Professional Experience Handbook
## Contents

**Introduction**
A welcome from the School Director, Professional Experience .......................... 1
About the handbook .................................................................................................. 2
School of Education information .............................................................................. 2
Glossary of Terms ..................................................................................................... 2

**Key contacts**
School Director, Professional Experience ................................................................. 3
Professional Experience Office .................................................................................. 3

**Overview of courses and associated professional experience units**
Course descriptions ................................................................................................. 4

**Prerequisites and requirements**
Mandatory child protection checks .......................................................................... 7
Anaphylaxis training for initial teacher education students ........................................ 7
Child protection awareness training .......................................................................... 8
Placement process .................................................................................................... 8
Conflict of interest ................................................................................................... 8
Professionalism ........................................................................................................ 8
Social media ............................................................................................................. 8
Mobile Phones ......................................................................................................... 8
Dress code .................................................................................................................. 8
Name badges/SCU Lanyard/Hat ................................................................................ 8
Scheduled professional experience dates .................................................................. 9
Attendance at sites ..................................................................................................... 9
Absence during professional experience .................................................................. 9
Workplace health and safety ...................................................................................... 9
Public holidays ......................................................................................................... 9
Excursions/insurance ............................................................................................... 9
Industrial action ........................................................................................................ 9

**Roles and responsibilities**
Professional experience office ................................................................................ 10
Site coordinator ....................................................................................................... 10
Mentor teacher ......................................................................................................... 11
University adviser .................................................................................................... 11
School-University liaison officer .............................................................................. 12
Pre-service Teacher ................................................................................................. 12

**Assessment and reporting**
Assessing pre-service teacher development ............................................................ 13
Assessing impact on student learning ....................................................................... 14
Evaluation and assessment of professional experience .............................................. 14

- Ongoing feedback .................................................................................................. 14
- The interim report .................................................................................................... 14
- The final report ....................................................................................................... 14
- Non-academic capabilities ...................................................................................... 14
- Professional experience reports ............................................................................. 14
- Graduate Teacher Performance Assessment (GTPA) ............................................. 15

**Policies and procedures**
The impact of unforeseen personal circumstances ..................................................... 16
At-risk policy ............................................................................................................ 16
Pre-service teachers with disabilities ....................................................................... 18
Duty of care statement .............................................................................................. 18
Health and safety ...................................................................................................... 18

**Returning professional experience reports, pay claims and attendance records**
In-zone placements ................................................................................................. 19
Out-of-zone placements ........................................................................................... 19
Site coordinator and mentor teacher payment .......................................................... 19
Important Information for Mentor Teachers ............................................................. 20

**Resources for mentor teachers**
Mentoring for Effective Teaching (MET) program ..................................................... 20
AITSL: Supervising pre-service teachers .................................................................. 20

**Appendices** ........................................................................................................ 21
A message from the School Director, Professional Experience

Dear Colleagues

As the School Director, Professional Experience at Southern Cross University I would like to thank you for hosting Pre-service Teachers from the School of Education. We truly appreciate your support of our programs. Teacher education is a partnership between the teaching profession and universities. The role education communities play in supporting the development of our future teachers is pivotal. Through Professional Experiences pre-service teachers can successfully make links between what is studied at University and the real-world practices of schools and early childhood settings.

At Southern Cross University (SCU) we aim to assist and support you in the development of SCU pre-service teachers. Our qualified advisers will make contact with your site during the Professional Experience. Our team of professional staff work together to ensure you have all the information and materials for your role from the initial contact to the completion of the Professional Experience.

Your role as a mentor teacher is critical to the partnership. However, effective mentoring takes time. 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. On behalf of SCU we thank you for your dedication to the development of our future teaching professionals.

Your work, and the work of those in your education community, is highly valued. Please do not hesitate to contact me so our partnerships and collaborations can be further developed.

Warm regards

Dr Suzanne Hudson
School Director, Professional Experience
Southern Cross University
About the handbook

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

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

School of Education information

The School of Education (SoE) offers quality education courses that prepare pre-service teachers for early childhood, primary and secondary settings through under-graduate and graduate entry study. The Bachelor of Arts/Education and the Master of Teaching degrees are closely linked to professional practice.

Staff in the SoE are passionate about teaching and proud of Southern Cross University’s (SCU) education programs. The School's vision, as a regional provider of education, is to offer engaging courses to pre-service teachers. Staff of the SoE pride themselves on the quality of their teaching and the employability of graduates. Our academic staff are recognised nationally and internationally for their contribution to the teaching profession.

The SoE's focus is to provide opportunities for the advancement and dissemination of knowledge about theory and practice in education through the provision of a comprehensive range of award programs in the field, through current research, and the provision of professional development opportunities for teachers.

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

Glossary of terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-service teacher</td>
<td>Student teacher; practicum student; Initial Teacher Education (ITE) student</td>
</tr>
<tr>
<td>Mentor teacher</td>
<td>Supervising teacher; teacher who hosts a pre-service teacher</td>
</tr>
<tr>
<td>Placement officer</td>
<td>University staff who place pre-service teachers in their schools or early childhood centres</td>
</tr>
<tr>
<td>Professional Experience Office</td>
<td>A group of staff at each University campus who place pre-service teachers in their schools and/ or early childhood centres</td>
</tr>
<tr>
<td>Professional experience</td>
<td>Formal site visits completed by a pre-service teacher and supervised by a mentor teacher</td>
</tr>
<tr>
<td>School-University liaison officer</td>
<td>University staff who oversee the University advisers and assist the School Director, Professional Experience during Professional Experience</td>
</tr>
<tr>
<td>University adviser</td>
<td>University staff who visit or contact sites to liaise with mentor teachers and pre-service teachers</td>
</tr>
<tr>
<td>Out of zone</td>
<td>An area that is outside the catchment area of Lismore, Gold Coast and Coffs Harbour campuses</td>
</tr>
</tbody>
</table>
Key contacts

School Director, Professional Experience
Dr Suzanne Hudson
Telephone: 07 5589 3256
Mobile: 0432 147 776
Email: sue.hudson@scu.edu.au
Office Location: Gold Coast campus, Level 3, Building B

Professional Experience Office
Professional Experience Placement Coordinator
Ms Sandra Kenny
Telephone: 02 6620 3295
Fax: 02 6622 1833
Email: educationplacements@scu.edu.au
Office Location: Lismore campus, B3.07

Professional Experience Placement Officer – Lismore campus
Ms Judy de Vries
Telephone: 02 6626 9320
Fax: 02 6622 1833
Email: educationplacements@scu.edu.au
Office Location: Lismore campus, B3.07

Professional Experience Placement Officer – Coffs Harbour campus
Ms Jenny Barron
Telephone: 02 6659 3657
Fax: 02 6659 3624
Email: educationplacements@scu.edu.au
Office Location: Coffs Harbour campus, M.1.8

Professional Experience Placement Officer – Gold Coast campus
Ms Alison Adams
Telephone: 07 5589 3126
Fax: 02 6622 1833
Email: educationplacements@scu.edu.au
Office Location: Gold Coast campus, Level 3, Building B

Postal address

<table>
<thead>
<tr>
<th>Lismore campus</th>
<th>Coffs Harbour campus</th>
<th>Gold Coast campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Experience Office</td>
<td>Professional Experience Office</td>
<td>Professional Experience Office</td>
</tr>
<tr>
<td>School of Education</td>
<td>School of Education</td>
<td>School of Education</td>
</tr>
<tr>
<td>Southern Cross University</td>
<td>Southern Cross University</td>
<td>Southern Cross University</td>
</tr>
<tr>
<td>PO Box 157</td>
<td>Hogbin Drive</td>
<td>Locked Mail Bag 4</td>
</tr>
<tr>
<td>LISMERE NSW 2480</td>
<td>COFFS HARBOUR NSW 2450</td>
<td>COOLANGATTA QLD 4225</td>
</tr>
</tbody>
</table>
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 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.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Focus</th>
<th>Days in sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH10014</td>
<td>Professional Experience I</td>
<td>Becoming a teacher</td>
<td>25 days</td>
</tr>
<tr>
<td>TCH20001</td>
<td>Professional Experience II</td>
<td>Effective teaching</td>
<td>25 days</td>
</tr>
<tr>
<td>TCH30002</td>
<td>Professional Experience III</td>
<td>Transition to the profession</td>
<td>30 days Primary setting</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Focus</th>
<th>Days in sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH10014</td>
<td>Professional Experience I</td>
<td>Becoming a teacher</td>
<td>25 days Primary setting</td>
</tr>
<tr>
<td>TCH10521</td>
<td>Education and Care I</td>
<td>Pre-schoolers</td>
<td>20 days Early childhood setting</td>
</tr>
<tr>
<td>TCH20001</td>
<td>Professional Experience II</td>
<td>Effective teaching</td>
<td>25 days Primary setting</td>
</tr>
<tr>
<td>TCH30002</td>
<td>Professional Experience III</td>
<td>Transition to the profession</td>
<td>30 days Primary setting</td>
</tr>
<tr>
<td>TCH10522</td>
<td>Education and Care II</td>
<td>Infants and toddlers</td>
<td>20 days Early childhood setting</td>
</tr>
</tbody>
</table>
Bachelor of Arts/Bachelor of Education (Primary/Secondary)
The BA/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 50 days in varied primary school contexts and a minimum of 46 days in a secondary school context.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Focus</th>
<th>Days in sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH10014</td>
<td>Professional Experience I</td>
<td>Becoming a teacher</td>
<td>25 days Primary setting</td>
</tr>
<tr>
<td>TCH20001</td>
<td>Professional Experience II</td>
<td>Effective teaching</td>
<td>25 days Primary setting</td>
</tr>
<tr>
<td>TCH30002</td>
<td>Professional Experience III</td>
<td>Transition to the profession</td>
<td>46 days Secondary setting</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Focus</th>
<th>Days in sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH10014</td>
<td>Professional Experience I</td>
<td>Becoming a teacher</td>
<td>25 days</td>
</tr>
<tr>
<td>TCH20001</td>
<td>Professional Experience II</td>
<td>Effective teaching</td>
<td>25 days</td>
</tr>
<tr>
<td>TCH30002</td>
<td>Professional Experience III</td>
<td>Transition to the profession</td>
<td>30 days</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Focus</th>
<th>Days in sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH10014</td>
<td>Professional Experience I</td>
<td>Becoming a teacher</td>
<td>25 days</td>
</tr>
<tr>
<td>TCH20001</td>
<td>Professional Experience II</td>
<td>Effective teaching</td>
<td>25 days</td>
</tr>
<tr>
<td>TCH30002</td>
<td>Professional Experience III</td>
<td>Transition to the profession</td>
<td>30 days</td>
</tr>
</tbody>
</table>
Graduate Diploma in Education (Early Childhood)

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

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Focus</th>
<th>Days in sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH81001</td>
<td>Professional Experience in Early Childhood Education I</td>
<td>Pre-schoolers</td>
<td>30 days</td>
</tr>
<tr>
<td>TCH82001</td>
<td>Professional Experience in Early Childhood Education II</td>
<td>Infants and toddlers</td>
<td>30 days</td>
</tr>
</tbody>
</table>

Master of Teaching

The Master of Teaching is a graduate-entry qualification that prepares graduates for either secondary or early childhood teaching. Graduates can teach in secondary schools (up to two subjects), or in early childhood settings (birth to five years). Pre-service teachers undertaking the M. Teach (Early Childhood) course complete a minimum of 60 days of Professional Experience, while those undertaking the M. Teach (Secondary) course will complete a minimum of 65 days of Professional Experience.

Master of Teaching (Early Childhood)

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Focus</th>
<th>Days in sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH81001</td>
<td>Professional Experience in Early Childhood Education I</td>
<td>Pre-schoolers</td>
<td>30 days</td>
</tr>
<tr>
<td>TCH82001</td>
<td>Professional Experience in Early Childhood Education II</td>
<td>Infants and toddlers</td>
<td>30 days</td>
</tr>
</tbody>
</table>

Master of Teaching (Secondary)

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Focus</th>
<th>Days in sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU81002</td>
<td>The Learning Environment</td>
<td>Foundation concepts of classroom and behaviour management</td>
<td>15 days</td>
</tr>
<tr>
<td>TCH81003</td>
<td>Professional Experience I</td>
<td>Using assessment data to enhance student learning</td>
<td>20 days</td>
</tr>
<tr>
<td>TCH83001</td>
<td>Professional Experience II</td>
<td>Evaluation to improve teaching practice</td>
<td>25 days</td>
</tr>
</tbody>
</table>
Prerequisites and requirements

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

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

Links to the NSW Working with Children Check and the QLD Blue Card are available on the SoE’s Professional Experience website: scu.edu.au/education/index.php/86

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

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

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

Anaphylaxis training for initial teacher education students
The NSW Department of Education and Communities requires that all initial pre-service teachers are trained in anaphylaxis management before they undertake any professional experience.

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

The NSW Department of Education and Communities has advised universities that 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 SoE Professional Experience website: scu.edu.au/education/index.php/86

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.
Child protection awareness training

The NSW Department of Education and Communities requires all initial teacher education students to read the procedures Child Protection Policy: Responding to and reporting students at risk of harm and to complete the Child Protection Awareness Training e-learning course before they undertake any Professional Experience.

The training is provided by the NSW Department of Education and Communities and is a free, online course available at http://cpat.learnbook.com.au/. On completion of the online module participants receive a certificate – you should take this with you on placement as you may be asked to provide evidence that you have completed the training.

SCU requires all pre-service teachers (in both NSW and QLD) to complete the e-learning course to be eligible for their Professional Experience placement – regardless of the State or Territory in which they complete their placement. You can access the training through the SoE Professional Experience website: scu.edu.au/education/index.php/86

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.

Placement process

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

Conflict of interest

For ethical and professional reasons, pre-service teachers are not permitted to undertake Professional Experience at a site where they work, or have relatives employed or enrolled at a site (partner, child, parent or other close relative). It is the responsibility of the pre-service teacher to notify the PEO if their placement site presents a conflict of interest.

Professionalism

Pre-service teachers representing SCU whilst on Professional Experience are expected to behave in an ethical and professional manner at all times. All pre-service teachers must sign the NSW Department of Education and Communities Code of Conduct before being eligible for Professional Experience. Whilst on Professional Experience, pre-service teachers must then comply with the standards and expectations of this Code of Conduct, regardless of the jurisdiction or placement site.

A breach of the Code of Conduct whilst on Professional Experience may lead to termination of the Professional Experience by either the site or the University. Please also refer to the At Risk Policy in the Policies and Procedures section of this handbook. NSW Department of Education and Communities Code of Conduct is available at: https://education.nsw.gov.au/about-us/rights-and-accountability/department-of-education-code-of-conduct

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 may not align to the Code of Conduct for the various education departments and/or early childhood centres. Furthermore, it may place some children and young people at risk. Unfortunately, there have been instances where social media posts have impacted negatively on pre-service teachers’ career opportunities. Pre-service teachers are advised to set any social media accounts to “private” and, to avoid placing any comments, photographs or information about their professional experience on social media sites.

Mobile phones

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

Dress code

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

Name badges/SCU Lanyard/Hat

All pre-service teachers must wear their Student Identification Card (in an SCU lanyard) at all times. This identifies students as official SCU pre-service teachers while on Professional Experience. The card must be worn on all visits and activities and be clearly visible. In some cases sites provide an alternate name badge and this is all acceptable, however you are still required to wear your SCU Lanyard. Students must also wear a broad brimmed hat for sun protection whilst outside or on playground duty.
Scheduled Professional Experience dates

Each Professional Experience must be completed during the scheduled dates as designated by the PEO. If, due to extenuating circumstances, a pre-service teacher is unable to complete the Professional Experience at the scheduled time, they can apply through the Professional Experience Placement Adjustment process to complete the Professional Experience at the next scheduled Professional Experience period. Information about how to apply can be located in the Professional Experience Student Centre.

Attendance at sites

Pre-service teachers must attend all allocated Professional Experience days and be present for the whole school/centre day. Professional Experience requires a continuous, full-time, on-going commitment. A Professional Experience report must not be completed or given to a pre-service teacher until all required days have been undertaken. It is an accreditation requirement that all pre-service teachers must complete the correct amount of days. Failure to complete the correct number of days may impact on employment opportunities.

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

Absence during Professional Experience

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

Absence is only permitted for reasons outlined on the Professional Experience Placement Adjustment application and should be verified by supporting documentary evidence. All absences must be made up and it is the responsibility of pre-service teachers to negotiate these days with the mentor teacher. 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 by contacting the PEO – educationplacements@scu.edu.au

In summary, for absences of:
• two or more consecutive days a Placement Adjustment application/medical certificate must be submitted to the PEO
• two or less consecutive days a Make Up Days Form must be submitted to the PEO.

Workplace health and safety

In the event of an emergency while the pre-service teacher is on placement, i.e. becomes ill or injured, the procedures that operate in that site should be followed in all cases. Furthermore the pre-service teacher is required to complete an Accident and Hazard Form available on the Professional Experience Student Centre.

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

Please also refer to the section titled “Health and Safety” for information about the Incident Accident and Hazard Report.

Public holidays

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

Excursions/insurance

If during Professional Experience, a site requests a pre-service teacher to attend an excursion that is more than one day in length, the pre-service teacher should inform in writing, their University Adviser who may subsequently advise the PEO.

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

Industrial action

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

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

Professional Experience Office (PEO)
The PEO administration staff are the critical link between the placement setting and the University. Please contact the PEO for all matters at: educationplacements@scu.edu.au. The role and responsibilities of the PEO 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 compulsory placement conditions (e.g. Working with Children Check)
- Complete the online clearance verification of each pre-service teacher’s Working with Children Check prior to the commencement of professional experience. The clearance verification will be relevant to the State or Territory in which the pre-service teacher is undertaking professional experience placement
- Process Developmental Support Plans and Final Reports
- Record and validate all Professional Experience Allowance Claims before sending to the Payroll Department for processing
- Manage any other matters relevant to each pre-service teacher’s Professional Experience placement.

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

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

The relationship between the pre-service teacher and the mentor teacher is a critical factor in the success of the placement. Prior to, or on the first day of the placement, mentor teachers are asked to:

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

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

- Introduce the pre-service teacher to staff members and assist in disseminating information about site policies, procedures and facilities
- Be available to meet with University Advisers and pre-service teachers when necessary
- Provide ongoing verbal and written feedback to the pre-service teacher regarding their performance and conduct during the Professional Experience placement
- Provide supervision in the classroom to enable accurate reporting to the pre-service teacher on progress and performance
- Notify pre-service teachers of any individual student’s disabilities and/or medical conditions that could affect their delivery of lessons or supervision of the students
- Supply an interim and final evaluation of the pre-service teacher’s performance
- Complete the pre-service teacher's Professional Experience report, save and send it via email to the pre-service teacher, the Professional Experience Office educationplacements@scu.edu.au and the Site Coordinator
- 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. Information about the folder will be provided by the pre-service teacher
- Ensure pre-service teachers submit leave applications (where applicable) via the Site Coordinator to the University
- Consider any implications of the Union policy pertaining to pre-service teachers
- 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
- **After discussing the pre-service teacher's final professional experience report, provide them with an electronic copy of the report on their final day of placement.**

**University adviser**

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

- 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 booklet
  - confirm program requirements and University expectations
  - set up a schedule for lesson observations, consultation and briefing
- Provide support for the pre-service teacher and mentor teacher by way of targeted feedback
- Provide support to pre-service teacher who discloses they have a disability and email the PEO for clarification.
- Assist the mentor teacher in adhering to the At-Risk policy for pre-service teachers
- Ensure the interim and final reports are signed by school/centre staff
- **Meet with site staff and ensure feedback has been provided to the pre-service teacher**
- Assist mentor teachers to email all final reports to educationplacements@scu.edu.au
- Remind mentor teachers to email a copy of the final report to the pre-service teacher on their final day of placement.

Additional information relating to Out-of-Zone placements. University advisers will:

- Maintain communication by phone and email
- Make regular contact with the pre-service teacher and/or the mentor teacher on a weekly basis
- Request that the completed Interim Report be emailed as a focal point for discussion
- Be the contact point for any concerns from the pre-service teacher or mentor teacher
• Assist the pre-service teacher with advice about their Professional Experience Folder
• Make contact with the pre-service teacher and mentor teacher regarding the completion of the final Professional Experience report prior to the completion of the placement
• Assist Site Coordinator/mentor teacher to email all final reports to educationplacements@scu.edu.au or post to the address provided in this handbook
• Remind mentor teachers to email a copy of the final report to the pre-service teacher on their final day of placement.

School University Liaison Officer
A School-University Liaison Officer will be responsible for establishing and maintaining links between key site personnel, the University Adviser and the University in order to build mutually beneficial and authentic partnerships with the region. Generally, the School-University Liaison is asked to:
• Brief University Advisers about the University’s Professional Experience expectations for pre-service teachers
• Provide leadership to ensure adequate and appropriate relationship building activities are underway with sites, mentor teachers and other community stakeholders
• Support and liaise with the University Adviser when a student is deemed to be At Risk, and subsequently sign the At Risk form and email a copy to the PEO and the School Director Professional Experience.

Pre-service teacher
It is important for each pre-service teacher to be aware that s/he is a guest of every site where a placement is undertaken. As such, pre-service teachers are required to act professionally at all times throughout the Professional Experience program. Specifically, pre-service teachers are required to:
• Contact their allocated Site Coordinator, as directed by the PEO, prior to the commencement of the Professional Experience placement unless advised otherwise
• It is compulsory to make contact with your University Adviser during the first week of placement. University Adviser name and contact details are available on SONIA Online
• Accept their status as additional members of the site staff, thus assuming the appropriate responsibilities and maintain the ethical and professional standards of the site and its community
• Read and adhere to all site policies pertaining to their role in the site and uphold requirements at all times, in particular, site expectations regarding classroom standards and behaviour management
• Assist in all professional activities undertaken by the mentor teacher to whom they are assigned. Pre-service teachers should be involved in all of the activities undertaken by their mentor teacher and additional extra-curricular activities where possible, e.g. staff meetings, professional development activities, yard duty, etc.
• Conduct themselves in a professional manner especially in matters relating to dress, punctuality, communication and other aspects of the site workplace requirements and standards
• Required to have either an electronic or hard copy of professional experience folder where all documents and resources for the placement will be kept.
• Provide written lesson plans of all lessons to be taught to the mentor teacher the day before the scheduled lesson, unless an alternative time has been negotiated with the mentor teacher. All lesson plans can be placed into the professional experience folder.
• Reflect on lessons and other professional involvement and discuss these written reflections with the mentor teacher on a regular basis. Place all written reflections in the Professional Experience Folder
• Be punctual and regular in attendance (In the event of the unavoidable lateness or absence, it is the responsibility of the pre-service teacher to notify the Site Coordinator and/or their mentor teacher and the University Adviser as early as possible)
• Be aware of their legal obligations at all times. The duty of care responsibility remains with the mentor teacher during Professional Experience placements. However, it is expected that due care and concern for the safety and welfare of students is a priority for the pre-service teacher in the planning of all learning activities both within and outside the classroom environment
• Save an electronic copy of their Professional Experience report and upload it to the Grade Centre for the related University unit being completed
• Save an electronic copy of their Professional Experience report to ensure they have a copy for subsequent interviews and employment.

Pre-service teachers who do not accept these professional responsibilities may be deemed ‘At Risk’. Furthermore, if so requested by their host site, the pre-service teacher’s placement may be withdrawn. The consequence of this will be a ‘Not Satisfied Requirement’ on the Professional Experience placement and as such a fail grade will be awarded in the unit.
Assessment and reporting

Assessing pre-service teacher development

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

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

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

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

Assessing impact on student learning

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


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

Evaluation and assessment of professional experience

Pre-service teachers are to be provided with:

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

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

Mentor teachers can also record Lesson Observations electronically. To access the electronic version of the Lesson Observation Books mentor teachers can refer to the professional experience website https://www.scu.edu.au/school-of-education/professional-experience/professional-experience-documents/. The PEO 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 at this interim stage where the mentor teacher, in consultation with the University Adviser and/or Site Coordinator, determines if a pre-service teacher is to be deemed “at risk” of failing a Professional Experience placement. The overview and policy for a pre-service teacher deemed at risk of failing a Professional Experience placement is in this handbook. At this juncture pre-service teachers should be provided with vital feedback to maximise their development for the completion of their placement and a successful final report.

The final report

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

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

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

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

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

Non-academic capabilities

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

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

For further explanation please go to the AITSL document at: https://www.aitsl.edu.au/docs/default-source/default-document-library/selection-guidelines-factsheet.pdf?sfvrsn=e9f9ec3c_0
Professional experience reports
Reports should be completed electronically and a copy sent to pre-service teachers and the PEO: educationplacements@scu.edu.au. Reports being sent to Southern Cross University by post, should be sent as quickly as possible as pre-service teacher grades cannot be finalised until reports are received.

Graduate Teacher Performance Assessment (GTPA)
As part of the Australian Institute of Teaching and School Leadership (AITSL) all final year students will be required to create a Graduate Teacher Performance Assessment (GTPA) that will be compiled during the final professional experience in the final year of study. For those students in the Master of Teaching, it will be included as a requirement during the final professional experience.

The GTPA is an authentic culminating summative assessment of teacher performance with student growth at the centre. Included in the GTPA are:

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

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

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

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

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

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

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

The impact of unforeseen personal circumstances

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

Placement Adjustment application forms are available from the Professional Experience web site, the Professional Experience Student Centre Blackboard Site, or by emailing educationplacements@scu.edu.au.

At-risk policy

1. School-University liaison, mentor teacher and/or University Adviser/Site Coordinator may at any time determine a pre-service teacher to be at risk of failing a Professional Experience placement for reasons of unsatisfactory performance in the placement.

2. For the purpose of this determination, unsatisfactory performance includes, but is not limited to, one or all of the following:
   - Lack of professionalism
   - Inappropriate conduct
   - Lack of adequate preparation
   - Ineffective implementation of lessons
   - Lack of effective written lesson evaluations
   - Lack of reflection on practice
   - Lack of or ineffective paperwork
   - Professional misconduct
   - When the welfare of the students is deemed to be at risk.

3. Depending on the severity of the unsatisfactory performance, the University Adviser/School-University Liaison Officer/School Director, Professional Experience, may elect to:
   3.1 place the pre-service teacher on a Developmental Support Plan for a specified time frame within the period of the Professional Experience or for the remaining duration of the Professional Experience; or
   3.2 terminate the Professional Experience immediately without providing the pre-service teacher with an option of a Development Support Plan or terminate the Professional Experience during or at the end of the specified review period.
4. The Development Support Plan (DSP)

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

4.1 The mentor teacher, School-University Liaison and/or University Adviser must verbally and in writing notify the pre-service teacher that he/she is ‘at risk’ of failing the Professional Experience and outline the factors that led to this decision.

4.2 The mentor teacher and the University Adviser and/or the School-University Liaison will prepare a DSP to be ratified by the School Director Professional Experience and provided to the pre-service teacher at the earliest opportunity.

4.3 If the pre-service teacher is placed on a DSP for a specified period of time during the Professional Experience, the pre-service teacher’s ability to satisfy the requirements as set out in the DSP will be reviewed by the mentor teacher, in consultation with the University Adviser and/or School-University Liaison before the expiry of the specified review period.

4.4 If it is deemed that the pre-service teacher has not fulfilled the requirements of the DSP, the Professional Experience will be terminated.

5. Termination of a Professional Experience

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

6. Recommendation of a Fail grade

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

6.2 A pre-service teacher who, for whatever reason, receives a grade of Fail for a Professional Experience unit shall not have an automatic right of re-enrolment in the unit. Permission to re-enroll in the unit shall be at the discretion of the Head of School.
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 Access and Inclusion Services and have a current Learning Access Plan) may be entitled to a reasonable variation or modification to standard assessment arrangements. The University is committed to making reasonable adjustments to placements in accordance with the pre-service teachers Learning Access Plan. Policy for pre-service teachers with disabilities is can be found at: policies.scu.edu.au.

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

Duty of care statement

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

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

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

Health and safety

In any Professional Experience placement, pre-service teachers should ensure that they adhere strictly to the Occupational 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, Accident and Hazard Report and submit it to the PEO by email to educationplacements@scu.edu.au within 24 hours of the incident and notify their University Adviser of the incident. This form can be accessed via the following web link: https://www.scu.edu.au/media/scueduau/staff/hr-services/whamps/Incident-accident--hazard-report.pdf.
Return of Professional Experience Reports, Pay Claims and Attendance Records

In-zone placements
All completed Professional Experience reports should be sent via email to the pre-service teacher and the PEO: educationplacements@scu.edu.au. Reports being sent to Southern Cross University by post, rather than being emailed, should be sent as quickly as possible, as pre-service teacher grades cannot be finalised until reports are received. Mentor teachers must ensure the pre-service teacher has been provided with an electronic copy of the final report on their last day of placement. Lastly, if preferred, completed Professional Experience reports and other documents can be sent by mail to the relevant address below.

Out-of-zone placements
All reports should be emailed to educationplacements@scu.edu.au.

<table>
<thead>
<tr>
<th>Lismore campus</th>
<th>Coffs Harbour campus</th>
<th>Gold Coast campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Experience Office</td>
<td>Professional Experience Office</td>
<td>Professional Experience Office</td>
</tr>
<tr>
<td>School of Education</td>
<td>School of Education</td>
<td>School of Education</td>
</tr>
<tr>
<td>Southern Cross University</td>
<td>Southern Cross University</td>
<td>Southern Cross University</td>
</tr>
<tr>
<td>PO Box 157</td>
<td>Hogbin Drive</td>
<td>Locked Mail Bag 4</td>
</tr>
<tr>
<td>LISMORE NSW 2480</td>
<td>COFFS HARBOUR NSW 2450</td>
<td>COOLANGATTA QLD 4225</td>
</tr>
<tr>
<td>Tel: (02) 6620 3295</td>
<td>Tel: (02) 6659 3657</td>
<td>Tel: (07) 5589 30001</td>
</tr>
<tr>
<td>Fax: (02) 6622 1833</td>
<td>Fax: (02) 6659 3624</td>
<td>Fax: (07) 5589 3700</td>
</tr>
</tbody>
</table>

Site Coordinator and mentor teacher payment
All Site Coordinator and mentor teacher claims for Professional Experience Allowance and the pre-service teacher Attendance Records should be emailed to mentorpayclaims@scu.edu.au.

<table>
<thead>
<tr>
<th>Supervision in primary/early childhood/secondary settings</th>
<th>$30.00 per day per pre-service teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Coordinator payments – to teachers employed by any educational setting for the coordination of the professional experience within the setting</td>
<td>$1.50 per day per pre-service teacher</td>
</tr>
</tbody>
</table>

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.
Important Information for Mentor Teachers

In order for Southern Cross University to comply with The Australian Tax Office (ATO) regulations, we are required to lodge original TFN Forms (that have ‘ink’ signatures) to the ATO. Mentor teachers are therefore asked to mail original TFN Forms to the address provided below within 14 days of submitting claims for payment.

Southern Cross University
Lismore Campus
Professional Experience Office
School of Education
PO Box 157
Lismore NSW 2480

Resources for mentor teachers

The following web courses are available for mentor teachers who wish to upskill in the mentoring of pre-service teachers. An early childhood option is also available. For more information please email sue.hudson@scu.edu.au.

1. Mentoring for Effective Teaching (MET) program

   This program aims to upskill mentor teachers so they can more effectively support pre-service and beginning teachers. This NSW Education Standards Authority (formally BOSTES) approved program is available for face-to-face delivery (12 hours of approved professional learning for primary and secondary teachers and 6.5 hours for early childhood teachers) and is advertised through the PEO.

   This NSW Authority approved MET program is also available online and equates to 20 hours of recognised professional learning.
   http://metprogram.com/
   http://metprogram.com/course/met-course/

2. AITSL: Supervising pre-service teachers

   Supervising pre-service teachers is an interactive and self-directed online professional learning program that supports teachers who are either supervising a pre-service teacher, or thinking about a supervising role. This on-line professional learning is 3.5 hours.
   https://www.aitsl.edu.au/tools-resources/resource/supervising-pre-service-teachers
Appendices

- 2019 Professional Experience Requirements
- Sample 2019 Professional Experience Report
- Professional Experience – Evidence Guide for Primary & Secondary Mentor Teachers
- At Risk Development Support Plan
- Early Childhood Setting – Planning and Teaching Feedback Sheet
- Primary/Secondary Setting – Lesson Observation Feedback Sheet
- Negotiated Make Up Day Form
- Claim for Professional Experience Allowance
- Incident, Accident and Hazard Report
- Placement Adjustment Application
2019 Professional Experience Requirements (All Programs)

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

Enquiries or concerns should be directed to the Professional Experience Office via email (educationplacements@scu.edu.au).

1. GENERAL

   a. All Professional Experience placements (referred to as “placements”) will be negotiated with the site by the Professional Experience Office staff. Under no circumstances are pre-service teachers to contact sites to negotiate their own placements as this is in opposition to the NSW Education Standards Authority guidelines.

   b. Pre-service teachers undertaking professional experience will need to meet the requirements of the theoretical component of the unit in order to proceed to their placement.

   c. Pre-services teachers are not permitted to be paid whilst undertaking a professional experience placement.

   d. Childcare, work commitments and transportation are not acceptable reasons why pre-service teachers are unable to attend the site to which they have been allocated.

   e. While every effort is made to place pre-service teachers close to their home, at times the lack of available sites means travel of up to 90 minutes or 90 kilometres to and from a placement may be required.

   f. Pre-service teachers are not permitted to request specific site placements.

   g. Permission to undertake a placement will, at all times, be at the discretion of the Head of the School of Education.

   h. The professional experience calendar will be made available in October of the previous year.

   i. It is the pre-service teacher’s responsibility to become familiar with the professional experience calendar for the year in which they will be undertaking their placement. Please note that pre-service teachers must be available for all placement days in the scheduled format for the professional experience unit in which they are enrolled. **Placement dates are not negotiable.**

   j. Pre-service Teacher Placement Agreement forms – must be submitted to the Professional Experience office via Sonia Online in week 1 of each Session in order to be eligible to undertake a placement.

   k. For pre-service teachers to be permitted to undertake a placement, they must ensure they have uploaded all of the required placement forms/mandatory check documents to Sonia Online as instructed by the Professional Experience Office.

   l. It is the pre-service teacher’s responsibility to ensure they have all of the required professional experience mandatory checks. Failure to do so means pre-service teachers may be required to withdraw from the unit and complete the unit at another time.

   m. Pre-service teachers must be familiar with, and adhere to, site policies and procedures during their placement.

   n. It is the pre-service teacher’s responsibility to check the Professional Experience Student Centre and Sonia Online on a regular basis for updated information regarding placement and associated professional experience information.

   o. Pre-service teachers must upload a copy of their professional experience report to the relevant professional experience unit Blackboard site on completion of their placement.

   p. Once a professional experience report has been finalised by the Professional Experience Office it is the pre-service teacher’s responsibility to keep the original in a safe place.

   q. Pre-service teachers must wear an SCU Lanyard containing their SCU Student Identification.

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

   s. The Professional Experience Office will place a finalised copy of pre-service teacher reports onto Sonia. Pre-service teachers will then be able to download copies directly from Sonia Online.

   t. Pre-service teachers that apply for a 5 unit load, with one of the units being a professional experience unit, may defer the placement, to the next scheduled placement period.

   u. Pre-service teachers are advised to avoid where possible, enrolling in Session 3 units when they are undertaking a placement in Session 2 and the placement falls in Session 3. If they do, they need to be aware that assignments will be due during their placement. This is the choice of the pre-service teacher.
v. Pre-service teachers must only enrol in one professional experience unit per Session. Pre-service teachers should seek advice from Client Services in regards to their study plan, as they will only be permitted to undertake one placement per Session.

w. Pre-service teachers who vary their study plan, take leave or undertake an overseas exchange that impacts on a placement, need to be aware that this may impact on their course completion date.

x. Pre-service teachers must be willing to make their own travel and accommodation arrangements (if required) and cover all associated costs of their placement.

y. It is the pre-service teacher’s responsibility to contact their designated University Adviser if they are experiencing difficulties or have issues when undertaking their placement.

2. IN-ZONE PLACEMENTS (local to campus)
   a. The in-zone geographical area for placements is from Macksville in the South to South East Queensland in the North. This may however vary, according to the availability of University Advisers.
   b. Pre-service teachers will normally undertake each placement in a different site unless there is a special program or requirement.
   c. As advised by the Professional Experience Office staff, prior to commencing their placement, pre-service teachers may be required to contact their designated site. Pre-service teachers will be informed when to do so in the student notes section of Sonia Online once placements have been released. It is imperative that pre-service teachers contact their designated site prior to commencing their placement, if this is what the Professional Experience Office Staff have instructed.

3. OUT-OF-ZONE PLACEMENTS (at a distance from campus)
   a. Pre-service teachers requesting to undertake an interstate placement must take responsibility to be informed of site/state child protection requirements and ensure that they are eligible to undertake a placement in regard to that state’s policies and procedures.
   b. Pre-service teachers undertaking their placement interstate must provide the Professional Experience Office with relevant WWCC documentation for the State in which they are undertaking their placement.
   c. As advised by the Professional Experience Office staff, prior to commencing their placement, pre-service teachers are required to contact their designated site. Pre-service teachers will be informed when to do so in the student notes section of Sonia Online once placements have been released. It is imperative that pre-service teachers contact their designated site prior to commencing their placement if instructed to do so in the student notes.

4. OVERSEAS/INTERNATIONAL PLACEMENT
   a. If pre-service teachers are considering an international placement they must first contact the Professional Experience Office via educationplacements@scu.edu.au.

5. CONFLICT OF INTEREST
   a. Placements must not be undertaken in a site where a pre-service teacher has a conflict of interest - that is, where a conflict potentially exists for a pre-service teacher as a result of one or more of the following, when pre-service teachers are placed in a site:
      i. which is their place of employment
      ii. where they have close relatives attending, employed or working at the site (eg partner, parent, sibling, child)
      iii. where they are a member, or have a close relative, on the site’s board.
   b. Pre-service teachers must declare to the Professional Experience Office staff any sites where they have a Conflict of Interest. Conflicts of interest are declared on the Pre-service Teacher Placement Agreement.
   c. Pre-service teacher conflicts of interest are recorded in Sonia by the Professional Experience Office staff and remain on the record for all future placements.
   d. Pre-service teachers must immediately disclose to the Professional Experience Office if they have been placed in a site where they have a conflict of interest. Failure to do so may result in a deferred placement.
   e. The School Director Professional Experience, in consultation with the Professional Experience Office, reserves the right to withdraw a placement should a pre-service teacher fail to disclose a conflict of interest.

6. TIMING OF PLACEMENTS
   a. Placements must be undertaken in a block for accreditation purposes.
   b. Placements must be undertaken during a scheduled placement period and in the approved/scheduled format indicated on the current Professional Experience Calendar. Professional experience placement days are not negotiable.
   c. The University cannot consider requests from pre-service teachers or sites to “fast track” a pre-service teacher’s placement to be eligible for employment opportunities.
   d. All pre-service teachers must have passed their final professional experience unit before they are eligible for employment in NSW.
If a pre-service teacher is unable to undertake a placement in the approved scheduled time for that unit, he/she must apply, via a Placement Adjustment Application, for approval to complete the placement during the next scheduled placement period. Placement Adjustment Applications will be considered by the School Director Professional Experience or a delegated authority. Grounds for placement adjustment are:

i. health (including impacts of religious fasting)
ii. compassionate circumstances
iii. religious observances or celebrations
iv. serious unforeseen personal events
v. selection in State, National or International sporting or cultural events
vi. rendering genuine and unforeseen emergency service in a professional or voluntary capacity
vii. rendering any service (including undertaking training) in the Defence Reserves.

Failure to undertake a deferred placement during the next scheduled placement period will normally result in a fail grade for the placement and hence the professional experience unit.

A pre-service teacher may not normally undertake a placement if the scheduled placement clashes with enrolment in internal units/classes.

7. STUDENTS WITH SPECIAL REQUIREMENTS

a. Students who are registered with Access and Inclusion who have any concerns about their placement must contact the Professional Experience Office.

b. Students who are pregnant should contact the Professional Experience Office and Director of Professional Experience to ensure their safety and well-being during their professional experience.

c. As part of site health and safety, pre-service teachers who are engaged in professional experience placement:
   i. Who are pregnant are required to provide a medical certificate to validate their fitness to proceed to their placement. The University and the site has the right to request additional medical certificates
   ii. having a pre-existing medical condition that could impact on them during a placement, may be required to provide a medical certificate to validate their ability to undertake the placement. If pre-service teachers have any concerns about their ability to undertake their placement and fulfil their full range of duties, they should obtain medical advice and notify the Professional Experience Office.

d. Support is also offered through SCU’s Student Access and Inclusion [https://www.scu.edu.au/current-students/services-and-support/student-access--inclusion/](https://www.scu.edu.au/current-students/services-and-support/student-access--inclusion/)

8. DEFERMENT OF PROFESSIONAL EXPERIENCE PLACEMENTS

a. Requests to defer placements must be submitted through the Professional Experience Office (via educationplacements@scu.edu.au) by completing the Placement Adjustment Application available on the Professional Experience Student Centre or School of Education Professional Experience Website.

b. Placement Adjustment Applications to defer placements must meet the grounds for placement adjustment in order to be approved:
   i. health (including impacts of religious fasting)
   ii. compassionate circumstances
   iii. religious observances or celebrations
   iv. serious unforeseen personal events
   v. selection in State, National or International sporting or cultural events
   vi. rendering genuine and unforeseen emergency service in a professional or voluntary capacity
   vii. rendering any service (including undertaking training) in the Defence Reserves.

c. Requests to defer placements are approved on the provision that the deferred placement is undertaken during the next scheduled placement period.

d. A placement cannot be deferred for more than one Session. It is the pre-service teacher’s responsibility to contact the Professional Experience Office to discuss deferment beyond one Session.

e. Requests for deferment beyond one Session will most likely result in a fail grade for the placement and hence the professional experience unit.

9. ATTENDANCE

a. During block placements pre-service teachers must attend all placement days and be present for the whole school/centre day. If an absence occurs due to illness or misadventure, the pre-service teacher must inform the site of their absence as early as possible and make up the days missed.

b. Students are required to be at their school or centre at least half an hour before and half an hour at the end of the day and to make themselves available for staff meetings and any duties.

c. If a pre-service teacher is absent during their placement for two or less consecutive days, they will be required to complete a Make-Up Day Form. This form must be returned to the Professional Experience Office along with their Attendance Record on completion of the placement, to verify that the missed days have been made up.
d. A Placement Adjustment Application and supporting documentation/medical certificate, is required for absences of three or more consecutive days. Medical certificates should be attached to the pre-service teacher Attendance Record and returned on completion of the placement.

e. If a pre-service teacher is absent from their placement for 5 consecutive teaching days, the continuance of the placement will be renegotiated with the site by the Professional Experience Office.

f. **Pre-service teachers are not permitted to negotiate placements days with their Mentor Teachers, nor to absent themselves from their placements for matters such as holidays, weddings, childcare or work.** Any special requests must be directed to the School Director Professional Experience via Placement Adjustment Application and emailed to educationplacements@scu.edu.au.

g. Pre-service teachers who are absent from their site without a Placement Adjustment Application approved by the University will be deemed to have abandoned the placement. This will result in a fail grade for the placement and hence the professional experience unit.

h. If the School Director Professional Experience deems a pre-service teacher to be unfit for placement, a recommendation will be made and the pre-service teacher will be advised to withdraw from the placement. A Placement Adjustment Application will be required to be submitted to the Professional Experience Office via educationplacements@scu.edu.au email.

10. **CHILD PROTECTION/WORKING WITH CHILDREN CHECK**

a. Prior to the commencement of a placement, pre-service teachers must have undertaken the online Child Protection Awareness Training module.

b. All pre-service teachers **must** also ensure they comply with the working with children legislation requirements of the State/Country where their placement is occurring.

c. Pre-service teachers **must** provide evidence to the Professional Experience Office, that they have applied/met the legislation requirements of the relevant State/Country, in order to be eligible to undertake a placement. Please note that obtaining a Working with Children Check can take an extended period of time, so you should commence the process early to prevent it from impacting on your placement.

d. Northern NSW and all Gold Coast pre-service teachers must have both a valid Blue Card and NSW Working with Children Check.

e. Pre-service teachers who do not have the correct WWCC will not be able to proceed to their placement.

f. Pre-service teachers undertaking a placement in other states or overseas must comply with requirements in these jurisdictions. Copies of child protection documentation for placements in other jurisdictions must be supplied to the Professional Experience Office.

g. A pre-service teacher will not undertake a placement if he/she has not submitted the appropriate child protection forms to the Professional Experience Office.

h. When a pre-service teacher is accused of a legal matter pertaining to child protection, the pre-service teacher will be withdrawn from the placement immediately until the matter is investigated. When a pre-service teacher is deemed guilty of the offence, the pre-service teacher will receive a fail grade for the placement and hence the professional experience unit.

11. **CODE OF CONDUCT**

a. Pre-service teachers are required to comply with the standards and expectations as detailed in the NSW Department of Education and Communities (DEC) Code of Conduct whilst on placement, regardless of the jurisdiction, or type of site in which they are placed.

b. A breach of the Code of Conduct whilst on placement may lead to a termination of the pre-service teacher’s placement, by either the school or the University, resulting in a fail grade for the Professional Experience unit that they are studying and potentially exclusion from the Course and the University.

c. Pre-service teachers must submit a Code of Conduct Declaration (which is part of the Pre-service Teacher Placement Agreement) prior to each placement in order to view their site placement details. Failure to do so will prevent the pre-service teacher from participating in any site placements.

d. Pre-service teachers should become familiar with the Non-academic Capabilities prior to undertaking their placement. The non-academic capabilities can be found in the Professional Experience Handbook.

e. As part of the professional requirements of this course pre-service teachers are required to address the Professional Experience Staff, including the School Director Professional Experience, in a professional manner at all times.

f. An inability to behave in a professional manner would need to be justified as to why a pre-service teacher should proceed to their placement.

**g. Pre-service teachers are advised to avoid sharing information about students or sites on all social media platforms. Placing such information on social media may result in termination of candidature and/or placement.**

h. Pre-service teachers must maintain confidentiality and high standards of professionalism in relation to their placement (for example, dress, punctuality and use of mobile phones).
12. ANAPHYLAXIS TRAINING

a. The NSW Department of Education and Communities has reviewed its requirements in relation to anaphylaxis management in schools. It is therefore a requirement that all pre-service teachers are trained in anaphylaxis management before they undertake any placements.

b. The Anaphylaxis training is provided by the Australian Society of Clinical Immunology and Allergy (ASCIA) and is a free, online module “Anaphylaxis e-training schools and childcare”. Information regarding the online module can be found on the Professional Experience Website or the Professional Experience Student Centre on MySCU. This is the only training that will be accepted by the Department to meet the requirements of anaphylaxis training for pre-service teachers.

c. On completion of the online module participants receive a certificate of completion. This training is valid for a 2 year period. Once an Anaphylaxis certificate has expired, the pre-service teacher will be required to do the online module again to receive a new/current certificate of completion.

d. The training is required to be successfully undertaken every 2 years.

e. Pre-service teachers who do not successfully complete this training, as verified by the university, will not be able to undertake placement activities.

f. Pre-service teacher who do not provide the Professional Experience Office with a copy of the Certificate of Completion by the required date, will not be able to undertake a placement in the current Session.

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

a. All initial teacher education students enrolled in the School of Education at Southern Cross University must complete the LANTITE. Excluding students enrolled in the Graduate Diploma of Education (Early Childhood).

b. Pre-service teachers are required to complete and pass the LANTITE prior to enrolling in their first professional experience unit.

c. For further information on the LANTITE please refer to the School of Education Website.

14. PRE-SERVICE TEACHERS WHO SELF-WITHDRAW FROM PLACEMENT

a. If a pre-service teacher has commenced a placement and self-withdraws from the placement, a fail grade will be recorded for the professional experience and hence the unit.

b. If a pre-service teacher self-withdraws from a placement and believes there were special circumstances, they should submit a Placement Adjustment Application within 10 working days of withdrawing themselves from the placement. The University’s Rule 3.4 Grounds for Special Consideration are:

   i. health (including impacts of religious fasting)
   ii. compassionate circumstances
   iii. religious observances or celebrations
   iv. serious unforeseen personal events
   v. selection in State, National or International sporting or cultural events
   vi. rendering genuine and unforeseen emergency service in a professional or volunteer capacity
   vii. rendering any service (including undertaking training) in the Defence Reserves.

c. Pre-service teachers who do not submit a Placement Adjustment Application (along with appropriate supporting documentation) within 10 working days will receive a fail grade for the placement and hence the professional experience unit.

15. INCIDENT, ACCIDENT AND HAZARD

a. If a pre-service teacher is injured whilst undertaking their placement, an Incident, Accident & Hazard Report must be competed and submitted to the Professional Experience Office (via educationplacements@scu.edu.au) within 24 hours of the incident.

b. The Incident Accident and Hazard Report can be found on the Professional Experience Student Centre in the ‘Forms’ section and on the School of Education Professional Experience Website.

c. In addition, pre-service teachers must complete the incident report normally used in the site in which they are placed.

16. EXCURSIONS

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

b. Excursions undertaken outside of a placement are not covered by SCU Policy.

c. Pre-service teachers who are requested to attend an excursion that is more than one day in length whilst undertaking their placement, should seek approval in writing from their University Adviser who will subsequently advise the Professional Experience Office.

17. PRE-SERVICE TEACHERS AT RISK POLICY

a. When a pre-service teacher is deemed to not be meeting the requirements of a placement, the pre-service teacher will be provided with a Developmental Support Plan (DSP). The DSP can be given to the pre-service teacher at any time during the placement. If the pre-service teacher fails to meet the requirements of the DSP they will receive a fail for the placement and hence the unit. For further information please refer to the Professional Experience Handbook “At Risk Policy” section.
18. EXCLUSION
   a. Under the University's Exclusion Rule 2.10 (60) (a) The Chair of the School Board may exclude a student for a maximum of one (1) study period where a student has failed compulsory professional experience or fieldwork requirements of the course.
   b. Under the University's Exclusion Rule 2.10 (61) (a) The Chair of the School Board may exclude a student permanently from a course where a student has failed compulsory professional experience or fieldwork requirements for the second time.

19. SUPPORT OF YOUR PLACEMENT
   a. The University engages staff to support students prior to, during and after your placement. Sometimes a placement can raise levels of anxiety or stress so it is important that students are aware of services that can support them, e.g., the School Director Professional Experience, Academic Coordinator, University Adviser, SULO and the Professional Experience Office. SCU also provides counselling and support services through the Counselling and Disability Support Service (Email: counselling@scu.edu.au, Gold Coast phone: 07 5589 3252 between 9:00am-5:00pm, Lismore phone: 02 6626 9131 between 9:00am-5:00pm and Coffs Harbour phone: 02 6659 3263 between 8:30am-4:30pm). The SCU Out-of-Hours Crisis Support Line is also available after these hours (phone: 1300 782 676).
   b. At times, your family, partner or friends may be able to offer personal support to you during the placement but specific information related to your course, placement processes or assessment should be referred to relevant staff in the School of Education. Please note: The School 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 student. Concerns should be referred to the School of Education which will then contact the relevant school/early childhood setting.
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 the 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 for the pre-service 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 to 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 prior to the requirements of the Final Report.

Mentor teachers are required to:
1. Complete the interim section of the 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 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 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 and consult with the University 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 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.
### STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN

#### PROFESSIONAL KNOWLEDGE

<table>
<thead>
<tr>
<th>INTERIM</th>
<th>FINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA ND D EE</td>
<td>NA ND D EE</td>
</tr>
</tbody>
</table>

#### 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 Understand how students learn

Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.

#### 1.3 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 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 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 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

---
### STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT

<table>
<thead>
<tr>
<th>INTERIM</th>
<th>FINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>ND</td>
</tr>
</tbody>
</table>

#### 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 focussing 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:
### PROFESSIONAL PRACTICE

#### STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

<table>
<thead>
<tr>
<th></th>
<th>INTERIM</th>
<th>FINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NA</td>
<td>ND</td>
</tr>
<tr>
<td>3.1.1 Establish challenging learning goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2.1 Plan, structure and sequence learning programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2.1 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3.1 Use teaching strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3.1 Include a range of teaching strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4.1 Select and use resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4.1 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5.1 Use effective classroom communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5.1 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.6.1 Evaluate and improve teaching programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.6.1 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.7.1 Engage parents/carers in the educative process</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.7.1 Describe a broad range of strategies for involving parents/carers in the educative process.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
### STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

<table>
<thead>
<tr>
<th>INTERIM</th>
<th>FINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>ND</td>
</tr>
<tr>
<td>4.1.1</td>
<td><strong>Support student participation</strong>&lt;br&gt;Identify strategies to support inclusive student participation and engagement in classroom activities.</td>
</tr>
<tr>
<td>4.2.1</td>
<td><strong>Manage classroom activities</strong>&lt;br&gt;Demonstrate the capacity to organise classroom activities and provide clear directions.</td>
</tr>
<tr>
<td>4.3.1</td>
<td><strong>Manage challenging behaviour</strong>&lt;br&gt;Demonstrate knowledge of practical approaches to manage challenging behaviour.</td>
</tr>
<tr>
<td>4.4.1</td>
<td><strong>Maintain student safety</strong>&lt;br&gt;Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements.</td>
</tr>
<tr>
<td>4.5.1</td>
<td><strong>Use ICT safely, responsibly and ethically</strong>&lt;br&gt;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.</td>
</tr>
</tbody>
</table>

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
### STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

<table>
<thead>
<tr>
<th>INTERIM NA</th>
<th>ND</th>
<th>D</th>
<th>EE</th>
<th>FINAL NA</th>
<th>ND</th>
<th>D</th>
<th>EE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1.1</td>
<td></td>
<td></td>
<td></td>
<td>5.1.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assess student learning</strong></td>
<td>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 5.2.1      |    |   |    | 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      |    |   |    | 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      |    |   |    | 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      |    |   |    | 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 ENGAGEMENT**

### STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING

<table>
<thead>
<tr>
<th>INTERIM</th>
<th>FINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>ND</td>
</tr>
<tr>
<td>6.1.1</td>
<td>Identify and plan professional learning needs</td>
</tr>
<tr>
<td></td>
<td>Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.</td>
</tr>
<tr>
<td>6.2.1</td>
<td>Engage in professional learning and improve practice</td>
</tr>
<tr>
<td></td>
<td>Understand the relevant and appropriate sources of professional learning for teachers.</td>
</tr>
<tr>
<td>6.3.1</td>
<td>Engage with colleagues and improve practice</td>
</tr>
<tr>
<td></td>
<td>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</td>
</tr>
<tr>
<td>6.4.1</td>
<td>Apply professional learning and improve student learning</td>
</tr>
<tr>
<td></td>
<td>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.</td>
</tr>
</tbody>
</table>

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

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

---

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

Pre-service teacher’s name

---

SAMPLE
### STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING

<table>
<thead>
<tr>
<th>INTERIM</th>
<th>FINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>ND</td>
</tr>
<tr>
<td>6.1.1</td>
<td></td>
</tr>
<tr>
<td>Identify and plan professional learning needs</td>
<td></td>
</tr>
<tr>
<td>Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.</td>
<td></td>
</tr>
<tr>
<td>6.2.1</td>
<td></td>
</tr>
<tr>
<td>Engage in professional learning and improve practice</td>
<td></td>
</tr>
<tr>
<td>Understand the relevant and appropriate sources of professional learning for teachers.</td>
<td></td>
</tr>
<tr>
<td>6.3.1</td>
<td></td>
</tr>
<tr>
<td>Engage with colleagues and improve practice</td>
<td></td>
</tr>
<tr>
<td>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</td>
<td></td>
</tr>
<tr>
<td>6.4.1</td>
<td></td>
</tr>
<tr>
<td>Apply professional learning and improve student learning</td>
<td></td>
</tr>
<tr>
<td>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

Pre-service teacher’s name

---

### STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY

<table>
<thead>
<tr>
<th>INTERIM</th>
<th>FINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>ND</td>
</tr>
<tr>
<td>7.1.1</td>
<td></td>
</tr>
<tr>
<td>Meet professional ethics and responsibilities</td>
<td></td>
</tr>
<tr>
<td>Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</td>
<td></td>
</tr>
<tr>
<td>7.2.1</td>
<td></td>
</tr>
<tr>
<td>Comply with legislative, administrative and organisational requirements</td>
<td></td>
</tr>
<tr>
<td>Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</td>
<td></td>
</tr>
<tr>
<td>7.3.1</td>
<td></td>
</tr>
<tr>
<td>Engage with the parents/carers</td>
<td></td>
</tr>
<tr>
<td>Understand strategies for working effectively, sensitively and confidentially with parents/carers.</td>
<td></td>
</tr>
<tr>
<td>7.4.1</td>
<td></td>
</tr>
<tr>
<td>Engage with professional teaching networks and broader communities</td>
<td></td>
</tr>
<tr>
<td>Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Please provide an electronic copy of this report to the pre-service teacher and the SCU Professional Experience Office. Reports can be emailed to: educationplacements@scu.edu.au. Alternately, a copy can be provided to the University Adviser or posted to: Sandra Kenny, Professional Experience Placement Coordinator, Professional Experience Office, School of Education, Southern Cross University, P.O. Box 157, Lismore NSW 2480, Telephone: 02 6620 3295
To the mentor teacher

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

Interim report

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

Mentor teachers are required to:

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

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

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

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

Support pre-service teachers deemed ‘At Risk’. Completing the interim report should be seen as an appropriate juncture for the mentor teacher to decide whether a pre-service teacher is ‘AT RISK OF FAILING THEIR PROFESSIONAL EXPERIENCE’.

Note: A pre-service teacher may be deemed ‘At Risk’ any time during their professional experience (see At Risk Policy for further information). The University 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 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.

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.
### ELEMENT 1: EDUCATION AND CURRICULUM STUDIES

<table>
<thead>
<tr>
<th>INTERIM</th>
<th>FINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>ND</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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

SAMPLE
## ELEMENT 2: CHILDREN’S LEARNING AND DEVELOPMENT

<table>
<thead>
<tr>
<th>INTERIM</th>
<th>NA</th>
<th>ND</th>
<th>D</th>
<th>EE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FINAL</th>
<th>NA</th>
<th>ND</th>
<th>D</th>
<th>EE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

---

SAMPLE
### ELEMENT 3: EARLY CHILDHOOD PEDAGOGIES

<table>
<thead>
<tr>
<th>INTERIM</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>FINAL</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>ND</td>
<td>D</td>
<td>EE</td>
<td></td>
<td>NA</td>
<td>ND</td>
<td>D</td>
<td>EE</td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Demonstrates the capacity to identify and articulate clear and appropriate learning opportunities for children's documentation and assessment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Demonstrates relevant knowledge of play-based pedagogy as a medium for children's learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Selects and organises a range of engaging resources and materials that inspire children's learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Demonstrates knowledge and a rationale for keeping accurate and reliable documentation to promote children's interests and learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Demonstrates and applies an understanding of the practices of holistic development, intentional teaching and assessment for learning as identified in the EYLF.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Plans, implements and evaluates a program across all curriculum areas of mathematics, science, language literacy, creative arts, social and environmental education and physical education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Demonstrates knowledge of a variety of teaching pedagogies and strategies to facilitate learning in indoor and outdoor environments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>INTERIM</th>
<th>FINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>ND</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 English 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:

---

Pre-service teacher’s name

NA – Not Applicable; ND – Not Demonstrated; D – Demonstrated; EE – Exceeds Expectations
### ELEMENT 5: FLEXIBLE LEARNING ENVIRONMENTS THAT ARE SAFE AND SECURE

<table>
<thead>
<tr>
<th>INTERIM</th>
<th>NA</th>
<th>ND</th>
<th>D</th>
<th>EE</th>
<th>FINAL</th>
<th>NA</th>
<th>ND</th>
<th>D</th>
<th>EE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**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

---

Sample
## ELEMENT 5: FLEXIBLE LEARNING ENVIRONMENTS THAT ARE SAFE AND SECURE

<table>
<thead>
<tr>
<th></th>
<th>NA</th>
<th>ND</th>
<th>D</th>
<th>EE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td></td>
<td></td>
<td></td>
<td>Demonstrates a variety of strategies to develop secure, respectful and reciprocal relationships with all children, educators and families.</td>
</tr>
<tr>
<td>5.2</td>
<td></td>
<td></td>
<td></td>
<td>Establishes and maintains supportive learning environments where children are safe and secure to support children's health and wellbeing.</td>
</tr>
<tr>
<td>5.3</td>
<td></td>
<td></td>
<td></td>
<td>Makes relevant considerations for children's health and safety in day to day practice and planning for children's learning.</td>
</tr>
<tr>
<td>5.4</td>
<td></td>
<td></td>
<td></td>
<td>Establishes a climate where learning is valued and children's ideas are respected.</td>
</tr>
<tr>
<td>5.5</td>
<td></td>
<td></td>
<td></td>
<td>Demonstrates, models and implements guidance strategies to create a positive environment to support children's learning and engagement.</td>
</tr>
<tr>
<td>5.6</td>
<td></td>
<td></td>
<td></td>
<td>Supports children to: • manage their own behaviour • respond appropriately to behaviour of others • communicate effectively to resolve conflicts.</td>
</tr>
</tbody>
</table>

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:

---

## ELEMENT 6: EARLY CHILDHOOD PROFESSIONAL PRACTICE

<table>
<thead>
<tr>
<th></th>
<th>NA</th>
<th>ND</th>
<th>D</th>
<th>EE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td></td>
<td></td>
<td></td>
<td>Accepts constructive feedback and reflects critically to improve and refine teaching practice.</td>
</tr>
<tr>
<td>6.2</td>
<td></td>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>6.3</td>
<td></td>
<td></td>
<td></td>
<td>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).</td>
</tr>
<tr>
<td>6.4</td>
<td></td>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>6.5</td>
<td></td>
<td></td>
<td></td>
<td>Make curriculum decisions that uphold all children's rights to have their cultures, identities, abilities and strengths acknowledged and valued.</td>
</tr>
<tr>
<td>6.6</td>
<td></td>
<td></td>
<td></td>
<td>Shows an understanding of obligations and practices relating to identifying risk of harm – this may happen, for example, in conversation with staff.</td>
</tr>
</tbody>
</table>

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

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

---

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

Pre-service teacher’s name
### ELEMENT 7: ONGOING PROFESSIONAL DEVELOPMENT

<table>
<thead>
<tr>
<th>INTERIM</th>
<th>FINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>AD</td>
</tr>
<tr>
<td>ND</td>
<td>AD</td>
</tr>
<tr>
<td>D</td>
<td>AD</td>
</tr>
<tr>
<td>EE</td>
<td>AD</td>
</tr>
</tbody>
</table>

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

SIGNATURES (CAN BE ELECTRONIC)

Mentor teacher

Pre-service teacher (I have read this report)

Coordinator/Early Childhood Director (optional)

Please provide an electronic copy of this report to the pre-service teacher and the SCU Professional Experience Office.

Reports can be emailed to: educationplacements@scu.edu.au. Alternately, a copy can be provided to the University Adviser or posted to: Sandra Kenny, Professional Experience Placement Coordinator, Professional Experience Office, School of Education, Southern Cross University, P.O. Box 157, Lismore NSW 2480, Telephone: 02 6620 3295

SATISFIED REQUIREMENTS

YES

NO

UNIVERSITY STAMP

(Original not valid without SCU stamp)

Received

Finalised

SAMPLE
ELEMENT 7: ONGOING PROFESSIONAL DEVELOPMENT

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

SUMMARY COMMENT: Overall comments by the mentor teacher on the pre-service teacher’s progress during this Professional Experience.

FINAL ASSESSMENT:  Satisfactory   Unsatisfactory

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

Non-academic capabilities are:

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

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

SIGNATURES (CAN BE ELECTRONIC)

Mentor teacher
Name  Signature  Date

Pre-service teacher (I have read this report)
Name  Signature  Date

Coordinator/Early Childhood Director (optional)
Name  Signature  Date

Please provide an electronic copy of this report to the pre-service teacher and the SCU Professional Experience Office. Reports can be emailed to: educationplacements@scu.edu.au. Alternately, a copy can be provided to the University Adviser or posted to: Sandra Kenny, Professional Experience Placement Coordinator, Professional Experience Office, School of Education, Southern Cross University, P.O. Box 157, Lismore NSW 2480, Telephone: 02 6620 3295

PROFESSIONAL EXPERIENCE OFFICE USE ONLY

SATISFIED REQUIREMENTS

☐ YES
☐ NO

UNIVERSITY STAMP

(original not valid without SCU stamp)

Received  Finalised
## Graduate teacher standard descriptor

<table>
<thead>
<tr>
<th>1</th>
<th>Know students and how they learn</th>
<th>The pre-service teacher…</th>
<th>Practices that demonstrate the pre-service Teacher’s engagement with the standard during an early professional experience placement may include:</th>
<th>Practices that demonstrate achievement of the standard by the final professional experience placement may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1</td>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning</td>
<td>Seeks knowledge of students’ specific physical, social and intellectual learning needs in an appropriate manner</td>
<td>Identifies students’ specific physical, social and intellectual learning needs</td>
<td>Communicates and interacts in ways appropriate to students’ development stages</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifies achievable learning goals for students</td>
<td>Makes modifications to delivery depending on students’ physical, social and intellectual development</td>
<td>Considers and makes modifications to the learning environment depending on physical, social and intellectual development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrates a developing awareness of differences in students’ learning styles</td>
<td>Uses a variety of resources to account for the learning style of students</td>
<td>Uses a variety of resources to account for the learning style of students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Responds to differences in students’ learning styles and needs through approaches to lesson planning and teaching</td>
<td>Plans differentiated work for students (modified and extension)</td>
<td></td>
</tr>
<tr>
<td>Graduate teacher standard descriptor</td>
<td>Practices that demonstrate the pre-service Teacher’s engagement with the standard during an early professional experience placement may include:</td>
<td>Practices that demonstrate achievement of the standard by the final professional experience placement may include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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 |
<table>
<thead>
<tr>
<th>Practices that demonstrate the pre-service teacher’s engagement with the standard during an early professional experience placement may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate teacher standard descriptor</strong></td>
</tr>
<tr>
<td>2.2.1 Organise content into an effective learning and teaching sequence</td>
</tr>
<tr>
<td>- Plans individual lessons clearly and logically</td>
</tr>
<tr>
<td>- Demonstrates a developing ability to present content in a coherent, well-sequenced learning and teaching program</td>
</tr>
<tr>
<td>- Designs assessments which show clear links to the teaching and learning experiences that illustrate how assessment relates to curriculum and learning outcomes</td>
</tr>
<tr>
<td>2.3.1 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans</td>
</tr>
<tr>
<td>- Uses the school program as a basis for designing effective lesson plans and assessment of learning</td>
</tr>
<tr>
<td>- Accesses information about curriculum documents and other resources, and designs assessment accordingly</td>
</tr>
<tr>
<td>- Designs assessments which show clear links to the teaching and learning program and reporting cycle</td>
</tr>
<tr>
<td>- Develops assessment activities, criteria and marking rubrics that illustrate how assessment relates to curriculum and learning outcomes</td>
</tr>
<tr>
<td>2.4.1 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</td>
</tr>
<tr>
<td>- Acknowledges, and is respectful of, Aboriginal and Torres Strait Islander students and their heritage, demonstrating this in approaches to teaching, learning and student interactions</td>
</tr>
<tr>
<td>- Chooses teaching and learning activities that broaden the understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</td>
</tr>
<tr>
<td>- Selects student work samples and displays of student work which show student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</td>
</tr>
<tr>
<td>2.5.1 Know and understand literacy and numeracy teaching strategies and their application in teaching areas</td>
</tr>
<tr>
<td>- 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</td>
</tr>
<tr>
<td>- 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</td>
</tr>
<tr>
<td>- 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</td>
</tr>
<tr>
<td>- 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</td>
</tr>
<tr>
<td>- Works collaboratively, when given the opportunity, with support teachers, such as ESL teachers, to meet students’ literacy and/or numeracy needs</td>
</tr>
<tr>
<td>2.6.1 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students</td>
</tr>
<tr>
<td>- 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-related/curriculum-appropriate software)</td>
</tr>
<tr>
<td>Graduate teacher standard descriptor</td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td>3 Plan for and implement effective teaching and learning</td>
</tr>
<tr>
<td>3.1.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics</td>
</tr>
<tr>
<td>3.2.1 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies</td>
</tr>
<tr>
<td>3.3.1 Include a range of teaching strategies</td>
</tr>
<tr>
<td>3.4.1 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning</td>
</tr>
<tr>
<td>Graduate teacher standard descriptor</td>
</tr>
<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td>3.5.1 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3.6.1 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Graduate teacher standard descriptor</td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
</tbody>
</table>
| **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 (e.g., 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 | Interacts professionally and respectfully with parents and carers  
Connects school learning to the home context  
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 |
<table>
<thead>
<tr>
<th>Graduate teacher standard descriptor</th>
<th>Practices that demonstrate the pre-service Teacher’s engagement with the standard during an early professional experience placement may include:</th>
<th>Practices that demonstrate achievement of the standard by the final professional experience placement may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4.1  Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements</td>
<td>Practices that demonstrate achievement of the standard by the final professional experience placement may include:</td>
<td>Discusses 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.</td>
</tr>
<tr>
<td>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</td>
<td>Discusses strategies which promote safe, responsible and ethical use of ICT in learning and teaching (e.g., awareness of cyber bullying, harassment, appropriate use of text messaging, plagiarism, referencing conventions and academic honesty).</td>
<td>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.</td>
</tr>
<tr>
<td>5  Assess, provide feedback and report on student learning</td>
<td>The pre-service teacher…</td>
<td>Design 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.</td>
</tr>
<tr>
<td>5.1.1  Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning</td>
<td>Considers appropriate assessment strategies when developing lessons. Records and uses assessment information informally (e.g., observations of student learning and/or work samples) to monitor student learning.</td>
<td>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.</td>
</tr>
<tr>
<td>5.2.1  Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning</td>
<td>Gives constructive and purposeful feedback to students about their learning progress. Provides appropriate encouragement.</td>
<td>Builds appropriate reinforcement and feedback into lesson plans. Gives timely feedback to enhance student performance and provides direction for future learning (goal setting).</td>
</tr>
</tbody>
</table>
### Graduate teacher standard descriptor

<table>
<thead>
<tr>
<th>Standard</th>
<th>Practices that demonstrate the pre-service Teacher’s engagement with the standard during an early professional experience placement may include:</th>
<th>Practices that demonstrate achievement of the standard by the final professional experience placement may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3.1</td>
<td>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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</td>
</tr>
<tr>
<td>5.4.1</td>
<td>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice</td>
<td>Considers the types of evidence required to effectively evaluate student learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bases lesson reflections on the evidence gathered through assessment tasks Explains how assessment data applies to planning and teaching practice</td>
</tr>
<tr>
<td>5.5.1</td>
<td>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</td>
<td>Discusses student achievement with the mentor teacher Is familiar with the school’s reporting procedures and policy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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</td>
</tr>
<tr>
<td>6</td>
<td>Engage in professional learning</td>
<td>The pre-service teacher…</td>
</tr>
<tr>
<td>6.1.1</td>
<td>Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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</td>
</tr>
<tr>
<td>6.2.1</td>
<td>Understand the relevant and appropriate sources of professional learning for teachers</td>
<td>Seeks opportunity within the school for professional learning through discussions with staff Attends professional meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contributes to staff and curriculum meetings where appropriate Participates in professional teams</td>
</tr>
<tr>
<td>6.3.1</td>
<td>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices</td>
<td>Sets short-term teaching goals in discussion with their mentor teacher Receives constructive feedback in a positive and professional manner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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</td>
</tr>
<tr>
<td>Graduate teacher standard descriptor</td>
<td>Practices that demonstrate the pre-service Teacher's engagement with the standard during an early professional experience placement may include:</td>
<td>Practices that demonstrate achievement of the standard by the final professional experience placement may include:</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 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 |
### Developmental Support Plan (DSP) Template

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

<table>
<thead>
<tr>
<th>IDENTIFIED AREAS OF IMPROVEMENT</th>
<th>ACTION REQUIRED</th>
<th>SUPPORT PROVIDED</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Please list indicators from Interim Report)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### SIGNATURES

- **Mentor Teacher**
- **Pre-service teacher**
- **University Advisor**
- **School-University liaison**

Date

Please email this form to the University Professional Experience Office educationplacements@scu.edu.au. The form will be forwarded to the School Director Professional Experience.

Updated on 8 March 2019
### Prompts for feedback

<table>
<thead>
<tr>
<th>Category</th>
<th>Feedback</th>
<th>For future consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOCUMENTATION &amp; OBSERVATION:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contextualised</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Detailed recording</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of children’s learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Link to the EYLF &amp; NQS</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PLANNED LEARNING EXPERIENCE</strong></td>
<td>Clearly detailed plans that include</td>
<td></td>
</tr>
<tr>
<td>Rationale for plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EYLF teaching practices identified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resourcing the learning environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of children’s learning with links to theories, EYLF &amp; NQS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTERACTIONS WITH CHILDREN, FAMILIES &amp; STAFF:</strong></td>
<td>Relationships with children</td>
<td></td>
</tr>
<tr>
<td>Responsiveness and partnerships with families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collegiality with staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall supervision &amp; engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OBSERVED TEACHING STRATEGIES:</strong></td>
<td>Modelling, Scaffolding</td>
<td></td>
</tr>
<tr>
<td>Learning through play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intentional Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitation &amp; Questioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OBSERVED CHILD GUIDANCE</strong></td>
<td>Redirection &amp; anticipation</td>
<td></td>
</tr>
<tr>
<td>Rule reminders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support strategies used &amp; intervention strategies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Plan of action for next review:

---

Mentor teacher signature: ____________________________
Pre-service teacher signature: _______________________

Updated on 21 January 2019

---

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.
Lesson Observation Feedback Sheet: Primary & Secondary Setting

<table>
<thead>
<tr>
<th>Pre-service teacher</th>
<th>Professional Experience</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mentor teacher/University advisor</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Lesson/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year/Class</th>
<th>Learning area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Mentor teacher/University advisor signature

Updated on 8 March 2019
### Lesson Observation Feedback Sheet: Primary & Secondary Setting

<table>
<thead>
<tr>
<th>Pre-service teacher</th>
<th>Date</th>
<th>Mentor teacher/University advisor</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Year/Class</th>
<th>Lesson/Topic/Learning area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Experience</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
</table>

**Key**

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

### Professional Knowledge – Preparation

- N/A
- 1: Clearly explained the lesson intention/objection to the class at the beginning
- 2: Clearly articulated and explained content presented within the lesson
- 3: Presented content with confidence

### Professional Practice – The Lesson Plan

- N/A
- 1: Identified and recorded a specific learning intention for the lesson
- 2: Planned formative/summative assessment for the lesson
- 3: Documented lessons and/or lesson sequences clearly and logically
- 4: Planned to employ a range of resources to engage students within the lesson

### Professional Practice – Implementation

- N/A
- 1: Used appropriate introductory procedures
- 2: Motivated students/used positive reinforcement and praise to students
- 3: Used questioning techniques effectively to involve all students
- 4: Recognised and provided for individual differences
- 5: Used appropriate closing procedures

### Professional Practice – Communication

- N/A
- 1: Gave clear, concise and appropriate directions to students
- 2: Displayed appropriate voice intonation, pace and projection
- 3: Modeled written and oral language skills appropriate to the teaching profession
- 4: Made effective use of non-verbal communication
- 5: Displayed enthusiasm verbally and non-verbally

### Professional Practice – Classroom Management

- N/A
- 1: Established and maintained effective management strategies
- 2: Was consistent when reinforcing classroom routines and expectations
- 3: Used disciplinary practices that were appropriate and consistent
- 4: Positioned self to monitor the total environment and maintained an awareness

### Overall comments and suggestions for the future:

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

*Updated on 8 March 2019*
Lesson Observation Feedback Sheet: Professional Experience Feedback – Option 3

<table>
<thead>
<tr>
<th>Pre-service teacher</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year/Class</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Australian Professional Standards for Teachers (APST) identified:

Planning and preparation:

<table>
<thead>
<tr>
<th>What is the preservice teacher doing?</th>
<th>What are the students doing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson introduction</td>
<td>Lesson introduction</td>
</tr>
<tr>
<td>Lesson body</td>
<td>Lesson body</td>
</tr>
<tr>
<td>Lesson conclusion</td>
<td>Lession conclusion</td>
</tr>
</tbody>
</table>

Suggestions (focus) for the future:
Pre-service teachers who are absent from any allocated professional experience days are required to make up the absences. Pre-service teachers are reminded that on the morning (before school) of any absences, they must notify their mentor teacher and University Adviser of their absence.

Student teachers should:
• negotiate mutually acceptable make up day/s with their mentor teacher
• complete this form, then email it to the Professional Experience Office as soon as possible
• notify their University Adviser of the negotiated make up day/s
• for absences of two or more consecutive days pre-service teachers must submit a Professional Experience Placement Adjustment Application to educationplacements@scu.edu.au along with supporting documentation.

---

Pre-service teacher name: 
Student ID: 

Professional experience unit: 

Semester: 
Year: 
Name of site: 

---

**Date/s of Absence**

**Reason for Absence/s**

**Medical certificate or other documentary evidence attached (required for two or more consecutive days)**

**Date of corresponding make up day/s**

---

Total number of make up days: 

I certify that the make up days as described will be completed and undertake to notify the Professional Experience Office in writing if they are not carried out.

Pre-service teacher signature: 
Date: 

---

Mentor teacher or In-school Coordinator signature: 

Arrangement have been made with the mentor teacher to make up the absence/s

Signed: 
Position: 
Date: 

---

The day/days missed has/have been fulfilled  
Yes  No

If No, the following date/dates will be completed on

---

Please email the completed form to educationplacements@scu.edu.au
Pre-service teachers who are absent from any allocated professional experience days are required to make up the absences. Pre-service teachers are reminded that on the morning (before school) of any absences, they must notify their mentor teacher and University Adviser of their absence.

Student teachers should:

• negotiate mutually acceptable make up day/s with their mentor teacher
• complete this form, then email it to the Professional Experience Office as soon as possible
• notify their University Adviser of the negotiated make up day/s
• for absences of two or more consecutive days pre-service teachers must submit a Professional Experience Placement Adjustment Application to educationplacements@scu.edu.au along with supporting documentation.

Pre-service teacher name
Student ID
Professional experience unit
Semester
Year
Name of site
Date/s of Absence
--/--/--
Reason for Absence/s
Medical certificate or other documentary evidence attached (required for two or more consecutive days)
Date of corresponding make up day/s
--/--/--
Total number of make up days:
I certify that the make up days as described will be completed and undertake to notify the Professional Experience Office in writing if they are not carried out.
Pre-service teacher signature
Date
Mentor teacher or In-school Coordinator signature
Arrangement have been made with the mentor teacher to make up the absence/s
Signed: Position
Date
The day/days missed has/have been fulfilled Yes  No
If No, the following date/dates Will be completed on
Please email the completed form to educationplacements@scu.edu.au.
(Complete this form only if extenuating circumstances apply. Relevant factual information and supporting documentation must be attached to this form)

Please carefully read the Special Consideration Rules in the SCU Policy Library [www.scu.edu.au/policy](http://www.scu.edu.au/policy), noting requirements and deadlines. This form is to be submitted to the Professional Experience Office via email: educationplacements@scu.edu.au

Submission of this form, together with all supporting documentation, is a request only and does not guarantee that placement adjustment will be granted.

**CURRENT PERSONAL DETAILS**

<table>
<thead>
<tr>
<th>Student number</th>
<th>Contact telephone (home)</th>
<th>Contact telephone (work)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>First name</td>
<td></td>
</tr>
<tr>
<td>Email address</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact address</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State/Country</td>
<td>Postcode</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I wish to apply for: (Select the appropriate box below)

- [ ] Deferment of Professional Experience Placement (to the next scheduled professional experience period)
- [ ] Other (it is recommended that students read the Professional Experience Requirements and/or contact the Professional Experience Office prior to submitting a Placement Adjustment Application)

I am applying for placement adjustment on the grounds of: (Select the appropriate box below)

- [ ] Health
- [ ] Compassionate, religious, or serious unforeseen personal events
- [ ] Sporting or Cultural event Selection
- [ ] Genuine and unforeseen emergency service
- [ ] Any service in the Defence Reserves

See overleaf for details of supporting documentation to be provided. Processing of this application may be delayed if the appropriate supporting documentation is not provided.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit name</th>
<th>Session enrolled</th>
<th>Year enrolled</th>
</tr>
</thead>
</table>

Please provide below a basis/reason for this placement adjustment application. If not enough space below please submit as an attachment to this application

**Declaration**

I declare the information I have provided in this application is true and correct. I have attached all relevant factual information and supporting documentation. Where a medical certificate and/or supporting statement has been submitted, I authorise Southern Cross University to seek further information directly from the originating party or parties. I understand that if I have a disability or chronic medical condition that will affect my ability to complete my assessment tasks including practicum placements, I am required to contact the Equity and Diversity Office to discuss any adjustments or special arrangements. The personal information I provided on this form by my own free will, is protected by the NSW Privacy and Personal Information Protection Act 1998 and will not be disclosed to any person or organisation outside of the University without my consent.

Student Signature: ___________________________ Date: _________________

**APPLICATION OUTCOME**

<table>
<thead>
<tr>
<th>Approved</th>
<th>Not Approved</th>
<th>New Practicum Session/Term/Year (if applicable)</th>
<th>Comment</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

OFFICE USE ONLY

<table>
<thead>
<tr>
<th>PEO Actioned:</th>
<th>Advice Sent:</th>
<th>Signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>
Grounds for Placement Adjustment – Are you requesting placement adjustment on:

<table>
<thead>
<tr>
<th>Grounds for Adjustment</th>
<th>When to Provide Evidence</th>
<th>Evidence Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health including impacts of religious fasting</td>
<td>As soon as possible before the commencement of the practicum placement, you will need to obtain:</td>
<td>A medical certificate from a registered health practitioner which must include:</td>
</tr>
<tr>
<td>Compassionate circumstances including religious observances or celebrations</td>
<td>As soon as possible before the commencement of the practicum placement, you will need to obtain:</td>
<td>Factual corroborative evidence may include:</td>
</tr>
<tr>
<td>Serious unforeseen personal events – normally refers to events which are outside the student’s control to prevent or overcome</td>
<td>As soon as possible before the commencement of the practicum placement, you will need to obtain:</td>
<td>Factual and corroborative evidence may include:</td>
</tr>
<tr>
<td>Selection in State, National or International sporting events and cultural events including religious observances or celebrations</td>
<td>One month before the starting date of the event, you will need to obtain:</td>
<td>The statement needs to be on the organisation letterhead and include contact details of the authorised officer or religious leader signing the statement:</td>
</tr>
<tr>
<td>Rendering genuine and unforeseen emergency assistance in a professional or voluntary capacity</td>
<td>As soon as possible before commencement of the practicum placement, you will need to obtain:</td>
<td>The statement needs to be on the organisation letterhead and include contact details of the authorised officer signing the statement:</td>
</tr>
<tr>
<td>Rendering any service (including undertaking training) in the Defence Reserves</td>
<td>As soon as possible before commencement of the practicum placement, you will need to obtain:</td>
<td>The statement needs to be on the organisation letterhead and include contact details of the authorised officer signing the statement:</td>
</tr>
</tbody>
</table>

Completed Placement Adjustment Applications should be forwarded to educationplacements@scu.edu.au

Please note: This form is not to be used to request a specific school placement, as students are not permitted to request specific in zone school/centre placements. Placements are allocated randomly for equity purposes.

The following are NOT Grounds for placement adjustment:

- Weddings
- Holidays
- Childcare
- Work commitments
- Transport issues

Types of placement Adjustment

Deferment of professional experience placement

Submit the completed form and all supporting documentation to the Professional Experience Office (educationplacements@scu.edu.au) for approval.

You will normally be advised in writing of the outcome of your application within ten (10) working days.
HR Services

Incident, accident & hazard report

PERSONAL DETAILS (person reporting)

Name: ...............................................................................   Contact phone no: ...........................................................

Address: .................................................................................................................................................

Association with SCU: Employee Student Contractor Other: ...................................

If you are an employee, provide the following details:

Work unit: ................................................................................................................................................

DETAILS OF INCIDENT/ ACCIDENT/ HAZARD:

Type of incident:

☐ Hazard       ☐ Injury       ☐ Near-miss       ☐ Misconduct/Assault

Date: .........................  Time: .........................  Location:  .................................................................................

Details of incident / injury / illness / hazard: ....................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

.................................................................................................................................................................

Cause of injury / illness / hazard:

☐ Biological       ☐ Bodily stress       ☐ Car accident       ☐ Chemical       ☐ Electrical

☐ Fall, trip, slip       ☐ Heat radiation       ☐ Psychological       ☐ Sound & pressure       ☐ Struck by object

☐ Other [please specify] .................................................................................................................................

Nature of injury or illness (eg. fracture, sprain, etc): ....................................................................................................

Location of injury (eg. right arm, neck, left leg, etc) : ....................................................................................................

Medical treatment received to date: ..........................................................................................................................
Details of witnesses:  □ No witnesses
Name: .................................................................................................. Contact Phone: ..............................................................
Name: .................................................................................................. Contact Phone: ..............................................................
................................................................................................................................................
Your full name signature date

Is this incident report related to sexual harassment or sexual assault?  □ Yes  □ No
If yes:

1. Please provide further details:
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................

2. Has this incident been reported to any other person?
...........................................................................................................................................................................
...........................................................................................................................................................................

PLEASE NOTE: IF THIS FORM RELATES TO SEXUAL HARASSMENT OR SEXUAL ASSAULT THIS REPORT SHOULD BE FORWARDED DIRECTLY TO WHS@SCU.EDU.AU AND DOES NOT REQUIRE SUPERVISOR OR HOWU COMMENT

Assistance available to people who have experienced sexual harassment or sexual assault

For everyone:
- The National Sexual Assault, Domestic and Family Violence Counselling Service provides free and confidential online and telephone counselling and support 24 hours a day, 7 days a week.
- 1800RESPECT 1800 737 732 or the 1800RESPECT website

For students:
- SCU’s Counselling and Psychological Support Services are available for all students, including those who have experienced sexual assault and harassment (regardless of when that occurred or who was involved).
- Confidential in-person, Skype and telephone/SMS support services are available.
- Main campuses (including Sydney & Melbourne): 02 6626 9131 / counselling@scu.edu.au
  The Hotel School Sydney: (02) 8249 3227 / thsscounsellor@scu.edu.au
  The Hotel School Melbourne: (03) 9601 3400 / thsmcounsellor@scu.edu.au
  All students — Out of Hours: 1300 782 676

For staff:
- Southern Cross University’s Employee Assistance Program (EAP) provides free and confidential counselling to staff and immediate family members.

The SCU website has more information about assistance available and police reporting options
COMMENTS / ACTIONS

**Supervisor** *(include details of actions taken to prevent future incidents):*

..............................................................................................................................................................................
..............................................................................................................................................................................
..............................................................................................................................................................................

Name: ............................................. Signed: ..................................................... Date: .............................

**Manager, Workplace Health & Safety:**

..............................................................................................................................................................................
..............................................................................................................................................................................
..............................................................................................................................................................................

Signed: ................................................................................................................... Date: .............................

**Head of Work Unit** *(if required):*

..............................................................................................................................................................................
..............................................................................................................................................................................
..............................................................................................................................................................................

Signed: ................................................................................................................... Date: .............................

CHECKLIST:

<table>
<thead>
<tr>
<th>Task</th>
<th>Yes</th>
<th>No</th>
<th>Time:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor notified of incident <em>(if required)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form completed by injured person</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor’s comments noted <em>(if required)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form forwarded to Manager WHS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHS forwards to Head of Work Unit <em>(if required)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHS forwards to Insurance/Risk <em>(if required)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>