing identity as an early childhood educator.				
				7.5 Demonstrates knowledge of Early Childhood Australian Code of Ethics and its impact on the professional life of a teacher.				
				7.6 Demonstrates the potential to undertake a leadership role.				
				7.7 Demonstrates a capacity to reflect critically on and improve teaching practice.				

Interim comment on the pre-service teacher's engagement with colleagues, parents/carers and the community:

Final comment on the pre-service teacher's engagement with colleagues, parents/carers and the community:

**SAMPLE**

NA – Not Applicable; ND – Not Demonstrated; D – Demonstrated; EE – Exceeds Expectations

Pre-service teacher's name

**SUMMARY COMMENT:** Overall comments by the mentor teacher on the pre-service teacher's progress during this professional experience.

FINAL ASSESSMENT:            Satisfactory            Unsatisfactory

**The Australian Institute of Teaching and School Leadership (AITSL) has released non-academic capabilities for teaching and it is requested that mentor teachers also comment on the non-academic capabilities of the pre-service teacher.**

**Non-academic capabilities are:**

1. Motivation for teaching	5. Self-efficacy (belief in the ability to undertake tasks)
2. Strong interpersonal and communication skills	6. Conscientiousness
3. Willingness to learn	7. Organisation and planning skills
4. Resilience for teaching	

Final comment on the non-academic capabilities of the pre-service teacher during this Professional Experience:



**SIGNATURES (CAN BE ELECTRONIC)**

**Mentor teacher**

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**Pre-service teacher (I have read this report)**

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**Coordinator/Early childhood director (optional)**

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Please provide an electronic copy of this completed report to the pre-service teacher and the university advisor. The pre-service teacher is responsible for uploading the completed report to the unit Blackboard site for grading by the unit assessor.

**PROFESSIONAL EXPERIENCE CENTRE USE ONLY**

**SATISFIED REQUIREMENTS**

YES

NO

**UNIVERSITY STAMP**

(original not valid without SCU stamp)

Received

Finalised

# Professional Experience – Evidence Guide For Primary & Secondary Mentor Teachers

Graduate teacher standard descriptor		Practices that demonstrate the pre-service Teacher's engagement with the standard during an early professional experience placement may include:		Practices that demonstrate achievement of the standard by the final professional experience placement may include:	
1	Know students and how they learn	The pre-service teacher...	Identifies students' specific physical, social and intellectual learning needs	Identifies students' specific physical, social and intellectual learning needs	
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	Seeks knowledge of students' specific physical, social and intellectual learning needs in an appropriate manner Identifies achievable learning goals for students Demonstrates a developing awareness of differences in students' learning styles Responds to differences in students' learning styles and needs through approaches to lesson planning and teaching	Communicates and interacts in ways appropriate to students' development stages Makes modifications to delivery depending on students' physical, social and intellectual development Considers and makes modifications to the learning environment depending on physical, social and intellectual development Uses a variety of resources to account for the learning style of students	Communicates and interacts in ways appropriate to students' development stages Makes modifications to delivery depending on students' physical, social and intellectual development Considers and makes modifications to the learning environment depending on physical, social and intellectual development Uses a variety of resources to account for the learning style of students	
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	Identifies current research into how students learn	Plans differentiated work for students (modified and extension)	Plans differentiated work for students (modified and extension)	
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds	Shows an awareness of the need to modify teaching strategies based on student diversity Is aware that schools have programs and policies relating to inclusivity Begins to incorporate global issues into lessons and unit planning Displays cultural sensitivity	Applies knowledge of current research to modify teaching strategies Applies knowledge of research on how students' skills, interests and prior achievements affect learning Uses effective questioning to engage every student Plans for and respects the diversity of all students within the classroom Uses culturally sensitive resources, language and strategies in teaching practice Presents controversial issues in a sensitive manner	Applies knowledge of current research to modify teaching strategies Applies knowledge of research on how students' skills, interests and prior achievements affect learning Uses effective questioning to engage every student Plans for and respects the diversity of all students within the classroom Uses culturally sensitive resources, language and strategies in teaching practice Presents controversial issues in a sensitive manner	
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	Acknowledges and is respectful of diversity in students of Aboriginal and Torres Strait Islander backgrounds		Encourages students to express and explore their values and attitudes in a sensitive manner Selects strategies to provide for relevant learning experiences appropriate to students from Aboriginal and Torres Strait Islander backgrounds, aiming for engagement, sequencing and significance	



Graduate teacher standard descriptor		Practices that demonstrate the pre-service Teacher's engagement with the standard during an early professional experience placement may include:	Practices that demonstrate achievement of the standard by the final professional experience placement may include:
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	<p>Is aware of the need to differentiate teaching to meet the learning needs of all students</p> <p>Develops lessons that address the different needs of all students</p>	<p>Develops teaching and learning programs and/or lesson plans with a variety of teaching and learning activities and resources that link to syllabus outcomes/objectives and which meet the specific learning needs of students across the full range of abilities</p> <p>Develops teaching and learning programs and/or lesson plans with differentiated tasks to meet the learning needs of individual students and groups of students</p> <p>Develops teaching activities resulting from collaborative planning or consultation with specialist staff such as the ESL teacher/Counsellor/Aboriginal Education Assistant/Gifted and Talented coordinator/Learning Support teacher</p>
1.6.1	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	<p>Is aware of and discusses disability legislative requirements</p> <p>Discusses how the learning needs of students with disability could be met</p> <p>Develops lessons that support the learning of all students with disability</p> <p>Complies with disability legislative requirements</p> <p>Encourages a respectful and collegial classroom environment where all students are valued and provided with the same learning opportunities</p>	<p>Seeks advice and support from appropriate personnel in developing and implementing effective teaching/learning strategies that aim to meet students' diverse learning needs</p> <p>Develops a sequence of learning experiences that support the learning of all students with disability</p> <p>Complies with disability legislative requirements</p> <p>Encourages a respectful and collegial classroom environment where all students are valued and provided with the same learning opportunities</p>
2	Know the content and how to teach it	The pre-service teacher...	
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	<p>Clearly articulates and explains the content of the lesson</p> <p>Accurately answers content-related questions from students</p>	<p>Prepares teaching and learning programs and/or lesson plans with a variety of teaching and learning strategies (eg differentiated curriculum, collaborative learning, ICT, higher order thinking) that link to syllabus outcomes/objectives</p> <p>Demonstrates appropriate knowledge of the central concepts of subject(s) through lesson planning, explanation and linking of content and outcomes to syllabus documents</p>

Graduate teacher standard descriptor		Practices that demonstrate the pre-service Teacher's engagement with the standard during an early professional experience placement may include:		Practices that demonstrate achievement of the standard by the final professional experience placement may include:	
2.2.1	Organise content into an effective learning and teaching sequence	Plans individual lessons clearly and logically Demonstrates a developing ability to present content in a coherent, well-sequenced learning and teaching program	Develops and delivers logical lesson sequences that reflect curriculum requirements and are constructed to develop understanding of content Selects teaching strategies to provide for relevant and engaging learning experiences appropriate to a range of students		
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	Uses the school program as a basis for designing effective lesson plans and assessment of learning Accesses information about curriculum documents and other resources, and designs assessment accordingly	Designs assessments which show clear links to the teaching and learning program and reporting cycle Develops assessment activities, criteria and marking rubrics that illustrate how assessment relates to curriculum and learning outcomes		
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	Acknowledges, and is respectful of, Aboriginal and Torres Strait Islander students and their heritage, demonstrating this in approaches to teaching, learning and student interactions	Chooses teaching and learning activities that broaden the understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages Selects student work samples and displays of student work which show student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures or languages		
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	Uses professional discussion about lesson content and structure which show the pre-service teacher's knowledge, understanding, and/or teaching strategies to support students' literacy achievement Uses professional discussion about lesson content and structure which show the pre-service teacher's knowledge, understanding, and/or teaching strategies to support students' numeracy achievement	Develops lesson plans, observation notes and discussion about lesson content and structure which show the pre-service teacher's knowledge, understanding, and/or teaching strategies to support students' literacy and/or numeracy achievement Works collaboratively, when given the opportunity, with support teachers, such as ESL teachers, to meet students' literacy and/or numeracy needs		
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	Develops teaching and learning programs and/or lesson plans which show the integration of ICT into activities to make content more meaningful	Develops teaching and learning lesson plans/programs that link to syllabus outcomes/objectives taking into account available resources, with a broader variety of ICT teaching and learning activities (eg web-based research, Web 2.0 tools, subject/KLA/stage-appropriate software)		

Graduate teacher standard descriptor		Practices that demonstrate the pre-service Teacher's engagement with the standard during an early professional experience placement may include:		Practices that demonstrate achievement of the standard by the final professional experience placement may include:	
3	Plan for and implement effective teaching and learning	The pre-service teacher...			
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics	Identifies clear and appropriate learning goals with respect to syllabus documentation and specific learning needs	Prepares/plans appropriate learning goals with respect to syllabus documentation and specific learning needs/varying abilities		
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	Writes lesson plans detailing such goals through the use of objectives/outcomes, specifying content, pedagogy and assessment, as well as sequencing in consultation with mentor teacher Seeks to match learning outcomes, content and teaching strategies to class level in consultation with mentor teacher Reflects with mentor teacher on lesson planning and student learning Begins to assign appropriate time/weighting to achieve learning outcomes and lesson plans Takes into account mentor teacher's feedback in relation to content and student management to plan future learning	Differentiates curriculum in lesson plans Implements lesson plans that detail such goals through the use of objectives and outcomes, specifying content, pedagogy and assessment, as well as sequencing in consultation with mentor teacher Utilises the host school's scope and sequences and content overviews to plan appropriate lessons Reflects with mentor teacher on lesson/unit delivery to enhance student learning Draws upon previous lesson delivery to plan and implement relevant, engaging and significant learning experiences Takes into account mentor teacher's feedback in relation to content and student management to plan future learning		
3.3.1	Include a range of teaching strategies	Develops knowledge of a range of appropriate and engaging materials and resources Begins to incorporate these into teaching practice and class management Is willing to plan and incorporate a range of teaching strategies	Draws upon learnt pedagogical knowledge to adapt, improvise and inform the teaching of content and outcomes, as well as class management Demonstrates the ability to plan and incorporate a range of teaching strategies		
3.4.1	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning	Shows knowledge of a range of appropriate and engaging materials and resources and a capacity to incorporate these into teaching practice Uses current and relevant resources in consultation with their mentor teacher to ensure accurate content is presented in lessons Selects current and relevant teaching resources to improve lesson/unit planning in consultation with the mentor teacher	Uses a range of appropriate and engaging materials and resources and demonstrates the capacity to incorporate these into teaching practice Engages with a variety of technologies to enhance lesson/learning outcomes Uses resources appropriate to student developmental levels and manages resources professionally Accesses and uses curriculum support materials effectively		

Graduate teacher standard descriptor	Practices that demonstrate the pre-service Teacher's engagement with the standard during an early professional experience placement may include:	Practices that demonstrate achievement of the standard by the final professional experience placement may include:
3.5.1 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	<p>Uses effective oral and written communication skills, including the promotion of Standard Australian English</p> <p>Implements the use of vocabulary and metalinguage to develop conceptual understanding</p> <p>Employs a range of questioning techniques such as open/closed questioning</p> <p>Begins to acknowledge and develop student responses in an inclusive manner</p> <p>Develops voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage</p> <p>Demonstrates and models non-verbal forms of communication, in consultation with the mentor teacher</p>	<p>Uses effective oral and written communication skills, including the promotion of Standard Australian English</p> <p>Effectively uses vocabulary and metalinguage to develop conceptual understanding</p> <p>Employs a range of questioning techniques such as open/closed questioning to elicit prior understanding</p> <p>Acknowledges and logically develops student responses in an inclusive manner</p> <p>Uses voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage</p> <p>Demonstrates effective use of non-verbal forms of communication, such as teacher presence, pausing, circulating throughout the environment, eye contact, and varying gestures for student engagement and management</p>
3.6.1 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	<p>Shows understanding and achievement of outcomes as demonstrated through appropriately linked assessment or data (eg observational data)</p> <p>Develops a range of strategies to cater for the diverse range of learners within the class</p> <p>Accesses assessment criteria in consultation with mentor teacher</p> <p>Reflects on lessons to inform future planning and to improve pedagogy</p>	<p>Ensures assessment is an integral part of the teaching and learning cycle and that lesson planning indicates appropriate links between outcomes and assessment</p> <p>Employs a range of strategies to assess student achievement and participation, catering for the diverse range of learners within the class</p> <p>Informs students by accessing and deconstructing explicit quality criteria for assessment</p> <p>Reflects on lesson to inform future planning and improve pedagogy</p>

Graduate teacher standard descriptor		Practices that demonstrate the pre-service Teacher's engagement with the standard during an early professional experience placement may include:	Practices that demonstrate achievement of the standard by the final professional experience placement may include:
3.7.1	Describe a broad range of strategies for involving parents/carers in the educative process	<p>Communicates effectively with parents and carers in the classroom</p> <p>Consults with the mentor teacher in order to understand school-home connections (eg the school homework policy)</p> <p>In consultation with the mentor teacher, draws on established school partnerships and local resources to enhance learning significance</p> <p>Explores established structures in the school to encourage parents and carers to be involved in school or classroom activities</p> <p>Acts professionally, and with the appropriate confidentiality, when communicating with parents and carers</p>	<p>Draws on resources within the community to enhance lesson/unit content</p> <p>Promotes established structures in the school to encourage parents and carers to be involved in school or classroom activities</p> <p>Acts professionally, and with the appropriate confidentiality, when communicating with parents and carers</p>
4	Create and maintain supportive and safe learning environments	The pre-service teacher...	
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities	<p>Discusses strategies with the classroom teacher</p> <p>Communicates value and respect for students as individuals and learners</p>	<p>Contributes to an inclusive classroom where all students are acknowledged as individuals</p>
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions	<p>Has learnt and uses students' names</p> <p>Records observations and discusses classroom routines</p> <p>Records observations and discusses techniques that teachers use to support student time spent on learning tasks</p> <p>Observes implementation of classroom management strategies</p>	<p>Models an enthusiastic and positive attitude towards learning</p> <p>Employs classroom routines consistently to maximise student learning</p> <p>Plans and delivers lessons that are timed and sequenced to meet the needs of the students</p> <p>Delivers lessons that articulate clear directions, that have been well prepared and resourced, and are responsive to student learning goals/outcomes</p>
4.3.1	Demonstrate knowledge of practical approaches to manage challenging behaviour	<p>Remains calm and fair</p> <p>Discusses student management techniques that are appropriate and consistently applied</p> <p>Discusses possible strategies to be employed to improve classroom management and is keen to trial different approaches</p> <p>Understands the need to establish and work within an identifiable welfare/classroom management system</p>	<p>Applies student management techniques that are appropriate and consistent</p> <p>Handles challenging behaviours quickly, fairly and respectfully, applying judgement based on the context</p>



Graduate teacher standard descriptor		Practices that demonstrate the pre-service Teacher's engagement with the standard during an early professional experience placement may include:	Practices that demonstrate achievement of the standard by the final professional experience placement may include:
4.4.1	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements	Discusses specific requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection	Discusses and follows specific requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection
4.5.1	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	Discusses strategies which promote safe, responsible and ethical use of ICT in learning and teaching (eg awareness of cyber bullying, harassment, appropriate use of text messaging, plagiarism, referencing conventions and academic honesty)	<p>Produces lesson plans that show implementation of school discipline and welfare policies, and positive welfare and classroom practices which reflect school policies</p> <p>Describes the management of student behaviour and safety in accordance with mandatory policies</p> <p>Designs lessons that include explicit teaching and learning strategies to promote safe, responsible and ethical use of ICT in learning and teaching</p> <p>Produces assessment tasks that include clear guidelines to students about plagiarism, referencing conventions and academic honesty</p> <p>Produces samples of email and online communications (such as blogs) between teacher and students that model responsible and ethical use of ICT</p>
5	Assess, provide feedback and report on student learning	The pre-service teacher...	
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	<p>Considers appropriate assessment strategies when developing lessons</p> <p>Records and uses assessment information informally (eg observations of student learning and/or work samples) to monitor student learning</p>	<p>Designs and delivers a wide variety of formative and summative assessment activities to formally monitor student learning</p> <p>Analyses student work samples to recognise diagnostic information to be used and how it informs differentiation and future assessment strategies and tasks</p>
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	<p>Gives constructive and purposeful feedback to students about their learning progress</p> <p>Provides appropriate encouragement</p>	<p>Builds appropriate reinforcement and feedback into lesson plans</p> <p>Gives timely feedback to enhance student performance and provides direction for future learning (goal setting)</p>

Graduate teacher standard descriptor		Practices that demonstrate the pre-service Teacher's engagement with the standard during an early professional experience placement may include:	Practices that demonstrate achievement of the standard by the final professional experience placement may include:
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	Collaborates in producing assessment plans, tasks, marking criteria, marking rubrics Provides student work samples showing assessment feedback that demonstrates the school or system policy for the moderation of assessment activities	Understands the process of moderation and the principle of ensuring consistent teacher judgement Produces assessment plans, tasks, marking criteria, marking rubrics that demonstrate the school or system policy for the moderation of assessment activities Collects student work samples showing assessment feedback that demonstrates the school or system policy for the moderation of assessment activities
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	Considers the types of evidence required to effectively evaluate student learning	Bases lesson reflections on the evidence gathered through assessment tasks Explains how assessment data applies to planning and teaching practice
5.5.1	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement	Discusses student achievement with the mentor teacher Is familiar with the school's reporting procedures and policy	Demonstrates an effective approach to collecting, organising and storing assessment data consistent with school policies and procedures Employs a variety of methods to record evidence gathered through assessment activities
6	Engage in professional learning	The pre-service teacher...	
6.1.1	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs	Engages in self-reflection in aspects of professional knowledge, practice and engagement Is familiar with the Australian Professional Standards for Teachers and how they frame teaching practice	Identifies specific learning goals in relation to the Standards Develops a professional portfolio of evidence supporting claims against each of the Australian Professional Standards for Teachers at Graduate level
6.2.1	Understand the relevant and appropriate sources of professional learning for teachers	Seeks opportunity within the school for professional learning through discussions with staff Attends professional meetings	Contributes to staff and curriculum meetings where appropriate Participates in professional teams
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	Sets short-term teaching goals in discussion with their mentor teacher Receives constructive feedback in a positive and professional manner	Receives constructive feedback in a positive and professional manner Sets realistic short- and long-term goals with their mentor teacher Realistically analyses their achievement towards teaching goals

Graduate teacher standard descriptor		Practices that demonstrate the pre-service Teacher's engagement with the standard during an early professional experience placement may include:		Practices that demonstrate achievement of the standard by the final professional experience placement may include:	
6.4.1	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning	Actively listens to discussions with school community members regarding benefits to ongoing professional learning and collegial sharing of knowledge and resources	Engages innovatively within the limits of their responsibilities and capabilities Demonstrates a commitment to teaching and to continuous improvement of their practice Recognises that teachers are agents of their own professional learning		
7	Engage professionally with colleagues, parents/carers and the community	The pre-service teacher...			
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	Behaves ethically and respects the confidentiality of student and school information	Demonstrates knowledge of the relevant codes of ethics that underpin their educational context Reflects critically on personal and professional practice		
7.2.1	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage	Seeks out and discusses evacuation procedures and WHS, and the school and system discipline and welfare policies	Complies with relevant legislative, administrative, organisational and professional requirements such as child protection, duty of care, etc Demonstrates an understanding of evacuation procedures and WHS and the school and system discipline and welfare policies		
7.3.1	Understand strategies for working effectively, sensitively and confidentially with parents/carers	Employs appropriate and respectful professional communication with school staff, visitors, parents and carers	Establishes respectful collaborative relationships through the use of appropriate language, tone and body language Uses appropriate language, written and oral, that is sensitive to the backgrounds and needs of students, families and carers		
7.4.1	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice	Shows willingness to participate with school staff in a range of activities	Shows willingness to participate with school staff, external professionals and community representatives in a range of activities and programs Demonstrates awareness of appropriate professional organisations and how they can contribute to professional development		

To be completed by the 1) mentor teacher and 2) university adviser and/or the school-university liaison.  
DSP to be ratified by School Director Professional Experience.

Pre-service teacher name		Site name	
<b>IDENTIFIED AREAS OF IMPROVEMENT</b> <i>(Please list indicators from Interim Report)</i>		<b>ACTION REQUIRED</b>	
<b>SUPPORT PROVIDED</b>		<b>TIMELINE</b>	
<b>SAMPLE</b>			
<b>SIGNATURES</b>			
Mentor teacher	Date	Pre-service teacher	Date
University advisor	Date	and/or School-university liaison	Date

Please email this form to the University Professional Experience Centre [educationplacements@scu.edu.au](mailto:educationplacements@scu.edu.au). The form will be forwarded to the School Director Professional Experience.

Mentor teacher:		Pre-service teacher:		Date
<p>The bullet points in each section below are prompts designed to guide your feedback as you think about the pre-service teachers work and as such are not a checklist.</p>				
Prompts for feedback		Feedback		
<p><b>Documentation &amp; observation:</b></p> <ul style="list-style-type: none"> <li>Objective, context, recording</li> <li>Evaluation &amp; reflection</li> <li>Link to the EYLF &amp; NQS</li> </ul> <p><b>Observed planned learning experience:</b></p> <ul style="list-style-type: none"> <li>Linked to observations</li> <li>Pedagogy &amp; implementation</li> <li>Resourcing</li> <li>Transitions</li> <li>Link to the EYLF &amp; NQS</li> <li>Assessment, evaluation, documentation &amp; reflection</li> </ul> <p><b>Interactions with children, families &amp; staff:</b></p> <ul style="list-style-type: none"> <li>Relationships &amp; communication</li> <li>Responsiveness</li> <li>Overall supervision &amp; engagement</li> </ul> <p><b>Observed Teaching strategies:</b></p> <ul style="list-style-type: none"> <li>Modelling, scaffolding &amp; play based pedagogy</li> <li>Direct instructional &amp; intentional teaching</li> <li>Facilitation &amp; questioning</li> </ul> <p><b>Observed child guidance:</b></p> <ul style="list-style-type: none"> <li>Redirection &amp; anticipation</li> <li>Rule reminders</li> <li>Support strategies used &amp; intervention strategies</li> </ul> <p><b>Plan of action for next review:</b></p>	<div style="font-size: 48px; opacity: 0.5; transform: rotate(-45deg); pointer-events: none;">SAMPLE</div>			
Mentor teacher signature:		Pre-service teacher signature:		



Pre-service teacher		Professional experience		Date
Mentor teacher/University advisor		School	1    2    3	
Time	Lesson/Topic			
Year/Class	Learning area			

**Preparation and planning** – Aligns with Australian Professional Standards (Graduate) for Teachers: 1. Know students and how they learn; 2. Know the content and how to teach it

**Implementation** – Aligns with Australian Professional Standards (Graduate) for Teachers: 2. Know the content and how to teach it; 3. Plan for and implement effective teaching and learning

**Classroom management** – Aligns with Australian Professional Standards (Graduate) for Teachers: 4. Create and maintain supportive and safe learning environments

**Assessment and appropriate feedback** – Aligns with Australian Professional Standards (Graduate) for Teachers: 5. Assess, provide feedback and report on student learning

Comments, recommendations and future goals:

Pre-service teacher signature	Date
Mentor teacher/University advisor signature	Date

Pre-service teacher	Date	Professional experience		
Mentor teacher/University advisor	School	1	2	3
Time	Year/Class	Lesson/Topic/Learning area		

### Key

N/A Not applicable      1 No emerging evidence demonstrated      2 Emerging evidence demonstrated      3 Evidence consistently demonstrated

#### Professional knowledge – Preparation N/A    1    2    3

Clearly explained the lesson intention/objective to the class at the beginning  
Clearly articulated and explained content presented within the lesson  
Presented content with confidence

#### Professional practice – The lesson plan N/A    1    2    3

Identified and recorded a specific learning intention for the lesson  
Planned formative/summative assessment for the lesson  
Documented lessons and/or lesson sequences clearly and logically  
Planned to employ a range of resources to engage students within the lesson

#### Professional practice – Implementation N/A    1    2    3

Used appropriate introductory procedures  
Motivated students/used positive reinforcement and praise to students  
Used questioning techniques effectively to involve students  
Assigned appropriate time/weighting to achieve learning outcomes  
Recognised and provided for individual differences  
Used appropriate closing procedures

#### Professional practice – Communication N/A    1    2    3

Gave clear, concise and appropriate directions to students  
Displayed appropriate voice intonation, pace and projection  
Modeled written and oral language skills appropriate to the teaching profession  
Made effective use of non-verbal communication  
Displayed enthusiasm verbally and non-verbally

#### Professional practice – Classroom management N/A    1    2    3

Established and maintained effective management strategies  
Was consistent when reinforcing classroom routines and expectations  
Used disciplinary practices that were appropriate and consistent  
Positioned self to monitor the total environment and maintained an awareness

#### Overall comments and suggestions for the future:

Pre-service teacher signature	Date
Mentor teacher/University advisor signature	Date

Pre-service teacher	School	
Subject	Year/Class	Time

Australian Professional Standards for Teachers (APST) identified:

Planning and preparation:

What is the preservice teacher doing?	What are the students doing?
Lesson introduction	Lesson introduction
Lesson body	Lesson body
Lesson conclusion	Lesson conclusion

Suggestions (focus) for the future:



Email: [mentorpayouts@scu.edu.au](mailto:mentorpayouts@scu.edu.au) or Post: PO Box 157, Lismore 2480  
Telephone: Gold Coast (07) 55589 3216 / Lismore (02) 6626 9320 / Coffs Harbour (02) 6659 3657

School/Centre name		State	
Claim date	Period worked		
Claimant surname	Claimant other names		
Claimant date of birth	Claimant contact number	Claimant email address	
Claimant address			Claimant postcode

Please indicate the placement SETTING and TERM in which you supervised the SCU pre-service teacher/s:

Early Childhood Setting		Primary School Setting		Secondary School Setting	
Term 1	Term 2	Term 3	Term 4		

MENTOR TEACHERS – COMPLETE THIS SECTION		Number of days	Daily rate	Office use only
Pre-service teacher name/s:			\$34.70 per day per pre-service teacher	\$

Did you share supervision of this pre-service teacher with another mentor teacher? Yes No

*Payment for shared supervision is calculated on a pro-rata basis. Please forward both mentor teacher claims together to ensure that the number of days claimed are correct. Pay claims with shared supervision will not be paid until all related pay claims are received.*

SITE COORDINATORS – COMPLETE THIS SECTION		Office use: total number of days	Daily rate:	Office use only
Number of pre-service teacher/s			\$1.73 per day per pre-service teacher	\$
Your salary must be paid into a bank account – account number should be 9 digits only Contact our Payroll Office on 6620 3737 if you have any enquiries			Total gross payment	\$

Please provide the following banking details

Name of bank, building society or credit union:

Branch account held:

BSB number:

Account name:

Account number:

**\*\*If not previously submitted to SCU, please ensure that you complete/submit a Tax File Number Declaration (TFN) Form and enclose with your Pay Claim to avoid being taxed at a higher rate.\*\***

Tax Declaration attached

Tax Declaration previously supplied

OFFICE USE ONLY:

UNITCODE

EDUC1006	TCHR2004	TCHR2006	TCHR2007	TCHR2009	TCHR2011	TCHR2012	TCHR2013
TCHR2014	TCHR3009	TCHR3010	TCHR3011	TCHR5005	TCHR5006	TCHR5007	TCHR5008
TCHR6008	TCHR6009	TCHR6010	TCHR6011	TCHR3006	TCHR3007	TCHR3008	TCHR3003
TCHR5004	TCHR6004	TCHR6001	EDUC5002	TCHR5002	TCHR6005		

SCU Professional Experience Centre:

Date

SCU Financial Services:

Date

Please submit Pay Claim for payment within two weeks from completion of pre-service teacher placement