

SCU Faculty of Education 'At Risk' Guiding Principles and Procedures

Overview

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

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

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

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

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

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

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1. If a mentor teacher considers a pre-service teacher at risk of not meeting the placement standards, they are to contact the University Adviser who will inform the Faculty Director of Professional Experience.
2. A site visit will be facilitated by the Faculty's Director of Professional Experience.
3. At the site visit the attached 'At risk' form will be completed and provided (via email) to:
1. SCU's Professional Placement Centre, 2. the Mentor Teacher, 3. Director of Professional Experience, 4. Relevant Course Coordinator, and 5. Chair of Initial Teacher Education.
4. If there is a serious breach in conduct, SCU may terminate the placement. This decision would be made by the Director of Professional Experience in consultation with the Mentor

Teacher, Faculty's Chair of Discipline (ITE), and Associate Dean Education. The Executive Dean will also be consulted.

5. The majority of pre-service teachers will be placed on a Developmental Support Plan for a specified time frame within the period of the Professional Experience or for the remaining duration of the Professional Experience. The pre-service teacher will be provided with every opportunity to develop their practice.
6. During the DSP period, the University will regularly check in with the Mentor Teacher and where necessary organise another visit.
7. Should a pre-service teacher require more time to develop this will be negotiated with the mentor teacher and school/early childhood education setting.
8. If there is a breakdown in relationship between the Mentor Teacher and pre-service teacher, a new classroom or room will be explored either at the current site or a new site. It may be necessary to repeat placement in its entirety at a new site; and/or,
9. Should the pre-service teacher not improve to the required standard after being provided with opportunities to develop (as specified in their individual DSP), the student will receive a fail grade for the professional experience placement. The student can repeat the placement unit in a future Term.
10. Note [SCU Exclusion Rules – Section 10](#)
 - (119) The University will issue a Warning Notification to students where they have:
 - a. failed compulsory professional experience or fieldwork requirements of the course; or
 - (120) A student may be excluded from the University where they have:
 - a. failed compulsory professional experience or fieldwork requirements for the second time;