



**Southern Cross
University**
Faculty of Education

Professional Experience Handbook

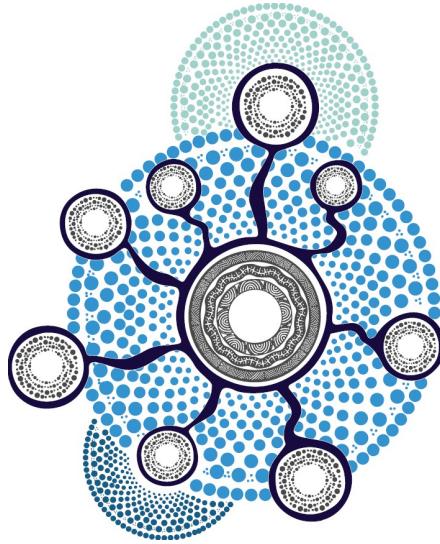
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Southern Cross University acknowledges and pays respect to the ancestors, Elders and descendants of the Lands upon which we meet and study. We are mindful that within and without the buildings, these Lands always were and always will be Aboriginal Land.

We acknowledge Widjabal Country as the Country where Southern Cross University originated and grew, and from where it continues to grow. It seeded the growth of our Gumbaynggirr Campus in Coffs Harbour, our Yugambeh Campus in Coolangatta and it planted the seeds to transform the Countries we are on. Understanding our origins will make each step into the future a more purposeful one, leading all to transform tomorrow.

Artwork by Sheldon Harrington

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Southern Cross University
Military Road
East Lismore, NSW, 2480

A welcome message from the Executive Dean

Southern Cross University (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 new Faculty of Education. The Faculty of Education is one of four pillar Faculties at SCU. The Faculty of Education is SCU's largest Faculty with over 6500 students. 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 changes lives'.

SCU's new Faculty of Education vision is 'disrupting and transforming education and research that inspires and changes lives for a sustainable planet'. 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 and engaging educators with rigorous intellect, integrity, imagination, and an unshakable commitment to changing children and young people's lives. Professional Experience lies at the heart of initial teacher education at Southern Cross University (SCU).

Importantly, 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, Southern Cross University



A message from the Director, Professional Experience



On behalf of Southern Cross University's 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.

We aim to assist all associated partners in the development of our pre-service teachers. Our qualified university placement advisers (UPAs) will help support and guide our pre-service teachers and mentor teachers. Our team in the Professional

Experience Centre including Professional Experience Officers and Coordinators work together to ensure you have all the information and materials for your role from the initial contact to the completion of the placement period.

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 UPAs or staff in the Professional Experience Centre can do to help build this relationship, please don't hesitate to ask.

On behalf of the Faculty of Education, we thank all involved in Professional Experience for their dedication to the development of our future teaching professionals. The collaborative work of everyone together in educating future teachers is highly valued.

Our aim is to deliver the highest quality program to our students, and to our communities. We value your feedback and input into making this happen.

Warm regards,

Simone Blom

Director, Professional Experience

Faculty of Education, Southern Cross University



About this 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 placement advisers and site coordinators.

Faculty of Education information

The Faculty of Education (FoE) offers high 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 Education/Bachelor of Arts, Bachelor of Education, Bachelor of Early Childhood Education, Master of Teaching, Graduate Diploma of Education (Early Childhood), Graduate Diploma of Teaching and the Graduate Certificate in Education (Early Childhood).

The Faculty of Education is a diverse and committed community that seeks 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 **PAVE model (Professional, Applied, Volunteering, and Embedded Experiences)**. The PAVE 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"*;

(V) Volunteering experiences: For example, *"This unit provides an opportunity for students to volunteer in a classroom reading program"*;

(E) Embedded experiences: For example, *"This unit includes five days of embedded observation in a school or early childhood centre"*.

The PAVE model is working towards being evident across all Initial Teacher Education (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.

Glossary of terms

Professional Experience Glossary of Terms	
Additional support required ('at risk')	A status given to a pre-service teacher who is not meeting the required standards during placement, indicating the need for additional support
Development support plan (DSP)	Document to support students who are identified as requiring additional support after an unsatisfactory Professional Experience outcome (i.e. during the first weeks of placement or after receiving an unsatisfactory interim report)
Final report (FR)	Final report given to students of a Professional Experience from the mentor teacher
Interim report (IR)	Report given to students at the mid-point of a Professional Experience from the mentor teacher
International Student Adviser	Available to support international students based on the Gold Coast and Online
Learning access plan (LAP)	Document which details the reasonable adjustments required to support a student in relation to course requirements
Logbook	Record where pre-service teacher logs and tracks daily activities and/or reflections
Mandatory Placement Checks (MPCs)	Regulatory documents that are required to be completed and uploaded into SONIA prior to approval to attend placement. If they are not submitted through SONIA by the published due date, the PST will be withdrawn from the professional experience unit
Mentor teacher (MT)	Supervising teacher: teacher who hosts a pre-service teacher
Out of zone (OOZ)	An area that is outside the catchment area of Lismore, Gold Coast and Coffs Harbour campuses
Pre-service teacher (PST)	Student teacher, practicum student, Initial Teacher Education (ITE) student
Professional Experience (PEX)	Formal site visits completed by a pre-service teacher and supervised by a mentor teacher
Professional Experience calendar	The university calendar which outlines the dates for Professional Experience, these dates cannot be changed
Professional Experience Centre (PEC)	A group of staff, including Professional Experience Coordinators and Professional Experience Officers at each University campus who place pre-service teachers in schools and/or early childhood centres
Professional Experience Student Centre	SCU site where important Professional Experience information can be found: Professional Experience Student Centre
SONIA Online	Online system for students and sites to manage Professional Experience: SONIA Online
Site coordinator (SC)	School or Early Childhood staff who coordinate the placement of pre-service teachers in their schools or early childhood centres
Unit assessor (UA)	University academic who coordinates the university unit
Site-University liaison officer (SULO)	University staff who oversee the University Placement Advisers and assist the Faculty Director, Professional Experience during Professional Experience
University placement adviser (UPA)	University staff who contact sites to liaise with mentor teachers and pre-service teachers



Key contacts

Professional Experience Centre

Phone: 02 6626 9384

General inquiries: foeadmin.placements@scu.edu.au

24/7 support and assistance from our AI agent (virtual chatbot), Alex through our website:
<https://www.scu.edu.au/education/education-profession/professional-experience/>

Services for Students (Pre-service Teachers) and ECEC and School Partners	Contact information
Information about placements in Early Childhood	earlychildhood.placements@scu.edu.au
Information about placements in Schools	school.placements@scu.edu.au
Mandatory placement checks (MPCs)	Foeadmin.placements@scu.edu.au
Enrolment information	education.enquiry@scu.edu.au
Residential and Quiz Requirements	Contact your Unit Assessor. Information available through your Unit Blackboard Site.
Access and inclusion support for additional needs and requirements on placement	inclusion@scu.edu.au
Services for Sites and Partners (Mentor Teachers, Site Coordinators, Centre Directors)	placementsitesupport@scu.edu.au
Mentor pay claim enquiries	mentorpayclaims@scu.edu.au

Postal addresses

Lismore	Coffs Harbour	Gold Coast
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 (BECE)

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 75 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 (3-5 years)	30 days
3 of 3	TCHR2011	Professional Experience: Early Childhood II (birth-35 months)	25 days
3 of 3	TCHR2013	Professional Experience: Early Childhood III (5-8 years in a school setting)	10 days
3 of 3	TCHR3010	Professional Experience: Early Childhood IV (3-5 years)	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.

Students Commencing Prior to 2026

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

2026 Commencing Students

Year of Study	Unit Code	Unit Name	Days in sites
2 of 4	TCHR2016	Professional Experience I - Primary: Foundations of Practice	20 days
3 of 4	TCHR2017	Professional Experience II - Primary: Developing Practice	30 days
4 of 4	TCHR3015	Professional Experience III - Primary: Refining Practice	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, from 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.

Students Commencing Prior to 2026

Year of Study	Unit Code	Unit Name	Days in sites
2 of 4	TCHR2007	Professional Experience: Early Childhood I (3-5 years)	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 (birth-35 months)	25 days

2026 Commencing Students

Year of Study	Unit Code	Unit Name	Days in sites
2 of 4	TCHR2007	Professional Experience: Early Childhood I (3-5 years)	30 days
3 of 4	TCHR2016	Professional Experience I - Primary: Foundations of Practice	25 days
4 of 4	TCHR3015	Professional Experience III – Primary: Refining Practice	30 days
4 of 4	TCHR2011	Professional Experience: Early Childhood II (birth-35 months)	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.

Students Commencing Prior to 2026

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

2026 Commencing Students

Year of Study	Unit Code	Unit Name	Days in sites
2 of 4	TCHR2015	Professional Experience I - Secondary	20 days
3 of 4	TCHR2017	Professional Experience II - Primary: Developing Practice	35 days
4 of 4	TCHR3016	Professional Experience II – Secondary: Refining Practice	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.

Students commencing prior to 2026

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

2026 Commencing Students

Year of Study	Unit Code	Unit Name	Days in sites
2 of 4	TCHR2015	Professional Experience I - Secondary: Foundations of Practice	20 days
3 of 4	TCHR2018	Professional Experience II - Secondary: Developing Practice	30 days
4 of 4	TCHR3016	Professional Experience III - Secondary: Refining Practice	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.

Students Commencing Prior to 2026

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

2026 Commencing Students

Year of Study	Unit Code	Unit Name	Days in sites
2 of 4	TCHR2015	Professional Experience I - Secondary: Foundations of Practice	20 days
3 of 4	TCHR2018	Professional Experience II - Secondary: Developing Practice	30 days
4 of 4	TCHR3016	Professional Experience III - Secondary: Refining Practice	30 days

Bachelor of Arts/Bachelor of Education (Primary)

Pre-service teachers studying in the BA/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.

Students Commencing Prior to 2026

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

**Please note the number of placement days required for a PEX unit may vary based on the number of placement days already completed. This adjustment ensures that you meet the total required placement days for the course. It is important to track your completed days and work with your coordinator to ensure you fulfil the necessary required days.*

2026 Commencing Students

Year of Study	Unit Code	Unit Name	Days in sites
2 of 4	TCHR2016	Professional Experience I - Primary: Foundations of Practice	20 days
3 of 4	TCHR2017	Professional Experience II - Primary: Developing Practice	30 days
4 of 4	TCHR3015	Professional Experience III - Primary: Refining Practice	30 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.

Students Commencing Prior to 2026

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

**Please note the number of placement days required for a PEX unit may vary based on the number of placement days already completed. This adjustment ensures that you meet the total required placement days for the course. It is important to track your completed days and work with your coordinator to ensure you fulfil the necessary required days.*

2026 Commencing Students

Year of Study	Unit Code	Unit Name	Days in sites
2 of 4	TCHR2015	Professional Experience I - Secondary: Foundations of Practice	20 days
3 of 4	TCHR2018	Professional Experience II - Secondary: Developing Practice	30 days
4 of 4	TCHR3016	Professional Experience III - Secondary: Refining Practice	30 days

Graduate Diploma of Education (Early Childhood)

The Graduate Diploma of Education (Early Childhood) accredits graduates as four-year trained early childhood teachers from an undergraduate, bachelor level 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 (3-5 years)	30 days
1 of 1	TCHR6011	Professional Experience: Early Childhood II (birth–35 months)	30 days

Master of Teaching

The Master of Teaching (MTeach) 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 MTeach (Early Childhood) course complete a minimum of 60 days of Professional Experience, while those undertaking the MTeach (Secondary) or MTeach (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 (3-5 years)	30 days
1 of 2	TCHR6011	Professional Experience: Early Childhood II (birth–35 months)	30 days

Master of Teaching (Primary)

Students Commencing Prior to 2026

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

2026 Commencing Students

Year of Study	Unit Code	Unit Name	Days in sites
1 of 2	TCHR5013	Professional Experience I - Primary: Foundations of Practice	30 days
2 of 2	TCHR6014	Professional Experience II - Primary: Refining Practice	30 days

Master of Teaching (Secondary)

Students Commencing Prior to 2026

Year of Study	Unit Code	Unit Name	Days in sites
1 of 2	TCHR5007	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

2026 Commencing Students

Year of Study	Unit Code	Unit Name	Days in sites
1 of 2	TCHR5014	Professional Experience I - Secondary: Foundations of Practice	30 days
2 of 2	TCHR6015	Professional Experience II - Secondary: Refining Practice	30 days

Graduate Diploma of Teaching

The Graduate Diploma of Teaching provides a flexible pathway for graduates of other disciplines who wish to become teachers in either a primary or secondary school setting. This one-year graduate diploma is a pathway into teaching in either primary or secondary schools.

Graduates in this course can apply for conditional registration as a casual or temporary classroom teacher after just 12 months of successful completion of study as they work towards the NESA-accredited Master of Teaching.

Pre-service teachers undertaking the Graduate Diploma of Teaching course complete a minimum of 45 days of Professional Experience.

Graduate Diploma of Teaching (Primary)

Students Commencing Prior to 2026

Year of Study	Unit Code	Unit Name	Days in sites
1 of 1	TCHR5005	Professional Experience I: Primary	15 days
1 of 1	TCHR5006	Professional Experience II: Primary	30 days

2026 Commencing Students

Year of Study	Unit Code	Unit Name	Days in sites
1 of 1	TCHR5013	Professional Experience I – Primary: Foundations of Practice	45 days

Graduate Diploma of Teaching (Secondary)

Students Commencing Prior to 2026

Year of Study	Unit Code	Unit Name	Days in sites
1 of 1	TCHR5007	Professional Experience I: Secondary	15 days
1 of 1	TCHR5008	Professional Experience II: Secondary	30 days

2026 Commencing Students

Year of Study	Unit Code	Unit Name	Days in sites
1 of 1	TCHR5014	Professional Experience I – Secondary: Foundations of Practice	45 days



Prerequisites and requirements

Please ensure you are familiar with all the prerequisites and requirements of placement outlined below. This information ensures that placements operate smoothly for all involved and we adopt a consistent approach to the Professional Experience for everyone.

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 Placement Adviser of all absences. It is the pre-service teacher's responsibility to ask both mentor teachers and University Placement Advisers about 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 makeup day 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 at the end of the current placement period, and pre-service teachers are responsible for negotiating these days with the mentor teacher. A make-up day form should be completed in SONIA to detail the arrangements for the make-up day.

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:

- two or less days (consecutive or not), PSTs are required to complete a 'Make-up Day' form, no medical certificate is required. PSTs are also required to inform their University Placement Advisers of make-up days;
- three or more days (consecutive or not), PSTs 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 Placement Advisers of make-up days; and

- If a PST is absent from their placement for 5 or more days (consecutive or not), this will typically lead to discontinuation of the placement.

Please note: all forms are available for pre-service teachers to select from the Forms tab of SONIA Online.

All absences must be reported to the Mentor Teacher and University Placement Adviser by 8:00am at latest on the day of placement (preferably before) along with the relevant form submitted.

Anaphylaxis training for initial teacher education students

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 (ASCIA) and is a free online module available at training.ascia.org.au/. On completion of the online module, participants receive a certificate of completion. The training is required to be successfully undertaken every two 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/education/education-profession/professional-experience/>

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.

Attendance at sites

Pre-service teachers must attend all allocated Professional Experience days and be present for the whole school or centre day. Professional Experience requires a continuous, full-time, 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 number of days. Failure to complete the correct number of days may impact teacher registration and employment. Pre-service teachers must be in attendance for the whole day. For further information, please refer to the Placement Dates section within the relevant Course on 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 before the start of the site day and be available for various commitments for at least 30 minutes at the end of the day. Pre-service teachers may sometimes be required to attend additional meetings, events or activities as requested by sites. Pre-service teachers must sign the Attendance Record each day.

Child protection and safety training

Initial teacher education students are required to complete Child Protection and Safety Training to be eligible for placement. ACECQA provides extensive information about the training requirements: <https://www.acecqa.gov.au/national-quality-framework/child-safety/child-safety-and-child-protection-training>

These are two separate requirements. Child Protection Training is a State or Territory based training requirement. Child Safety Training is a newly implemented (2026) Australia wide training requirement. Both of these separate training requirements **must** be completed prior to attending placement. See the details below.

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/>

You can access the relevant child protection training for the State or Territory in which you are completing your placement through the following:

Professional Experience Student Centre:

https://www.scu.edu.au/education-professional-experience/?utm_source=google&utm_medium=cpc&utm_campaign=dsa-education&utm_term=&gad_source=1&gad_campaignid=17752182709&gclid=EAlaIQobChMI6vi9s561IQMVKqNmAh2U5htaEAAYASAAEgLvYvD_BwE

and the Faculty of Education Website:

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

Child safety training is an Australian Government, Department of Education initiative administered through the GECKO platform. You need to register (it is free registration and free training) through the online portal. The foundation training (2026) takes approximately 2 – 4 hours to complete. Complete the training here: <https://www.education.gov.au/early-childhood/about/quality-and-safety/national-child-safety-training>

Pre-service teachers who do not successfully complete the required child protection and safety training and upload the Certificates of Completion to SONIA Online by the published due date will not be eligible to undertake Professional Experience activities at any site.

Complaints resolution

At Southern Cross University in the Faculty of Education, we aim to provide timely and effective resolutions to any issues or concerns. To lodge a complaint, please access the form: https://scuau.qualtrics.com/jfe/form/SV_5oJwYtLkpRSrbhk. You will receive an acknowledgement of your complaint within 5 working days and an assessment of your complaint will be commenced within 10 working days.

You are also welcome to provide other feedback and suggestions for improvement through the form: https://scuau.qualtrics.com/jfe/form/SV_5oJwYtLkpRSrbhk.

If your situation is not resolved, Southern Cross University also offers complaints management and resolution which you can access here: <https://www.scu.edu.au/current-students/services-and-support/feedback-and-complaints/>

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.

Diversity and inclusion

If a PST requires additional consideration and support to complete their Professional Experience, it is recommended they seek support from and register with SCU's Access and Inclusion Service. PSTs who hold a recognised diagnosis are eligible to obtain support. Once registered, the Access and Inclusion team will work with the Placements Team to support PSTs with the most supportive and appropriate pathway.

SCU students can register for support here <https://www.scu.edu.au/current-students/services-and-support/inclusion-support/>

Dress code

Pre-service teachers must dress professionally (i.e., smart casual) during Professional Experience in attire suitable for active teaching. This includes suitable and safe footwear and clothing that covers shoulders and midriff. Pre-service teachers should observe the accepted dress code at their placement site and adhere to any 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.

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 University placement adviser. 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** the placement is undertaken as part of an approved course or unit.

Fit for Practice Guidelines

These guidelines are meant to be read and actioned in accordance with the following SCU policies:

[Fitness for Study Policy](#)

[Work Integrated Learning Procedures Faculty of Education Inherent Requirements](#)

[Support for Students with Additional Requirements - Procedures](#)

Fitness to practice requirements:

A student may be deemed unsuitable for Professional Experience if there are concerns about their ability to safely and effectively participate in a Professional Experience activity, either before the activity commences or during it.

These concerns may include, but are not limited to:

- Potential risks to the health, safety, and/or well-being of the student or others;
- Health or mental health conditions, that may affect the student's ability to engage fully and safely in the Professional Experience;
- Public safety concerns, especially when working with vulnerable groups such as children and young people.

Decisions regarding a student's fitness to undertake a Professional Experience placement are made by the Director of Professional Experience, in consultation with the Executive Dean. Approval to participate in a placement is always at the discretion of the Director of Professional Experience and the Executive Dean of the Faculty of Education.

These concerns will be assessed within the context of the application of any reasonable adjustments in place to enable participation.

Industrial action

When industrial action interferes with the normal operation of the site, the pre-service teacher should not visit 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.

Mandatory Placement Checks (MPCs)

Pre-service teachers must complete and submit all Mandatory Placement Checks (MPCs) associated with their Professional Experience placement by the published due date/s to be eligible to attend placement in the scheduled timeframe. Mandatory Placement Checks must be completed for every placement.

It is the responsibility of the pre-service teacher to ensure all checks are completed correctly and submitted on time. Some checks require processing time or external approval, and students are expected to plan accordingly.

Failure to meet Mandatory Placement Checks requirements by the published due date will result in the student being ineligible to attend placement. In these circumstances, the student will be withdrawn from the professional experience unit prior to the census date and will be required to re-enrol in a future offering, which may impact course progression.

Instructions for completing Mandatory Placement Checks, including requirements and due dates, are available via the Professional Experience Student Centre on Blackboard (MySCU): [Blackboard Learn \(https://learn.scu.edu.au/webapps/blackboard/content/listContent.jsp?course_id=112993_1&content_id=6162069_\)](https://learn.scu.edu.au/webapps/blackboard/content/listContent.jsp?course_id=112993_1&content_id=6162069_).

Mandatory Reporting Requirements

During your placement, you will observe a wide range of practices. However, the health, safety, and wellbeing of children and young people must always be the priority. If you observe concerns related to site practices, environments, policies, or incidents that may place children or young people at risk (for example, unsafe environments, inadequate supervision, hygiene concerns, or breaches of regulations), you could follow the steps below.

Step 1: Report to your Mentor Teacher, the Site Coordinator or Centre Director

In the first instance, raise your concern with your Mentor Teacher, the Centre Director, in accordance with the site's internal policies and procedures as outlined during your pre-placement orientation and or induction session. If you do not feel comfortable contacting the site, or if you require guidance, contact your University Placement Adviser (UPA) or Unit Assessor (UA) to discuss the situation confidentially.

Step 2: External regulatory authorities (if required)

Concerns about compliance or serious safety issues may also be reported to the relevant regulatory authorities:

- Australian Children's Education and Care Quality Authority (ACECQA): <https://www.acecqa.gov.au>
- NSW Department of Education – Early Childhood Education and Care Regulatory Authority (for services):

<https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/regulation-and-compliance>

- National Quality Agenda IT System (NQA ITS) for serious incidents and compliance reporting (used by approved providers): <https://www.nqaits.acecqa.gov.au>
- NSW Ombudsman – Reportable Conduct Scheme (for serious staff misconduct concerns): <https://www.ombo.nsw.gov.au/what-we-do/child-protection/reportable-conduct-scheme>

****Important note:**

This reporting pathway applies to concerns about site practices, health and safety risks, or regulatory compliance. Reports must be made individually by students and are not submitted under Southern Cross University name. In all cases, even if you are unsure whether a situation requires reporting, please seek advice promptly from the Professional Experience Centre by reporting the incident through the online form at https://scuau.qualtrics.com/jfe/form/SV_5oJwYtLkpRSrbhk. All matters will be handled confidentially.

Mobile phones and other personal devices in centre-based services

As advised by ACECQA, in centre-based services, personal devices including mobile phones, tablets, laptop computers, smart watches, smart glasses and other devices which can take photos, cannot be used or be in a PST's possession while working directly with children.

Service-supplied devices may be used to support education and care to children, including for appropriately taking and sharing photographs and videos.

Pre-service teachers are only permitted to use personal devices during official break times such as recess and lunchtimes when they are in a staffroom and not in the same area as the children.

For more information, see the ACECQA website: <https://www.acecqa.gov.au/national-quality-framework/child-safety/safe-use-devices-education-and-care-services>

Placement process

Southern Cross University is committed to providing PSTs with diverse and developmentally appropriate placement experiences across a range of educational settings to support progression against the Graduate Teacher Standards. At Southern Cross University, all professional experience placements in the Faculty of Education are coordinated by the Professional Experience Centre (PEC).

Partnerships with Placement Providers

All placements are supported by formal partnership arrangements between the University and placement providers. These partnerships are documented through overarching agreements (e.g. with the NSW Department of Education), Memoranda of Understanding (MOUs), and/or site-specific Placement Standard Condition Agreements (PSCAs). Formal partnership arrangements are required for all placement sites and must be in place prior to any student placement occurring. The Placement Standard Condition Agreements (PSCAs) clearly outline roles and responsibilities, expectations for supervision and assessment, and key contacts for day-to-day administration of the placement.

All PSTs are required to complete a Pre-Service Teacher Agreement (PSTA) form within SONIA as part of their Mandatory Placement Checks (MPCs) prior to attending placement. Pre-Service Teacher Agreement (PSTA) forms and supporting documentation outline the structure of the placement, including planned teaching and learning experiences appropriate to the PST's stage of progression.

For each placement, the University provides placement sites and mentor teachers with the intended learning outcomes, assessment tools, protocols, guidelines, and clear expectations regarding their role

in assessing performance against the Australian Professional Standards for Teachers (Graduate Level).

Assessments

A consistent approach to assessment is applied across all settings, including processes to identify and support pre-service teachers who may be at risk of not satisfactorily completing placement. A satisfactory assessment against the Graduate Teacher Standards is required for successful completion of each placement.

Workplace Placements

Pre-service teachers (PSTs) must not arrange their own placements or contact schools or centres directly. If a PST wishes to complete their placement at their place of employment, a Workplace Placement Application Form must be submitted via SONIA at least one month prior to the placement commencement date for assessment and approval. These forms can be found within the SONIA Online portal.

Mentor Teachers

Each PST is mentored by an appropriately qualified mentor teacher. In school settings, this must be a registered teacher. In Early Childhood Education and Care (ECEC) settings, mentoring must be provided by a university-qualified Early Childhood Teacher (ECT), in accordance with jurisdictional requirements. In most States and Territories, the mentor teacher may be more than 50% qualified in order to be accepted as a mentor teacher. In other States, the mentor teacher must have completed their qualification and be registered as an ECT.

Early Childhood Education and Care Placements

For ECEC placements, service quality is considered as part of site selection. In alignment with Faculty of Education policy, preference is given to services rated “Excellent”, “Exceeding” or “Meeting” under the ACECQA National Quality Standard (NQS). In certain circumstances, services rated as “Working Towards” or “Not Rated” may be considered, particularly in regional, remote, or high-demand contexts. However, NQS ratings are not used in isolation to determine placement suitability. The University undertakes a broader assessment of site quality, including reviewing sanction lists and consideration of the service’s capacity to provide a supervised, supportive, and developmentally appropriate learning environment aligned to the Graduate Teacher Standards. Where applicable, consideration is also given to the context of a service’s rating, including the factors contributing to that rating and any potential impact on the quality of the professional experience and PST outcomes.

These site suitability assessment processes apply to all placement settings, not only those with a rating of “Working Towards” or “Not Rated”. Under no circumstances will placements be undertaken at services rated as “Significant Improvement Required” or if the service is on a sanction list. Placement providers are responsible for notifying the University of any changes to their NQS rating or if they are placed on a sanction list or any other changes that may impact placement suitability.

Pre-placement academic readiness requirements

All placement units have **compulsory** pre-placement academic requirements that include:

- (i) mandatory attendance at the pre- and post- (where applicable) residentials, and
- (ii) completion of the quiz.

These requirements form part of the assessment tasks in the placement units.

Generally, the residentials are online but they may be on-campus. Check timetabling information when it becomes available. Residentials, also known as workshops, provide PSTs with essential knowledge and skills to prepare them for placement. The placement ready quiz is a short assessment to ensure PSTs are aware of the information presented in the residential and are equipped to attend placement.

Pre-service Teacher Identification Card and non-compulsory Uniform

While on placement, PSTs should always wear their SCU Student ID Card (a Mandatory Placement Check). 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.

It is recommended that students wear non-mandatory SCU Faculty of Education polo shirts which are available through the School Locker Website: <https://theschoollocker.com.au/universities/southern-cross-university>

Professional Experience 'Placement' Completion Letters

Students may require official placement letters for external purposes, including AITSL Skills Assessments. Before an official placement letter can be issued, the University must complete a formal internal verification and governance approval process. This includes:

- Verification of supervised teaching practice requirements
- Academic progression and grading confirmation
- Formal institutional sign-off under national higher education regulatory standards

As a registered higher education provider regulated by TEQSA under the Higher Education Standards Framework, the University must ensure all academic and certification processes meet national compliance requirements before documentation is released. The PEx Office cannot issue letters prior to this formal confirmation. Once approval is received, your letter will be issued to you via email. This process generally takes 28 days but may be longer in peak periods. We appreciate your patience while these mandatory processes are completed.

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 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 which can lead to a Fail (Not Satisfied Requirements) grade for the Placement Unit. 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 in the Documents and Forms Section of the Faculty of Education Website, at: <https://www.scu.edu.au/education/education-profession/professional-experience/> or in the appendix of this handbook.

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.

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 available on the Professional

Experience Student Centre Blackboard site. PEx placement days are not negotiable. If, due to extenuating circumstances, a PST is unable to complete the Professional Experience at the scheduled time, they must complete a Placement Adjustment Application. Information about how to apply can be found in the Professional Experience Student Centre Blackboard site. Applications are only active once approved. If a PST does not attend placement without an approved Placement Adjustment Application in place, it may result in Fail (Not Satisfied Requirements) grade for the Placement Unit.

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 with the Code of Conduct (see the Appendices of this Handbook). 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 are not permitted to post any comments, photographs or information about their Professional Experience on social media sites.

It is important to discuss the Social Media policy at your site (school or centre) with your mentor teacher prior to or at the beginning of your placement. For students studying ECEC, the following article from ACECQA about children's rights may be of interest: <https://www.acecqa.gov.au/latest-news/blog/childrens-rights-their-digital-footprints>.

Workplace Placement Guidelines

- Some students may be eligible to complete some Professional Experience in their site of employment in accordance with ACECQA, NESA and QCT guidelines and SCU policy.
- This currently includes, but is subject to change, students who have been granted Permission to Teach (PTT), Conditional Accreditation (CA), or who are enrolled in the Graduate Diploma of Early Childhood Education and Master of Teaching (Early Childhood).
- In accordance with ACECQA, NESA, and QCT guidelines and SCU policy, no other students can complete their Professional Experience in their place of employment and must comply with the SCU Professional Experience Handbook.
- Students granted PTT or CA:
 - Can apply to complete Professional Experience in their place of work ensuring they have completed a placement with at least two different schools (applications are available to self-select in the Forms Tab of Sonia Online) and must be submitted by at least one month prior to the placement start date. Late submissions will not be considered;
 - Must complete all mandatory placement checks and unit assessment tasks by the due dates (see your unit blackboard site and the Professional Experience Student Centre Blackboard site);
 - Must complete their Professional Experiences across a minimum of two sites (this is not negotiable, and failure to do so can result in students not being eligible for teacher registration or accreditation);
 - Students completing their final Professional Experience in their place of employment must:
 - ensure no conflict of interest exists (see section 4 of the Professional Experience Requirements in the Appendices of this handbook);
 - must apply for and be granted Waiver B to meet NESA regulations for CA;
 - ensure they have met the two-site minimum Professional Experience requirements (school-based Professional Experience must be completed at two different sites);
 - be working from 0.6 load at the start of the placement to at least 0.8 load but ideally a FT load by the end;
 - be allocated a dedicated mentor teacher;

- have additional programming and planning time;
- have opportunities to observe different learning environments;
- meet the Interim and Final Report requirements; and
- be provided with support to complete the requirements of the school-based GTPA report on their final placement.

The GTPA report must be completed within two weeks of finishing the final Professional Experience placement.

- Students undertaking placements in an **early childhood** setting, which is their place of work must:
 - ensure no conflict of interest exists (see section 4 of the Professional Experience Requirements in the Appendices of this handbook);
 - notify the Professional Experience Centre of their place of employment via a Workplace Placement Form and complete the required documentation by one month prior to placement start date;
 - complete all mandatory checks and mandatory requirements by the due dates (see the Professional Experience Student Centre Blackboard site);
 - complete their Professional Experience in a different room to the one they are regularly employed in;
 - be allocated an appropriately qualified early childhood teacher mentor;
 - have 30 minutes of programming and planning time per day in addition to lunch and other breaks; and
 - meet the Interim and Final Report requirements.

Workplace Health and Safety (WHS)

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 Placement Adviser.

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

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 Placement Adviser; hence, the 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: FoEAdmin.placements@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 Check (MPC) documentation (e.g., Working with Children Checks, Child Protection and Safety etc.);
- Record and validate all Professional Experience Allowance Claims before sending them to the University's Payroll Department for processing; and,
- Manage any other matters that are not considered academic requirements, relevant to each pre-service teacher's Professional Experience placement.

Site Coordinator (Schools) or Centre Director or Manager (ECEC)

The Site Coordinator or Centre Director 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 Professional Experience. Generally, the Site Coordinator or Centre Director 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 or Centre Director 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 that teachers are required to be on the site premises, rules and procedures, behaviour management policies, assessment requirements, etc.;
- Meet regularly (weekly) to support the pre-service teacher's ongoing development throughout their placement. Where possible, arrange observation visits to different classes or 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 Additional Support Required Policy located in the Appendix of this Professional Experience handbook and on the Professional Experience website;
- Provide feedback to the pre-service teacher about their progress and performance;
- Be available for the pre-service teacher to discuss professional challenges; and
- Ensure that the pre-service teacher completes and submits the Professional Experience reports and attendance record at the end of their placement.

Mentor teacher

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

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 placement 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 who 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.

Unit Assessor

The unit assessor is responsible for all academic matters related to placement. They conduct the mandatory attendance residential during the coursework, which has an associated assessment task. They manage all issues arising out of Professional Experience while students are on placement. They work closely with the Deputy Director, SULOs and UPAs. The unit assessor role includes, but is not limited to:

- Supporting with the allocation, recruitment, training and induction of the university placement advisers (UPAs) and Site-University Liaison Officers (SULOs) for the placement period;
- Facilitate communication between academic staff (and sometimes students) and the PEx placements team;
- Manage and oversee placement terminations and development support plans in consultation with the Director, Deputy Directors, UPAs and/or the mentor teacher;
- Inform the student of termination, and send a reflection and action plan for completion within 2 weeks;
- Review the student's reflection and action plan, provide feedback, and file it;
- Liaise with the international office as required.
- Determine the time for a student to repeat placement and communicate the decision;
- Report breaches of the WWCC or Blue Card;
- Contact sites and Mentor Teachers if SULOs and university placement advisers are unable to do so;
- Reach out to students when SULOs or university placement advisers cannot do so;
- Follow up with university placement advisers for final reports as necessary;
- Use SONIA to confirm reports and finalise grades;
- Resolve grades and submit them.
- Arrange placement intervention meeting with the PST as needed.

Site-University Liaison Officer (SULO)

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

- Brief University Placement 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 Placement Adviser when a student is deemed to be in need of Additional Support, and subsequently support the completion of the Development Support Plan (DSP); and
- At the end of the placement period, provide the Unit Assessor and Deputy Director PEx with a list of students placed on a Development Support Plan.
- Review each UPA's Student Placement Tracker weekly and finalise SULO placement report to the UA for review and audit by 5 pm on Mondays (weekly) during placement period.

University Placement Adviser (UPA)

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

- Contact the pre-service teacher before the placement begins to introduce each other and provide contact details;
- Make weekly contact with the pre-service teacher;
- 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.
- Provide support for the pre-service teacher and mentor teacher by way of targeted feedback;
- 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 site;
- Maintain communication with students and site staff by phone, email and online meetings as required;
- Be the contact point for any concerns from the pre-service teacher or mentor teacher;
- Contact the pre-service teacher and mentor teacher regarding the completion of the final Professional Experience report before the completion of the placement; and
- In extenuating circumstances when the mentor teacher is unavailable to sign interim and/or final reports, the UPA can assist in consultation with site leadership.
- Keep a record of students' progress and centre engagement and feedback by using the Student Placement Tracker (Activity Register). The tracker needs to be provided to the SULO for review by 9 am on Mondays weekly during placement period.
- Work in line with SULO updating the Student Placement Tracker (Activity Register) for each PST.

Pre-service teacher (PST)

It is important for each pre-service teacher to be aware that they are guests of every site where a placement is undertaken. As such, PSTs are required to always act professionally throughout the Professional Experience program. Specifically, PSTs are required to:

- Early child placements require pre-service teacher to arrange a pre-placement meeting with the site coordinator (centre director or mentor teacher) to discuss the centre philosophy, centre expectation and SCU expectation for the placement. This may take the form of a centre induction that may need to be complete 1 – 2 weeks prior to placement beginning.
- **Contact your allocated Site Coordinator and/or Centre Director, as directed by the PEC**, as soon as you have access to your site details usually 1 – 2 weeks prior to the commencement of the

placement unless advised otherwise.

- **Contact your University Placement Adviser (UPA) during the first week of placement.** The University Placement Adviser's 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 maintaining the ethical and professional standards of the site and its community as noted in 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 their mentor teacher. Pre-service teachers should be involved in all 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.
- Have either an electronic or hard copy of Professional Experience folder where all documents and resources for the placement will be kept.
- Provide the mentor teacher **written lesson plans of all lessons** to be taught or learning experience plans the day before the scheduled lesson or learning experience 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 unavoidable lateness or absence, it is the responsibility of the pre-service teacher to notify the Site Coordinator and/or your mentor teacher and the University Placement Adviser as early as possible).
- Always be aware of your legal obligations. The duty of care responsibility remains with the mentor teacher during Professional Experience placements unless you are working in ratio or under Permission to Teach or have Conditional Accreditation. It is expected duty of care and concern for the safety and welfare of children and students is a priority for the pre-service teacher in the planning of all learning activities both within and outside the learning environment.
- Change all social media sites to private. Do not place any comments about the site, children or students on social media. Do not use mobile phones while on your placement site. Other photographic and video recording devices such as smart glasses are not permitted to be used on placement.
- Save an electronic copy of their Professional Experience report from SONIA to ensure they have a copy for subsequent interviews and employment.
- Adhere to child protection and safety regulations.
- Contact the PEC within immediately if you have decided not to commence your placement. Provide supporting evidence (such as medical certificates etc.) to the PEC in assessing a self-withdrawal from placement. A Self-Withdrawal Form (SWF) will be added to the PST's SONIA if the application is approved. Note: self-withdrawal from placement can result in a Fail grade for your PEx unit of study.

To proceed with Professional Experience, pre-service teachers must accept these professional responsibilities. Where a pre-service teacher is identified as potentially at risk of unsuccessfully completing placement, the Faculty of Education's 'additional support required' guiding principles and procedures will be actioned (see the appendix for additional information).



Assessment and reporting

Assessing pre-service teacher development

All pre-service teachers are assessed against the Graduate Australian Professional Standards for Teachers (APSTs): <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>

Currently, the APSTs are being developed for early childhood education. Descriptors in the early childhood, primary and secondary reports are based on the APSTs. 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 ongoing, 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

The Australian Institute of Teaching and School Leadership (AITSL) requires pre-service teachers to demonstrate impact on student learning and development.

<https://www.aitsl.edu.au/tools-resources/resource/classroom-ready-demonstrating-the-impact-on-student-learning-of-initial-teacher-education-programs---position-paper>

Pre-service teachers are asked to write 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 demonstrate 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 also asked to 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:

- Ongoing feedback throughout the Professional Experience from their mentor teacher and, where applicable, the Site Coordinator;
- An interim report (halfway 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. PSTs are expected to take the initiative to seek feedback from the mentor teachers daily or weekly and discuss with their mentor teacher the best ways to communicate this feedback.

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, Documents and Forms Section:

<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 that the mentor teacher, in consultation with the University Placement Adviser and/or Site Coordinator, determines if a pre-service teacher is to be deemed to require additional support and “at risk” of failing a Professional Experience placement. This handbook contains the overview and additional support required policy for a pre-service teacher deemed at risk of failing a Professional Experience placement. 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.

Receiving NDs does not necessarily lead to placement termination. ND grades provide vital feedback to PSTs for areas for improvement. Mentor teachers who give a PST an ND grade must put a Development Support Plan in place to provide targeted support during the remainder of the placement. If the mentor teacher believes the PST should be terminated, they need to discuss this with the

University Placement Adviser (UPA) prior to any actions. Further information is provided in the Additional Support Required section of the PEX Handbook.

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 literacy levels, numeracy and teaching attributes. As an example, you could say: *"This pre-service teacher has the personal attributes suitable for teaching. Their 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 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, however, it is expected that most if not all standards are demonstrated during each Professional Experience placement.

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, the pre-service teacher will not be graded Satisfactory. If an NA is applied on the Final Report, a short description should be provided to explain the NA in the comments.

In completing the final report, mentor teachers should consider the developmental stage of the pre-service teacher (that is, if they are in the first-year, second-year, third-year or final-year of their course).

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 regarding the non-academic capabilities, pre-service teachers can monitor their progress and 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

ALL Professional Experience 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 nor email to the PEC;
- It is the Pre-service Teacher's responsibility to retain a copy of their Professional Experience reports for their records;
- 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 signed off by the Mentor Teacher. When required, the University Placement 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: FoEAdmin.placements@scu.edu.au, and placementsitesupport@scu.edu.au
- Mentor teachers should discuss the report with the pre-service teacher, providing constructive feedback that will inform subsequent Professional Experience placements and professional development. The pre-service teacher and mentor teacher are required to sign (press submit) 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 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 the next step of teaching and justifying future teaching and assessment practices.

Practice 5: Appraising the 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 in getting the required documents so they can complete the assignment according to their Professional Experience.

Failure of Final PEx School Placement and/or GTPA Guidelines

- The GTPA report must be submitted within 2 weeks from the final day of placement.
- Special Consideration for the GTPA report can be applied for prior to the due date. Please note under the University's Special Consideration Policy and Procedure, 7 days is the maximum extension except for extenuating circumstances. Extensions for extenuating circumstances cannot exceed 12 months.
- On the student's University transcript, a grade of 'INC' will be given until the GTPA report is successfully completed and 'NA' grade if placement has not been completed.
- Students can only graduate upon the successful completion of the GTPA report.
- The successful completion of EDUC3025 or EDUC6017 and the GTPA report are equal requirements.
- If a student has passed EDUC3025 or EDUC6017 but did not submit/fail the GTPA report, they need to redo the Professional Experience (PEx) 30-day placement and the GTPA report when it is next offered, but they do not need to redo the unit.
- If a student fails EDUC3025 or EDUC6017 they must repeat the unit when it is next offered and cannot continue to the final PEx placement until the unit is passed.
- If a student has passed EDUC3025 or EDUC6017 but fails the final PEx placement, they must redo the final PEx placement when it is next offered and successfully complete the GTPA report. They do not need to redo EDUC3025 or EDUC6017.
- To support the successful completion of repeat final PEx placements and the GTPA report, students will have access to the current Blackboard sites for EDUC3025 and EDUC6017.



Policies and procedures

1. Professional Experience placement core expectations:

PSTs must

- a. Attend every rostered placement day and complete the required number of days/hours.
- b. Arrive on time, ready to work, and remain for the agreed hours (unless formally approved by the site and University).
- c. Communicate promptly and professionally with the service and the University.
- d. Follow service policies and lawful instructions, including WHS, child supervision, behaviour guidance, incident reporting, hygiene, and privacy procedures.
- e. Demonstrate respectful, culturally safe, inclusive practice with children, families, and staff.
- f. Maintain professional boundaries and uphold confidentiality, including online and offline.
- g. Act to protect children's safety and wellbeing and raise concerns immediately using the service and University reporting pathways.

Attendance and punctuality

- a. Be punctual every day, and plan for transport delays.
- b. If illness or an emergency affects your attendance, you must notify the service and the University as soon as possible and before your shift start time, following local procedures (e.g., phone call first, then email).
- c. Provide supporting documentation when requested such as medical certificate and follow instructions about making up missed days.
- d. Placement no show. A "no show" occurs when a pre-service teacher:
 - i. Does not attend a scheduled placement day, and
 - ii. Does not notify the service in advance, and/or

- iii. Are uncontactable or fail to respond within a reasonable timeframe after the service/University attempts to reach them.

In such situations, the pre-service teacher may receive a Fail grade for the professional experience unit of study.

A placement no show is treated as a serious breach of professional expectations because it impacts child supervision planning, staffing, and duty of care, and damages professional trust and partnerships. Please visit ACECQA website for more information about the Professionalism in Education and Care. Pre-service teachers may receive a non-academic misconduct (NAM) record as a result.

Professional communication and responsiveness

Pre-service teachers are expected to:

- a. Use a professional tone in all communication including email, phone, in-person.
- b. Respond to placement site and University communication promptly, including when asked to confirm attendance, submit documents, or attend meetings.
- c. Inform the service and University immediately if:
 - a. you are running late,
 - b. you are unwell,
 - c. you experience a safety concern,
 - d. you are unsure about expectations or instructions,
 - e. any incident occurs that may impact children, families, staff, or your placement progression.

2. Additional Support Required Guidelines

2.1 The Mentor Teacher, University Placement Adviser (UPA), Site Coordinator and/or Site-University Liaison Officer (SULO), may **at any time** determine a pre-service teacher to be in need of additional support and at risk of failing a Professional Experience placement for reasons of unsatisfactory performance in the placement.

2.2 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.

2.3 Depending on the severity of the unsatisfactory performance, the University Placement Adviser/Site-University Liaison Officer/Faculty Director, Professional Experience, may elect to:

2.3.1 place the pre-service teacher on a Development Support Plan (DSP) for one week (5 x

full-time placement days) within the placement period or for the remaining duration of the Professional Experience; or

- 2.3.2 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.

2.4 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, Site-University Liaison Officer (SULO) and/or University Placement Adviser (UPA) must verbally and in writing notify the pre-service teacher that they are in need of 'additional support' because they are 'at risk' of failing the Professional Experience and outline the factors that led to this decision.
- 4.2 The mentor teacher, the UPA and/or the SULO will prepare a DSP to be ratified by the Director, Professional Experience or SULO and provided to the PST as soon as possible.
- 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 UPA and/or SULO by the end of the one week (5 FTE placement days) 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.

3. Termination of a Professional Experience

Professional Experience is also known as work integrated learning (WIL). PSTs are expected to behave as an emerging professional and comply with all service and University requirements, including child-safe obligations, confidentiality, and respectful workplace conduct. Failure to meet these expectations may result in one or more of the following outcomes (depending on the seriousness, frequency, and impact of the behaviour):

- a) formal performance management (such as feedback, monitoring, Development Support Plan),
- b) being deemed Unsatisfactory for placement, with immediate removal or placement termination,
- c) a Fail (F) outcome for the Professional Experience unit (subject to University review processes).

The Director, Professional Experience may elect to terminate the pre-service teacher's Professional Experience. In these circumstances, the Director, Professional Experience will advise the PST of the factors that led to this decision at the earliest opportunity. Termination of Professional Experience may result in a Fail grade for the Professional Experience unit.

Please note that the placement can be terminated at any time if the Director, Professional Experience considers that progress or performance in the placement is not satisfactory or the PST has not conducted themselves in a professional manner.

The PST is not permitted to continue placement or commence a new placement when the termination case is under investigation. PST's placement days will not be recognised and contribute towards the unit required placement days if PST continues or commences placement against SCU's policy and advice.

3.1 Immediate removal and placement termination

If pre-service teachers exhibit the below behaviour, they will be immediately removed from professional placement and receive a Fail (F) grade for the professional placement unit. The examples below are non-exhaustive. Where required, the University will follow child safety,

regulatory, and University misconduct/reporting processes. The placement site may also direct a PST to leave immediately to protect children, staff, and workplace safety.

Behaviours that may result in immediate removal and likely in a Fail outcome

If a pre-service teacher engages in conduct including (but not limited to) the following, the PST may be immediately removed from placement and may receive a Fail outcome (subject to formal review):

3.1.1 Child safety and welfare breach

Examples include:

- a) leaving children unattended (including falling asleep while children are sleeping);
- b) being alone with children when not permitted;
- c) unsafe lifting/handling; unsafe sleep or feeding practices;
- d) unsafe hygiene practices;
- e) failure to follow incident, medical management, or supervision procedures;
- f) or any serious negligence that compromises children's safety and wellbeing.

3.1.2 Confidentiality, privacy, and data breach

Examples include:

- a) photographing, recording, or posting children and service content;
- b) sharing identifiable information;
- c) discussing children/families outside professional contexts;
- d) storing personal information on personal devices or cloud services contrary to service policy and privacy requirements.

3.1.3 Serious policy breaches that impact safety or integrity

Examples include:

- a) Repeated or significant breach of phone-use rules that affects supervision;
- b) failing to sign in/out;
- c) breach of WHS rules;
- d) or other policy breaches that create safety risks or undermine workplace trust.

Minor policy breaches are normally addressed through feedback and professional support, unless repeated or serious.)

3.1.4 Professional boundary violations

Examples include:

- a) inappropriate physical contact;
- b) private messaging with families;
- c) seeking personal relationships with children/families/staff;
- d) gifts or financial arrangements; or
- e) any conduct that undermines safe professional boundaries.

3.1.5 Dishonesty and academic/professional integrity breach

Examples include:

- a) falsifying attendance hours/days; forging signatures;
- b) fabricating lesson plans, reflections, observations, evidence or documentation;

- c) misrepresenting incidents;
- d) or providing false or misleading information to the service or University.

3.1.6 Aggressive, discriminatory, harassing, or threatening conduct

Examples include:

- a) bullying or intimidation;
- b) hostile or abusive emails/messages;
- c) yelling at children or staff;
- d) discriminatory or racist comments (including online);
- e) sexual harassment;
- f) or involvement of family/friends in hostile contact with the placement site or University.

3.1.7 Refusal to follow lawful instructions and safety procedures

Examples include:

- a) refusing supervision requirements;
- b) repeatedly ignoring mentor/lead educator direction;
- c) refusing to follow child safety, behaviour guidance, WHS, hygiene, or incident procedures.

3.1.8 Impairment at placement

Examples include:

- a) suspected intoxication;
- b) substance use at the site;
- c) unsafe fatigue;
- d) or any impairment that compromises judgement, supervision capacity, or workplace safety.

Note: Immediate removal from the site does not prevent the University from conducting a formal review to determine the unit outcome, including whether a Fail (F) result applies and whether misconduct processes are initiated.

3.2 Recommendation of a Fail grade

If a decision is made to advise the pre-service teacher that a Fail grade will be recommended, the Director, Professional Experience shall advise the pre- service teacher.

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. The PST will be aware when they are permitted to return to placement.

4. 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, their grade will convert to a fail. If a pre-service teacher is awarded a fail grade, they will need to consult with Client Services about the impact on their study plan and how to re-enrol in the next offering. In some courses, 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.

5. 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 recognised, 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 that could place students and themselves at risk.

6. 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 notify their University Placement Adviser immediately about their incident/accident. Incidents and Hazards can be reported two different ways:

- a. 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,
- b. 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.

7. Cultural diversity

With Aboriginal and Torres Strait Islander people underrepresented in the teaching profession, SCU strongly supports Aboriginal and Torres Strait Islander pre-service teachers. We also recognise that Aboriginal and Torres Strait Islander teachers and pre-service 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 zero tolerance for racism and asks all those involved in mentoring pre-service 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 Placement Adviser 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 a NSW Department of Education school, contact Anti-racism contact officer.

<https://education.nsw.gov.au/teaching-and-learning/multicultural-education>

<https://education.nsw.gov.au/teaching-and-learning/multicultural-education>

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>

Northern Territory

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

Tasmania

<https://www.antidiscrimination.tas.gov.au/discrimination>

Australian Capital Territory

https://www.education.act.gov.au/support-for-our-students/feeling-safe-at-school/safe_supportive_schools

8. 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 Inclusion Support <https://www.scu.edu.au/current-students/services-and-support/inclusion-support/> 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. Policies for pre-service teachers with disabilities can be found at <https://policies.scu.edu.au/>.

Pre-service teachers who are registered with Inclusion Support (<https://www.scu.edu.au/current-students/services-and-support/inclusion-support/>) should discuss with their University Placement Adviser (UPA) if they require any reasonable adjustment.

9. Recognition of Prior Learning (RPL) for Professional Experience

As indicated, these guidelines address RPL for a) school cohorts and b) early childhood education and care (ECEC) cohorts.

a) RPL for School Initial Teacher Education (ITE) Cohorts (All Primary and Secondary Courses)

- a. Approval may be sought for Recognition of Prior Learning (RPL) for one professional experience unit across the duration of their Initial Teacher Education (ITE) degree;
- b. RPL will not, under any circumstances, be approved for the final professional experience unit in any ITE primary or secondary bachelor- or masters-level degree because of the requirements of the Graduate Teacher Performance Assessment (GTPA). This is a NESA/QCT requirement;
- c. Students seeking approval for RPL in the professional experience unit must first contact Client Services, who will provide information regarding the evidence requirements. The evidence will include but not limited to:
 - i. Completion of a **Portfolio of Evidence for experience** form to demonstrate meeting the Unit Learning Outcomes of the relevant unit;
 - ii. **A signed reference on letterhead** from the employer verifying that the applicant was responsible for planning for students' learning, development and assessment, stating the role and responsibilities, dates of employment, curriculum used, teaching load, and relevant subject areas taught (if Secondary) and confirmation that employment was not as a teacher's aide, paraprofessional or equivalent position in the school;
 - iii. A verified copy of Anaphylaxis Training Certificate;
 - iv. **A relevant Working with Children Check** from the State or territory of residence;
 - v. Confirmation that the experience is **no more than five (5) years ago**.
- d. Please note all RPL falls under SCU RPL policy and must be applied for via <https://www.scu.edu.au/study/how-to-apply/credit-for-recognition-of-prior-learning/>; and,
- e. The final decision for the approval of RPL for professional experience units rests with the Course Coordinator for the particular discipline.

b) RPL for Early Childhood Education and Care (All ECEC Courses)

- a. Pre-service teachers who have more than one year of fulltime (or equivalent) teaching experience as a room leader or equivalent in an early childhood education and care (ECEC) centre or setting may wish to consider applying for Recognition of Prior Learning (RPL);
- b. Students can only apply for RPL for one early childhood professional experience unit. Students should apply for RPL where they have the most experience. For example, Pre-schoolers or Infants and Toddlers (i.e. children birth to 35 months old);
- c. In order to consider applying for RPL, students must have at least one year of fulltime (equivalent) continuous work as a room leader/educator within the previous 3 years in a preschool or infants and toddlers room (i.e. children birth to 35 months old);
- d. Applications must be completed via <https://www.scu.edu.au/study/how-to-apply/credit-for->

- e. **The completed SCU RPL document** must be submitted with the following evidence:
- vi. **A signed reference on letterhead** from the employer verifying that at least one year of full-time work (or equivalent) has been completed in a pre-school/infants and toddlers setting and the applicant was responsible for planning for children's learning, development and assessment;
 - vii. **A current curriculum vitae (CV)** which details the student's continuous experience as a room leader/educator for at least one year full-time (equivalent) within the last 3 years in a pre- schoolers or infants/toddlers setting;
 - viii. **A verified copy of Anaphylaxis Training Certificate**; and,
 - ix. **A relevant Working with Children Check** from the State or territory of residence.

Place of Employment Professional Experience 'Early Childhood Education and Care (ECEC)' Guidelines

- a. Some students may be eligible to complete some or all of their professional experience in their place of employment;
- b. This currently includes, but is subject to change, students who are enrolled in the Graduate Diploma of Education (Early Childhood) and Master of Teaching (Early Childhood);
- c. Students enrolled in the **Graduate Diploma of Education (Early Childhood) or Master of Teaching (Early Childhood)** who are completing their professional experience in their place of work must:
 - i. ensure no conflict of interest exists (see the Conflict of Interest Guidelines in Appendix 1.4);
 - ii. notify the Professional Experience Centre of their place of employment and complete the required documentation by the due dates;
 - iii. complete all mandatory checks and mandatory requirements by the due dates;
 - iv. complete their professional experience in a different room to the one they are regularly employed in;
 - v. be allocated an appropriately qualified early childhood teacher mentor;
 - vi. have 30 minutes of programming and planning time per day in addition to lunch and other breaks; and,
 - vii. meet the Interim and Final Report and attendance requirements.

10. NSW Conditional Accreditation – Waiver of Appendix B

The NSW Education Standards Authority (NESA) allows some flexibility to its Professional Experience in Initial Teacher Education Policy through a Waiver of Appendix B.

The Waiver allows students with Conditional Accreditation to complete their final professional experience placement at the school where they are employed.

It aims to support the retention of students in the interests of curriculum continuity, especially in crucial teaching areas, geographic isolation, and teacher shortages.

It may be applied if the Conditionally Accredited student:

- a. has the support of the school where they are employed to retain them in the interests of curriculum continuity;
- b. has previously completed a satisfactory placement at another school;
- c. is provided with assurance that the University and school will maintain existing principles and practices of independent and impartial assessment during their placement;
- d. understands that they will be expected to meet all the requirements of their Teaching Performance Assessment (GTPA) at the school where they are employed.

The final placement within the period of employment must be formally supervised and assessed as usual.

The final year student will be required to:

1. apply by self-selecting the relevant state application form in SONIA and submit to the Professional Experience Office for review;
2. show evidence of their teaching authority status, teaching employment contract and other mandatory forms within the application;
3. ensure no site conflict of interest exists (see section 4 of the Professional Experience Requirements in the Appendices of this handbook);
4. be allocated a dedicated mentor teacher;
5. have undertaken a satisfactory placement in at least one other school before the current school location (to meet NESA's placement in at least two schools requirement);
6. ensure that they will be teaching within their relevant teaching specialisation(s);
7. understand that the placement is to be completed across 5 days per week or full time;
8. meet the Interim and Final Report requirements; and,
9. complete the requirements of the GTPA report within 2 weeks from the last date of their placement.

Please Note: All states have different requirements, so depending on the student's location, they must follow the application process relevant to their state (see below). For more information, go to the relevant state teaching authority body.

- Permission to Teach – Queensland (QLD)
- Permission to Teach – Victoria (VIC)
- Special Authority to Teach – South Australia (SA)
- Limited Authority to Teach – Tasmania (TAS)
- Authority to Teach – Northern Territory (NT)
- Permit to Teach – Australian Capital Territory (ACT)
- Limited Registration – Western Australia (WA)

To apply in another state, log into SONIA Online, add the relevant state's application form and submit the required documentation for review.

For further information, students should go to the 'Additional Placement Opportunities' on the Homepage of the Professional Experience Student Centre site in MySCU.



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 it. Pre-service teachers are responsible for ensuring their final report has been submitted to SONIA Online. Grades cannot be finalised until reports have been submitted by all parties.

Site Coordinator and mentor teacher payment

All Site Coordinators and mentor teachers pay 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 mentorpayclaims@scu.edu.au.

Supervision in early childhood/primary/secondary settings	\$40.09 per day per pre-service teacher (before tax)
Site Coordinator payments – teachers employed by any educational setting for the coordination of the Professional Experience within the setting	\$1.97 per day per pre-service teacher

Where one teacher is responsible for the entire supervision of a PEx teacher education student, that teacher will receive the full daily rate. Sharing of PEx supervision payments is limited to a maximum of two teachers, and the daily rate shall be paid to those teachers at the proportion nominated by them. Where two or more pre-service teachers are working with one teacher, the full daily rate will be paid for each student.

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.

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 online professional learning is 3.5 hours.

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

2. State and Territory based resources

Please check with your accrediting body (e.g., NESA, QCT) and Departments of Education regarding the resources specifically for supervising pre-service teachers.

3. The SCU Learning Lounge

The SCU Learning Lounge website has a range of professional learning resources in development for mentor teachers. Visit <https://www.scu.edu.au/education/the-learning-lounge/> for details.

4. SCU Faculty of Education

Southern Cross University delivers additional resources for mentor teachers on the Professional Experience website: and through specific professional learning packages such as orientation modules at each placement period and online webinar series bi-annually. Mentor teachers will be informed about these opportunities via email with instructions on how to register and become involved.

APPENDIX 1: Professional Experience Requirements

3 April 2026

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

Enquiries should be directed to the Professional Experience Centre (PEC) via email as follows:

Email addresses for student enquiries:

- o Earlychildhood.placements@scu.edu.au
- o School.placements@scu.edu.au
- o FoEAdmin.placements@scu.edu.au

Email addresses for site (school and centre) enquiries:

- o Placementsitesupport@scu.edu.au
- o Mentorpayclaims@scu.edu.au
- o FoEAdmin.placements@scu.edu.au

Acronyms used in this document:

ECEC - Early Childhood Education and Care

PEx – Professional Experience

UPA – University Placement Adviser

PST – Pre-Service Teacher

PEC – Professional Experience Centre

SULO – Site-University Liaison Officer

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 (also known as ‘the site’). 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), our accreditation body, and Southern Cross University guidelines.
- 1.2. PSTs are not permitted to request specific site placements.
- 1.3. In most cases, PSTs 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 the PEx Student Centre)
 - b. NESA Conditional Accreditation Final placement (Refer to PEx Student Centre)
 - c. QCT Permission to Teach Final placement (Refer to PEx Student Centre).
- 1.5. While every effort is made to place PSTs as close to their residential address as possible, at times, limited site availability may result in significant travel to and from a placement. This is especially true in large metropolitan areas, where placements are competitive or in remote areas where there are fewer sites.
- 1.6. The PEx calendar will be made available late in 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.
- 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 a placement need to be aware that this may impact their course completion date.
- 1.9. **It is the PST's responsibility** to check the PEx Student Centre Blackboard Site and SONIA Online regularly for updated information regarding placement and associated PEx information.
- 1.10. **PSTs are responsible for** ensuring their Immersion Logs, Attendance Records and Interim and Final reports are submitted through Sonia Online by all required parties.

- 1.11. Once a PEx report has been finalised by the Unit Assessor **it is the PST's responsibility to keep the original in a safe place.**
- 1.12. PSTs should wear their SCU identification cards on placement and dress professionally. 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 associated with their placement.
- 1.15. PSTs must be familiar with and adhere to site (school or early childhood service) policies and procedures during placement.
- 1.16. PSTs undertaking placements in school settings, must complete placements in at least two different schools, unless there is a specific program or requirement.
- 1.17. Placement sites will be released to PSTs prior to the commencement of the placement.
- 1.18. **PSTs are responsible** for contacting their placement site before commencing their placement. This is for reasons of WHS and induction. Not doing so may result in the placement being withdrawn.
- 1.19. **PSTs must take responsibility** for being informed of site/state requirements and ensure that they are eligible to undertake a placement regarding that state's policies and procedures.
- 1.20. PSTs must check their SCU email regularly for communication and instructions from the PEx Centre.
- 1.21. Permission to undertake a placement will always be at the discretion of the Director PEx in consultation with the Faculty of Education Executive Dean.

2. ENROLMENT INTO PEX UNITS

- 2.1. **PSTs are responsible for enrolling into their PEx units as early as possible** for the year. Leaving enrolment to the last moment will have implications on the possibility of completing placement and the timing of placement.
- 2.2. It is recommended that PSTs do NOT enrol in any other units in the same Term as their PEx unit, unless there is a PEx co-requisite unit, or a PST's personal course progression requires this.
- 2.3. Engagement with pre-placement residentials/workshops is required. Mandatory attendance and a gatekeeping assessment task may be implicated. Refer to the relevant PEx Unit site for details.

3. PSTs WITH SPECIAL REQUIREMENTS

- 3.1. PSTs who are registered with Inclusion Support (<https://www.scu.edu.au/current-students/services-and-support/inclusion-support/>) and who have any concerns about their placement must contact the PEx Centre. Refer to the University's Inherent Requirements <https://www.scu.edu.au/engage/student-equity-and-inclusion/inclusion-services/inherent-requirements/>.
- 3.2. A student may be deemed unsuitable for professional experience if there are concerns about their ability to safely and effectively participate in a professional experience activity, either before the activity commences or during it. The Faculty's Fit for Practice guidelines are to be followed – refer to the separate document for details – available on the PEx Student Centre.
- 3.3. Further, if PSTs have concerns about their ability to undertake their placement and fulfil their full range of duties, they should obtain medical advice and either notify their Unit Assessor (UA) or their University Placement Adviser (UPA) depending on where they are at in their placement cycle. Refer to the University's Inherent Requirements <https://www.scu.edu.au/engage/student-equity-and-inclusion/inclusion-services/inherent-requirements/>. A medical clearance certificate from a doctor may be required to resume placement after a period of not meeting the Fit for Practice guidelines.
- 3.4. PSTs who are pregnant or have a pre-existing medical condition are required to indicate this on their placement form and provide a medical clearance certificate or letter from their GP or specialist practitioner.
- 3.5. 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 a PST's placement.
- 3.6. Support for students with additional needs is offered through SCU's Student Equity and Inclusion <https://www.scu.edu.au/engage/student-equity-and-inclusion/>

4. CONFLICTS OF INTEREST

- 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 (excluding Early Childhood Workplace Placements, Conditional Accreditation Placements and Permission to Teach Placements)

- b. where they have close relatives attending, employed or working at the site (e.g. 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 childcare centre.
- e. where they have a close relative who is the owner or director of a childcare centre.

4.2. **PSTs are responsible for declaring any sites where they have a Conflict of Interest** to the PEx Centre. 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 or a Fail Grade.

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.

5.2. International PSTs must undertake their placement in a full-time block format (5 days a week) regardless of their visa status.

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. As stated in 5.1, all placements must be undertaken in the scheduled placement period. If a PST has extenuating circumstances that preclude them from the placement period, they must complete a Placement Adjustment Application for review by the PEx Team. Placement Adjustment Applications are available for students to download through the 'Forms' Tab of SONIA Online. Supporting documentation must be provided.

6.2. Placement Adjustment Applications must meet the following grounds for placement adjustment to be considered for approval and be accompanied by sufficient evidence:

- 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 Defense Reserves.

6.3. The following circumstances are not grounds for placement adjustment:

- a. weddings
- b. holidays
- c. regular childcare arrangements
- d. work commitments
- e. transport issues

6.4. Submission of Placement Adjustment Application and supporting documentation does not guarantee that placement adjustment will be granted. Approval must be granted prior to the PST changing their Placement Arrangement.

7. LOCATION OF PLACEMENTS

7.1. **It is the PST's responsibility** to keep their residential address updated in 'MyEnrolment', ensuring they have identified their 'Preferred' address.

7.2. PSTs will be placed according to their 'Preferred' address in MyEnrolment. The 'Preferred' address imports into the SONIA Placement Database. It may impact a PST's placement if they relocate after submitting their Placement form.

7.3. PSTs must contact the PEx Centre if they think they may need to relocate before 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 foeadmin.placements@scu.edu.au to check eligibility ensuring written approval is received before making any arrangement. International placements are not always approved.

7.5. PSTs should be prepared to travel to their allocated placement, which may be outside their immediate local area. They will require access to reliable transport to ensure they arrive to placement on time. PSTs are responsible for organising and covering any associated costs including travel, accommodation and related

expenses. The Faculty of Education may offer travel and accommodation bursaries to support in the expenses. To check eligibility and availability, confirm with the PEx Centre via foeadmin.placements@scu.edu.au.

8. MANDATORY PLACEMENT CHECKS (MPCs)

- 8.1. **It is the PST's responsibility to be deemed compliant with their mandatory placement checks**, ensuring they have submitted all mandatory placement check documents to SONIA Online by the published due date. If MPCs are not submitted by the due date, students will be unenrolled from the unit and be required to re-enrol in the next available placement period (which may have course progression implications).
- 8.2. Mandatory Placement Check requirements (i.e. working with children checks) must be submitted for each and every placement.
- 8.3. **It is the PST's responsibility to know** the due dates for their MPCs. Due dates are available on the PEx Student Centre Blackboard site.
- 8.4. If a PST fails to complete their MPCs by the published due date, they will be unenrolled from the unit and be required to re-enrol in the next available placement period (which may have course progression implications).

9. CHILD PROTECTION AND SAFETY

- 9.1. To be eligible for placement, PSTs must complete the relevant child protection training for the state or territory where they are undertaking placement. In addition, PSTs are required to complete a national child safety training module through GECKO. Please refer to the PEx Student Centre Blackboard site or the PEx Handbook for further information and the weblink to the accepted training modules for PSTs. Evidence of completion should be uploaded to Sonia as an MPC.
- 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 by the published due date, that they have applied/met the legislation requirements of the relevant State/Country to be eligible to undertake placement. Please note that a Working with Children Check (NSW), blue card (QLD) or requirement from other states and territories can take an extended period of time, so PSTs should commence the process early to prevent it from impacting placement.
- 9.4. It is mandatory that PSTs residing in close proximity to the NSW/QLD border (within postcodes 2484 to 2490 and 4217 to 4230) are required to have both a valid QLD Blue Card and NSW Working with Children Check. This is a non-negotiable requirement. In some cases, students may be required to complete working with children's checks (or equivalent) in states other than where they reside. Please ensure you check the requirement prior to each placement.
- 9.5. If 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 the PEx unit. The relevant authorities will then take responsibility of the matter.

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 the weblink to the accepted training module for PSTs.
- 10.2. Evidence of completion should be uploaded to Sonia as part of the MPC process.

11. LITERACY AND NUMERACY TEST FOR INITIAL TEACHER EDUCATION (LANTITE)

- 11.1. All PSTs 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 expected to attempt the test before the end of the first year of their Australian ITE degree qualification, unless they have already sat both components of the test and have met the standard.
- 11.3. PSTs are required to complete and pass the LANTITE before their final professional experience unit, except for students enrolled in the Graduate Diploma of Teaching (Primary or Secondary). For further information on the LANTITE please refer to the Faculty of Education Website.

12. CODE OF CONDUCT

- 12.1. **It is the PST's responsibility** to comply with the standards and expectations as detailed in the Southern Cross University, Faculty of Education Code of Conduct (see Appendix 4) whilst on placement, regardless of the jurisdiction or 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 (it is one of the mandatory placement checks). Failure to do so will prevent the PST from participating in any placements.
- 12.4. As part of their course's professional requirements, PSTs must address all PEx Staff, including the Director PEx, professionally at all times and in all interactions.

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, **it is the PST's responsibility** to inform the site of their absence as early as possible and make up the days missed at the end of the current placement. **It is also the PST's responsibility** to complete and submit the "Make-up Day" form, available in the Forms Tab of SONIA Online.
- 13.3. If a PST is absent during their placement for two or less consecutive days, they will be required to complete and submit a "Make-up Day" form; no medical certificate is required.
- 13.4. If a PST is absent during their placement for three to five consecutive days, they are required to complete and submit a "Make-up Day" form and provide a medical certificate as supporting documentation.
- 13.5. If a PST is absent from their placement for more than five consecutive days, they are required to complete and submit 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 Placement Adviser (UPA) in consultation with the Site/University Liaison Officer (SULO), the Deputy Director, the placement site and the PST.
- 13.6. 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 the placement and the PEx unit.
- 13.7. All PSTs must adhere to the arrival and departure times specified by the site. Normally, PSTs would be present at least 30 minutes before the start of the site day and be available for various commitments for at least 30 minutes at the end of the day.
- 13.8. PSTs are required to make themselves available for after-hours staff meetings and any after-hours duties.

14. PART-TIME PLACEMENTS (ECE Placements Only)

- 14.1. ACECQA and SCU allow placements to be undertaken in a part-time capacity in early childhood settings only. The attendance pattern is required to be 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) regardless of their visa status.
- 14.2. Part-time placements must be completed by a specific end date, unless approval is received through Placement Adjustment.

15. SELF-WITHDRAWAL FROM PLACEMENT

- 15.1. A self-withdrawal from a placement will generally result in a Fail grade. Self-withdrawal includes situations where a pre-service teacher stops attending the placement site before completing the required days/hours; and/or asks the service to end the placement; and/or advises the University or the placement site that they will not continue.
- 15.2. Self-withdrawal is not permitted without a formal review and written approval. A PST must not self-withdraw from placement unless a Placement Continuation Review has been undertaken and written approval has been provided by all the following: Mentor Teacher, University Placement Adviser (UPA) and Unit Assessor. Final approval is issued by the Director, Professional Experience (PEx) or delegate.
- 15.3. In most circumstances, placement days completed prior to self-withdrawal will not be credited toward the required placement days for the unit and associated course requirements.
- 15.4. A self-withdrawal does not allow PST to leave placement without approvals. PSTs must follow the Placement Continuation Review and approval process before ceasing attendance. If a PST applies for a self-withdrawal from a placement due to special circumstances, it is the PST's responsibility to submit a self-withdrawal form with supporting documentation on SONIA within 5 placement days from receiving approval for their self-withdrawal from the placement.
- 15.5. 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.

An approval is not automatic or granted upon application. The University may request further information and will consider the impact on professional standards, site capacity, and academic integrity.

15.6 If a PST is considering self-withdrawal, they must:

- a) Contact your UPA immediately to discuss your circumstances and available pathways before making any decision or communicating withdrawal to the placement site.
- b) Complete a Placement Continuation Review with Mentor Teacher and UPA, or Unit Assessor.
- c) Provide required documented evidence to support your request.
- d) Obtain written acknowledgement from the placement site (Mentor Teacher and/or Site Coordinator/Centre Director) confirming they have been informed of the request and the current placement status.
- e) Any decision to discontinue, pause, vary, or end a placement will be University supported, in consultation with the placement site, and managed through the relevant review pathway.

15.7 Self-withdrawal will most likely result in a fail if the PST is subject to formal performance management, including

- i. an active Development Support Plan, and/or
- ii. an unsatisfactory interim report under review.

15.8 If a PST ceases attending the placement site without written University direction or approval, this will be treated as abandonment of placement and may result in a Fail outcome for the unit, in accordance with University policy and formal review processes.

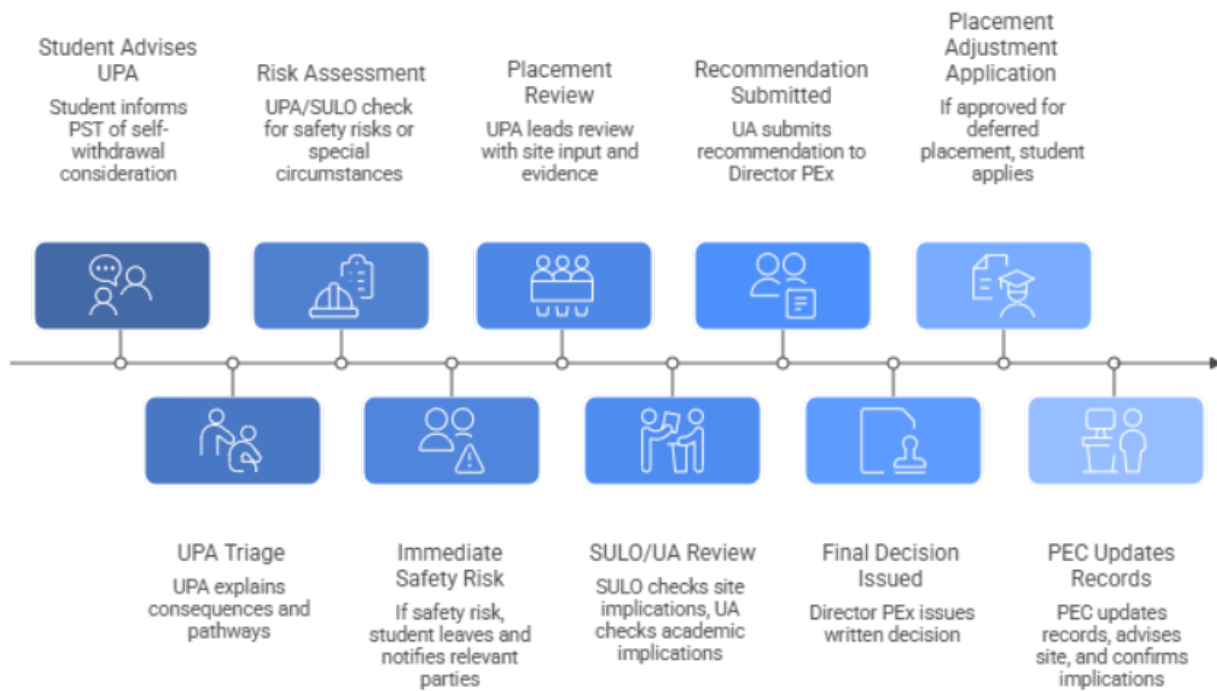
15.9 If a PST believes there is an immediate risk to child safety, their own safety, or they have been directed to leave by the site, the PST may leave immediately. The PST must notify Mentor Teacher/Site Coordinator, UPA, and the PEC as soon as practicable (same day), and a Placement Continuation Review will be initiated within 24–48 hours to determine outcome.

15.10 Once the PST's self-withdrawal form has been processed, the outcome will be communicated to the PST by the Director of Professional Experience whether they are deferred to the following placement period or will receive a fail grade. If the PST has failed it is their responsibility to reenrol in the placement unit and engage in all required assessments for the unit.

15.11 Students must follow the self-withdrawal request process (Placement Continuation Review):

- a. The PST is to contact their UPA to explain their reasons for wanting to withdraw. The PST and UPA documents the discussion. This may conclude the process and the outcome may be resolved (i.e. could include the implementation of a DSP) and the PST returns to placement.
- b. If appropriate and necessary, and with the UPAs support and guidance, the PST may then inform the Mentor Teacher about the situation (ideally within 2 placement days). The PST and UPA documents the discussion. This may conclude the process and the outcome may be resolved (i.e. could include the implementation of a DSP) and the PST returns to placement.
- c. If the PST and UPA decide to continue with the self-withdrawal, the self-withdrawal form is submitted with evidence.
- d. The UPA informs the SULO who collates and verifies the reasons and evidence, the site risks and relationship implications of the self-withdrawal to ensure all information/documentation is provided.
- e. The SULO shares the information and discusses the situation with the Unit Assessor and Deputy Director of PEx who reviews the academic options and consequences of the self-withdrawal to develop a recommendation.
- f. The Deputy Director PEx discusses the situation with the Director PEx decision issued in writing. Until written approval is received, the PST is expected to continue attending placement (unless an immediate risk to the PST, the children/students or centre or school staff health and safety exception applies).

Self-Withdrawal Request Workflow

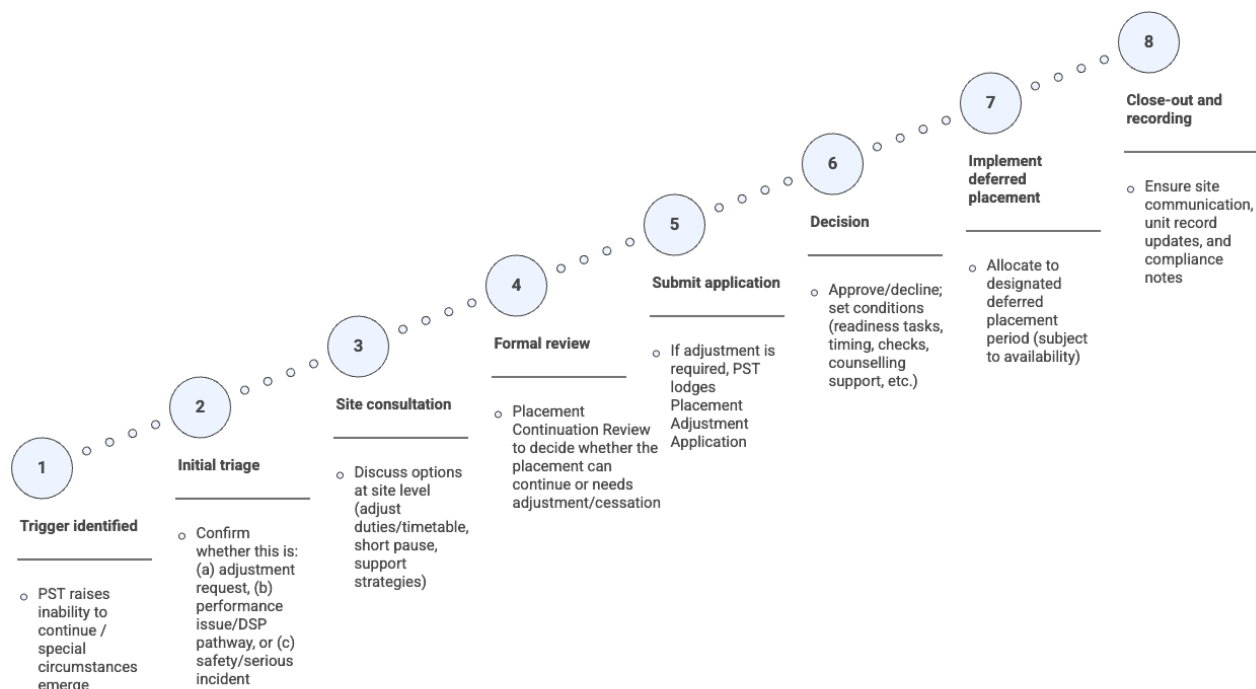


16. PLACEMENT ADJUSTMENT APPLICATION

- 16.1 Commencement, Adjustments for inclusion support,
A Placement Adjustment Application (PAA) is used when a PST experiences special circumstances that prevent them from completing their current placement period, and they are seeking an approved deferred placement, which presents an additional opportunity to complete the placement requirements.
- 16.2 Outcome of an approved Placement Adjustment Application for deferred placement.
Where a PAA is approved, the PST may be granted a deferred placement in the designated deferred placement period, subject to availability. A deferred placement is generally treated as a new placement attempt for the purpose of meeting placement days and hours and assessment requirements, unless otherwise determined by the University.
The PST is exempted from the placement unit's Residential participation and Placement Readiness Quiz in an approved deferred placement. However, the PST must meet all mandatory checks, academic requirements, and any specified readiness conditions before the deferred placement commences. In case of the granted deferred placement, PST's attended placement days may be credited towards the required placement days by the unit or course, subject to review by the Deputy Director and Director of Professional Experience.
- 16.4 Unapproved cessation (abandonment): Ceasing attendance or advising the site that you are withdrawing without written University approval may be treated as abandonment of placement, and may result in placement termination, non-academic misconduct processes, and a Fail outcome.
- 16.5 If a PST believes there is an immediate risk to child safety, their own safety, or they have been directed to leave by the site, the PST may leave immediately. The PST must notify the Mentor Teacher/Site Coordinator, UPA, and the PEC on the same day. A formal review will be initiated within 48 hours to determine next steps and outcomes.
- 16.6 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 to the designated deferred placement period. However, this option is only available once. Consequently, PSTs who applies for placement adjustment self-withdraw from placement a second time will receive a Fail grade for the unit.

- 16.7 PSTs who do not submit a Placement Adjustment Application (along with appropriate supporting documentation) and have it approved prior to ceasing placement, will receive a Fail grade for the placement and hence the PEx unit, in accordance with University policy and formal review processes.

Placement Adjustment Workflow



17 EXCURSIONS/SCHOOL CAMPS

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

18 INCIDENT AND HAZARD REPORTING

- 18.1 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 <https://www.scu.edu.au/education/education-profession/professional-experience/>
- 18.2 Incidents and Hazards can be reported two different ways:
- 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
 - RiskWare pocketSafety mobile application. Simply download the pocketSafety app onto your mobile device.
- 18.3 In addition, PSTs must complete the site incident report at their placement. Their mentor teacher, site coordinator or centre director can assist with completing this requirement.

19 PSTs ADDITIONAL SUPPORT REQUIRED POLICY

- 19.1 A PST is deemed to be in need of additional support and as such, "at risk" of not meeting the requirements of a placement for such reasons as,
- Consistent punctuality issues (i.e. frequently late to start)
 - Missing days of placement without explanation or evidence

- iii. Submitting documentation (such as lesson plans or learning experience plans, observation notes etc) late or not at all to their mentor teacher
- iv. Other mentor concerns about professionalism, academic or practical ability.

In such cases, the mentor teacher in consultation with the UPA will provide the PST 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 grade for the placement and hence the unit. For further information, please refer to the PEx Handbook Additional Support Required section.

- 19.2 In serious cases, the student may be referred to a meeting with Director, PEx and Deputy Director, PEx to discuss their suitability and ongoing capacity to stay in the course.

20 EXCLUSION

- 20.1 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.
- 20.2 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, either in the same or a different unit.

21 SUPPORT OF YOUR PLACEMENT

- 21.1 The University engages staff to support PSTs before, during and after their placement. The roles of the support people are outlined in the PEx Handbook.
- 21.2 **It is the PST's responsibility to contact** their designated University Placement Adviser (UPA) at the commencement of their placement.
- 21.3 SCU also provides Counselling and Equity and Inclusion Services.
 - a. [Counselling Services](#): Phone 02 6626 9300 or Email counselling@scu.edu.au (Coffs Harbour, Lismore and Gold Coast campuses).
 - b. [Student Equity and Inclusion](#) (Email: inclusion@scu.edu.au, Phone 02 6626 9514.)
- 21.4 The [SCU Out-of-Hours Crisis Support Line](#) is also available after-hours. Phone: 1300 782 676 or text 0488 884 143.
- 21.5 At times, a PST's 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.

APPENDIX 2: 'Additional Support Required' Guiding Principles and Procedures

Overview

The term 'additional support required' 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;
- Highly ineffective implementation of teaching/learning practices, including classroom management; and/or
- Breaching State or Federal regulations while on placement.

When a pre-service teacher has been identified as requiring additional support, the Professional Placements Centre must be notified immediately so that appropriate processes can take place.

For any pre-service teacher identified as requiring additional support, a University led online meeting will be facilitated by a member of University staff.

During the meeting, the Faculty of Education's Development Support Plan (DSP) will be completed by:

1. The pre-service teacher's mentor/supervisor; and,
2. A SCU Faculty of Education member of Staff.

Additional Support Required 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 Placement Adviser who will inform the Faculty Director of Professional Experience.
2. An online meeting will be facilitated by the Faculty's Director of Professional Experience.
3. At the online meeting the Development Support Plan (DSP) will be completed and provided (via email) to:
 - a) SCU's Professional Placement Centre,
 - b) the Mentor Teacher,
 - c) Director of Professional Experience,

d) Relevant Course Coordinator, and

e) 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 PSTs 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 PST 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 about the progress and development of the PST.
7. Should a pre-service teacher require more time to develop their competencies and skills 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 for the remainder of the placement period; 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. Should the pre-service teachers placement be terminated by the school or early childhood education and care (ECEC) setting, the placement may result in a fail grade, unless there are extenuating circumstances justifying a repeat placement (*to be approved by the Director of PEx*). If a repeat placement is terminated, it will result in a fail grade.

11. 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:

- b. Failed compulsory professional experience or fieldwork requirements for the second time.

APPENDIX 3: Code of Ethics

As teachers, we use our expert knowledge to provide experiences that inspire and facilitate the learning of those we teach.

We are a significant force in developing a knowledgeable, creative, productive and democratic society. The values that underpin our profession are integrity, respect and responsibility.

We hold a unique position of trust and influence, which we recognise in our relationships with learners, parents/carers, colleagues and the community.

We demonstrate our integrity by:

- acting in the best interest of learners;
- maintaining a professional relationship with learners, parents/carers, colleagues and the community;
- behaving in ways that respect and advance the profession.

We demonstrate our respect by:

- acting with care and compassion;
- treating learners fairly and impartially;
- holding our colleagues in high regard;
- acknowledging parents and carers as partners in the education of their children.

We demonstrate our responsibility by:

- providing quality teaching;
- maintaining and developing our professional practice;
- working cooperatively with colleagues in the best interest of our learners.

The purpose of this code is to:

- state the value that guides our practice and conduct
- enable us as a profession to affirm our public accountability
- promote public confidence in our profession.

The Code sets out the ideals to which we as pre-service teachers agree to uphold.

APPENDIX 4: Code of Conduct

The Code of Conduct has been developed by the Faculty of Education Director, Professional Experience. It identifies a set of principles that describe the professional conduct and personal conduct expected of a teacher by their peers and the community.

It is based on the values set out in the accompanying Code of Ethics– integrity, respect and responsibility – and draws on the Australian Professional Standards for Teachers as well as codes of conduct for teachers and early childhood teachers across Australia and by other registration and education authorities.

The Code of Conduct applies to all pre-service teachers admitted to a Southern Cross University Faculty of Education course. All pre-service teachers need to read and abide by the Code of Conduct in their interactions with Faculty of Education (FoE) staff and during professional experiences conducted in the community, in schools and ECEC services.

PURPOSE

The Code of Conduct provides a set of principles expected by teachers and pre-service teachers working within the profession. The purpose of this Code of Conduct is to:

- promote the values underpinned by the teaching profession;
- provide a set of principles to guide pre-service teachers in their everyday conduct and assist them to behave ethically;
- promote public confidence in the teaching profession and SCU's future teachers;
- prepare pre-service teachers for the requirements of the profession.

PROFESSIONAL CONDUCT

Pre-service teachers' professionalism and suitability to the profession are characterised by the quality of their personal presentation, behaviour, conduct and the relationships they have with their learners, their colleagues and the parents/carers of their learners, families and their communities.

PRINCIPLE 1: PERSONAL CONDUCT

THE PERSONAL CONDUCT OF A PRE-SERVICE TEACHER IMPACTS ON THE WAY THE PRE-SERVICE TEACHER WILL BE ACCEPTED INTO THE PROFESSION FOR PROFESSIONAL EXPERIENCE AND UPON GRADUATION. A PRE-SERVICE TEACHER CAN MAINTAIN PROFESSIONAL CONDUCT BY:

- being respectful to all FoE staff, including the Professional Experience Centre and academics;
- adhering to the guidelines and regulations of the professional experience placement and the process;
- ensuring all Working with Children Checks for the relevant State and Territory are valid at all times;
- preparing all emails and communication in a professional manner without spelling or grammatical errors;
- using language as appropriate to the profession of teaching;
- dressing in a professional manner that is appropriate to the profession during professional experience;

- placing all social media settings on private and not communicating about colleagues, the school, the learners, their families or the community on social media;
- being a positive role model in education settings and in the community;
- respecting the legalities of working with children and young people in schools and centres;
- acting with discretion and maintaining confidentiality when discussing workplace issues and learner development;
- being responsive to all staff in schools and centres before, during and after professional experience;
- being responsible for ensuring your capacity to perform your duties is not impaired by the use of alcohol or drugs, and that the use of such substances does not put you or any other person's health and safety at risk.

PRINCIPLE 2: RELATIONSHIPS WITH COLLEAGUES

COLLEGIABILITY IS AN INTEGRAL PART OF THE WORK OF TEACHERS. PRE-SERVICE TEACHERS WILL DEMONSTRATE COLLEGIABILITY BY:

- listening to the advice provided by mentor teachers and acting upon this advice;
- being respectful of the feedback provided by the mentor teacher;
- treating each other with courtesy and respect;
- valuing the input of their colleagues;
- using appropriate forums for constructive debate on professional matters;
- sharing expertise and knowledge in a variety of collaborative contexts;
- respecting different approaches to teaching;
- providing support for each other, particularly those new to the profession;
- sharing information relating to the wellbeing of learners.

PRINCIPLE 3: RELATIONSHIPS WITH LEARNERS

PRE-SERVICE TEACHERS PROVIDE OPPORTUNITIES FOR ALL LEARNERS TO LEARN BY:

- getting to know students and how they learn;
- maintaining a safe learning environment where all learners are valued;
- having high expectations for all;
- being respectful of all cultures, backgrounds and religions;
- communicating appropriately with learners at all times;
- being respectful of all viewpoints;
- maintaining confidentiality about all learners' matters;
- enacting all school and centre policies as appropriate for the context;
- treating all learners with respect and dignity;
- listening to mentor teachers about the needs of all learners;
- maintaining the learners' well-being, welfare and safety at all times.

PRE-SERVICE TEACHERS MAINTAIN A PROFESSIONAL RELATIONSHIP WITH LEARNERS BY:

- avoiding being on technology with learners unless mandated by the school/service including but not limited to social media;
- avoiding being alone in a classroom or room;
- speaking respectfully at all times;
- using language that is appropriate for the teaching profession and to the age and stage of learners;

- avoiding text messages or personal contact after hours that are not organised by the school or centre;
- avoiding social interaction with learners outside school hours that has not been organised by the school or centre;
- not accepting personal gifts and funding from learners or their parents/carers;
- not attending school under the influence of alcohol, illegal drugs or non-prescribed and/or restricted substances.

PRINCIPLE 4: RELATIONSHIPS WITH PARENTS AND CARERS, FAMILIES AND COMMUNITIES

PRE-SERVICE TEACHERS MAINTAIN A PROFESSIONAL RELATIONSHIP WITH PARENTS/ CARERS BY:

- consulting with the mentor teacher before communicating with parents/carers;
- considering parents/carers' perspectives when making decisions which have an impact on the education or wellbeing of the learner;
- communicating and consulting with parents/carers in a timely, understandable and sensitive manner;
- taking appropriate action when responding to parental concerns;
- recognising that learners come from a diverse range of cultural contexts, and seek to work collaboratively and appropriately with learners' families and communities within those contexts.

PRINCIPLE 5: PROFESSIONAL COMPETENCE

PRE-SERVICE TEACHERS VALUE THEIR PROFESSIONALISM, AND SET AND MAINTAIN HIGH STANDARDS OF COMPETENCE BY:

- listening to mentor teachers and taking on board feedback;
- being knowledgeable in their areas of expertise through research, reading and learning at university;
- committing to pursuing their own professional learning;
- completing their duties in a responsible, thorough and timely way;
- attending all staff meetings and related professional meetings;
- respecting and enacting child protection laws and responsibilities.

PRINCIPLE 6: LEGAL REQUIREMENTS

PRE-SERVICE TEACHERS ARE AWARE OF THE LEGAL REQUIREMENTS THAT PERTAIN TO THEIR PROFESSION. IN PARTICULAR, THEY ARE COGNISANT OF THEIR LEGAL RESPONSIBILITIES IN RELATION TO:

- mandatory checks;
- anaphylaxis training;
- discrimination, harassment and vilification;
- racism ;
- negligence;
- mandatory reporting;
- social media;
- privacy;
- occupational health and safety;
- teacher registration.

APPENDIX 5: Professional Experience Reporting and Observation Templates and Information



Professional Experience Report (Primary and secondary school setting) Professional Experience Placement

Professional Experience			Year of placement
TCHR3007	TCHR50	TCHR30	
Pre-service teacher			
Total no. of		Date	Date
School			
Year/stage/grade (for		Subject area/s (for	
Mentor teacher		University	

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 placement 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 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 Placement 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 placement adviser. 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 placement adviser.

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.

Updated on 23 April 2021

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 Physical, social and intellectual development and characteristics of students Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.				
				1.2.1 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.				
				1.3.1 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 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 Strategies for teaching Aboriginal and Torres Strait Islander students 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 Differentiate teaching to meet the specific learning needs of students across the full range of abilities 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 Strategies to support full participation of students with disability 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 Content and teaching strategies of the teaching area Demonstrate knowledge, and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.				
				2.2.1 Content selection and organisation Organise content into an effective learning and teaching sequence.				
				2.3.1 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.				
				2.4.1 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.				
				2.5.1 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.				
				2.6.1 Information and Communication Technology (ICT) 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 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.					
				3.2.1 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.					
				3.3.1 Use teaching strategies Include a range of teaching strategies.					
				3.4.1 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.					
				3.5.1 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.					
				3.6.1 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.					
				3.7.1 Engage parents/carers in the educative process 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 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.				
				4.2.1 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.				
				4.3.1 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.				
				4.4.1 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.				
				4.5.1 Use ICT safely, responsibly and ethically 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:

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 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.				
				5.2.1 Provide feedback to students on their learning Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.				
				5.3.1 Make consistent and comparable judgements Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.				
				5.4.1 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.				
				5.5.1 Report on student achievement 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 Identify and plan professional learning needs Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.				
				6.2.1 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers.				
				6.3.1 Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.				
				6.4.1 Apply professional learning and improve student learning 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:								
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

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 Meet professional ethics and responsibilities Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.				
				7.2.1 Comply with legislative, administrative and organisational requirements Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.				
				7.3.1 Engage with the parents/carers Understand strategies for working effectively, sensitively and confidentially with parents/carers.				
				7.4.1 Engage with professional teaching networks and broader communities 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:								
SAMPLE								
Final comment on the pre-service teacher's engagement with colleagues, parents/carers and the community:								

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

Pre-service teacher's name

Expectations

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

PROFESSIONAL EXPERIENCE CENTRE USE ONLY

SATISFIED REQUIREMENTS

YES

NO

UNIVERSITY STAMP

(original not valid without SCU stamp)

Received

Finalised

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 in need of additional support: 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 in need of additional support at any time during their Professional Experience (see *Additional Support Required policy in the PEx Handbook* for further information). The university placement adviser should then be contacted and the *Additional Support Required Policy* should be implemented.

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 placement adviser. 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.



Professional Experience Report (Early childhood programs) Professional Experience placement

Professional Experience unit

Year of placement

TCHR5004

TCHR300

TCHR600

TCHR600

Pre-service teacher

Total no. of days

Date from

Date

Early childhood centre name

Placement room (age of children)

Mentor teacher name/s

University placement adviser

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 Placement 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:

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.

Updated on 22 April 2021

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:								
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:								
SAMPLE								

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:												
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: • Aboriginal and Torres Strait Islander perspectives • children with diverse needs and backgrounds • children who speak languages other than or in addition to English • children with challenging behaviours.				
				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:

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: • manage their own behaviour • respond appropriately to behaviour of others • communicate effectively to resolve conflicts.					

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 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:									

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

PROFESSIONAL EXPERIENCE CENTRE USE ONLY

SATISFIED REQUIREMENTS

YE

S

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...	
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	Identifies students' specific physical, social and intellectual learning needs 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 Plans differentiated work for students (modified and extension)
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	Applies knowledge of current research to modify teaching strategies Applies knowledge of research on how students' skills, interests and prior achievements affect learning
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	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 Encourages students to express and explore their values and attitudes 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	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	Is aware of the need to differentiate teaching to meet the learning needs of all students Develops lessons that address the different needs of all students	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 Develops teaching and learning programs and/or lesson plans with differentiated tasks to meet the learning needs of individual students and groups of students 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
1.6.1	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	Is aware of and discusses disability legislative requirements Discusses how the learning needs of students with disability could be met Develops lessons that support the learning of all students with disability Complies with disability legislative requirements Encourages a respectful and collegial classroom environment where all students are valued and provided with the same learning opportunities	Seeks advice and support from appropriate personnel in developing and implementing effective teaching/learning strategies that aim to meet students' diverse learning needs Develops a sequence of learning experiences that support the learning of all students with disability Complies with disability legislative requirements Encourages a respectful and collegial classroom environment where all students are valued and provided with the same learning opportunities
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	Clearly articulates and explains the content of the lesson Accurately answers content-related questions from students	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 Demonstrates appropriate knowledge of the central concepts of subject(s) through lesson planning, explanation and linking of content and outcomes to syllabus documents

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 Differentiates curriculum in lesson plans
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	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	Uses effective oral and written communication skills, including the promotion of Standard Australian English Implements the use of vocabulary and metalanguage to develop conceptual understanding Employs a range of questioning techniques such as open/closed questioning Begins to acknowledge and develop student responses in an inclusive manner Develops voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage Demonstrates and models non-verbal forms of communication, in consultation with the mentor teacher	Uses effective oral and written communication skills, including the promotion of Standard Australian English Effectively uses vocabulary and metalanguage to develop conceptual understanding Employs a range of questioning techniques such as open/closed questioning to elicit prior understanding Acknowledges and logically develops student responses in an inclusive manner Uses voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage 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
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	Shows understanding and achievement of outcomes as demonstrated through appropriately linked assessment or data (eg observational data) Develops a range of strategies to cater for the diverse range of learners within the class Accesses assessment criteria in consultation with mentor teacher Reflects on lessons to inform future planning and to improve pedagogy	Ensures assessment is an integral part of the teaching and learning cycle and that lesson planning indicates appropriate links between outcomes and assessment Employs a range of strategies to assess student achievement and participation, catering for the diverse range of learners within the class Informs students by accessing and deconstructing explicit quality criteria for assessment Reflects on lesson to inform future planning and improve pedagogy

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	Communicates effectively with parents and carers in the classroom Consults with the mentor teacher in order to understand school-home connections (eg the school homework policy) In consultation with the mentor teacher, draws on established school partnerships and local resources to enhance learning significance Explores established structures in the school to encourage parents and carers to be involved in school or classroom activities Acts professionally, and with the appropriate confidentiality, when communicating with parents and carers	Draws on resources within the community to enhance lesson/unit content Promotes established structures in the school to encourage parents and carers to be involved in school or classroom activities Acts professionally, and with the appropriate confidentiality, when communicating with parents and carers
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	Discusses strategies with the classroom teacher Communicates value and respect for students as individuals and learners	Contributes to an inclusive classroom where all students are acknowledged as individuals Models an enthusiastic and positive attitude towards learning
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions	Has learnt and uses students' names Records observations and discusses classroom routines Records observations and discusses techniques that teachers use to support student time spent on learning tasks Observes implementation of classroom management strategies	Employs classroom routines consistently to maximise student learning Plans and delivers lessons that are timed and sequenced to meet the needs of the students Delivers lessons that articulate clear directions, that have been well prepared and resourced, and are responsive to student learning goals/outcomes
4.3.1	Demonstrate knowledge of practical approaches to manage challenging behaviour	Remains calm and fair Discusses student management techniques that are appropriate and consistently applied Discusses possible strategies to be employed to improve classroom management and is keen to trial different approaches Understands the need to establish and work within an identifiable welfare/classroom management system	Applies student management techniques that are appropriate and consistent Handles challenging behaviours quickly, fairly and respectfully, applying judgement based on the context

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 Produces lesson plans that show implementation of school discipline and welfare policies, and positive welfare and classroom practices which reflect school policies Describes the management of student behaviour and safety in accordance with mandatory policies
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)	Designs lessons that include explicit teaching and learning strategies to promote safe, responsible and ethical use of ICT in learning and teaching Produces assessment tasks that include clear guidelines to students about plagiarism, referencing conventions and academic honesty Produces samples of email and online communications (such as blogs) between teacher and students that model responsible and ethical use of ICT
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	Considers appropriate assessment strategies when developing lessons Records and uses assessment information informally (eg observations of student learning and/or work samples) to monitor student learning	Designs and delivers a wide variety of formative and summative assessment activities to formally monitor student learning Analyses student work samples to recognise diagnostic information to be used and how it informs differentiation and future assessment strategies and tasks
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	Gives constructive and purposeful feedback to students about their learning progress Provides appropriate encouragement	Builds appropriate reinforcement and feedback into lesson plans Gives timely feedback to enhance student performance and provides direction for future learning (goal setting)

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

Planning and Teaching Feedback Record: Early Childhood Setting

Mentor teacher:

Pre-service teacher:

Date

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.

Prompts for feedback	Feedback	For future consideration
Documentation & observation: • Objective, context, recording • Evaluation & reflection • Link to the EYLF & NQS		
Observed planned learning experience: • Linked to observations • Pedagogy & implementation • Resourcing • Transitions • Link to the EYLF & NQS • Assessment, evaluation, documentation & reflection		
Interactions with children, families & staff: • Relationships & communication • Responsiveness • Overall supervision & engagement		
Observed Teaching strategies: • Modelling, scaffolding & play based pedagogy • Direct instructional & intentional teaching • Facilitation & questioning		
Observed child guidance: • Redirection & anticipation • Rule reminders • Support strategies used & intervention strategies		
Plan of action for next review:		

Mentor teacher signature:

Pre-service teacher signature:



Lesson Observation Feedback Sheet: Option 1 Primary & Secondary Setting

Pre-service	Professional	Date
Mentor teacher/University	School	
Time	Lesson/Topic	
Year/Class	Learning	

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

Lesson Observation Feedback Sheet: Option 2 Primary & Secondary Setting

Pre-service		Da		Professional	
Mentor teacher/University		Scho			
Ti	Year/Cla	Lesson/Topic/Learning			

N/A Not applicable evidence	1 No emerging demonstrated	Key 2 Emerging evidence demonstrated	3 Evidence consistently demonstrated
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Professional knowledge – Preparation

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

N/A 1 2 3

Professional practice – The lesson plan

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

N/A 1 2 3

Professional practice – Implementation

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

N/A 1 2 3

Professional practice – Communication

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

N/A 1 2 3

Professional practice – Classroom management

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

N/A 1 2 3

Overall comments and suggestions for the future:

Pre-service teacher	Da
Mentor teacher/University	Da

Lesson Observation Feedback Sheet: Option 3 Primary & Secondary Setting

Pre-service	Scho
Subje	Year/Cla
	Ti

Australian Professional Standards for Teachers (APST) identified:

Planning and preparation:

What is the pre-service teacher doing?	What are the students doing?
Lesson introduction	Lesson introduction
Lesson body	Lesson body
Lesson conclusion	Lesson conclusion
Suggestions (focus) for the future:	