

School of Education

Professional Experience Placements

Guidelines for Students

Faculty: Law, Education, Business and Arts

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This manual is current at the date of publication and is updated each year. Please advise of any errors or omissions that you may identify to InSchool@cdu.edu.au and check if you are unsure of the content.

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1. Welcome

Welcome to the Professional Experience guidelines of the Charles Darwin University (CDU) Teacher Education Program. This manual is essential reading.

It sets out the general requirements for the professional experience (placement) that students must abide by in order to successfully complete the course.

Placement units are essential units in Teacher Education degrees. Many students report that these units are the most challenging yet the most rewarding component of the course. It is during this time that you can contextualise and integrate the knowledge obtained in the theory units to the practice or school setting. By taking time to read and understand this manual, we hope that you will be able to engage fully in your Professional Experience to maximise your learning opportunities.

The success of Professional Experience is a result of collaborative efforts by the academic staff in our School of Education, school practitioners, the Professional Experience Placement Office and yourself.

At CDU, enrolled Education students are required to complete Professional Experience blocks of varying length, from two to twelve weeks, following a theoretical focus that is aligned to the Professional Experience requirements for each year level.

This manual provides important information and frequently asked questions for CDU education students who are about to undertake, or are already undertaking Professional Experience. Documentation referred to in this manual is located either on the InSchool website for professional experience, or on the Charles Darwin university-wide website.

Again, welcome to the Professional Experience, or placement, component of your degree, we hope it will be a rewarding and positive experience.

Director for Professional Experience

2. CDU Contacts

InSchool Office

The InSchool Office should be your first point of call for any Professional Experience or placement inquiries.

Web: <https://www.cdu.edu.au/education/inschool>

Phone: 08 8946 6602

Email: InSchool@cdu.edu.au

Course Coordinators

Contact your course coordinator for the following inquiries:

- Teaching areas
- Course progression
- Course study plans

Unit Lecturer/Coordinators

Contact your unit lecturer or coordinator for the following inquiries:

- Coursework
- Academic requirements
- Assessment (Assignment 1 – theory)
- Lecture material

Student Central

www.cdu.edu.au/student-central

Contact Student Central for the following and general inquiries:

- Admissions
- Advanced Standing
- Timetables
- Enrolments
- Examinations
- Fees and payments
- Graduation
- Student Cards
- Scholarships

Equity Services <http://www.cdu.edu.au/equity-services>

Academic Liaison Unit www.cdu.edu.au/leba/alu

Information Technology

ITMS <http://www.cdu.edu.au/itms>

Learnline <http://www.learnline.cdu.edu.au/support/index.html>

3. Terminology

| | |
|---------------------------------|---|
| PST: | Pre-service teacher (student teacher) |
| Mentor Teacher: | Class teacher/s that provide support, feedback & school assessment |
| External students: | Located and completing placement outside the NT or very remote NT |
| Internal students: | Located and completing placement within the NT (within 80km of Darwin, Palmerston, Alice Springs and Katherine) |
| Placement setting: | School or centre where placement is undertaken |
| Professional Experience: | Also referred to as prac, practicum, professional experience and placement |

4. Course structure

- Study Plans
- Pre-requisites
- Advanced Standing/Credit
- Adjustments to study plans

All course study plans are available in the [CDU online course and unit repository](#)

Online course information provides details concerning study plans, pre-requisites core and specialist elective units, and credit points, in addition to the identification of professional experience blocks and content

5. Overview of professional experience placements

A professional experience placement is defined as an authorised block of time (measured in days) during which students attend an educational setting for a structured experience as part of a specific unit. The unit information, set out on the Learnline site, describes the purpose and assessments associated with each professional experience.

Professional experience units will generally also contain a theoretical component. This component should be completed prior to the commencement of the placement so that the student can be well informed for their professional experience and make this a positive and productive time.

There are a number of policies and requirements that must be addressed prior to attending practicum. This manual is designed to help students familiarise themselves with the requirements needed to maintain the teaching student and the public's safety during the practicum periods. Some of the policies are CDU-wide and apply to all students at Charles Darwin University. Other policies pertain specifically to initial teacher education students in the School of Education.

There are various professional experience units in the CDU preservice teacher education courses that require specific placements. Students are expected to complete their placements in the appropriate sequence and pattern indicated below.

The table below presents information for all initial teacher education courses including those which are in 'teach-out' status.

Professional Experience units MUST be undertaken in the following sequences

| Course | 1st Unit | 2nd Unit | 3rd Unit | 4th Unit | 5th Unit | 6th Unit |
|------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| BECL | ECP110 | ECP120 | ECP210 | | | |
| BEDEC | EPE100 | EPE110 | EPE210 | EPR202 (elective) | EPE310 | |
| BEDGE (ECE Primary) | EPE110 | EPE210 | EPE310 | | | |
| BEDGE (Primary) | EPE110 | EPE210 | EPE310 | | | |
| BEDGE (Secondary) | EPE110 | EPE210 | EPR202 (elective) | EPE310 | | |
| BEDP | EPR100 | EPR200 | EPR201 | EPR202 (elective) | EPR300 | |
| BEDS | EPR100 | EPR200 | EPR201 | EPR202 (elective) | EPR300 | |
| BTLEC | ECP110 | ECP120 | ECP210 | ETP220 | ETP310 | ETP320 |
| BTLIEC | ECP110 | ECP120 | | | | |
| BTLP | EPR100 | ETP120 | ETP210 | ETP220 | ETP310 | ETP320 |
| Double Degrees | EPR100 | ETP120 | ETP210 | ETP320 | | |
| GDTL | ETP410 | ETP420 | ETP425 | ETP426 | | |

6. Organising Professional Experience Placement

Students must ensure they are familiar with all important dates: semester start and end, census dates, placement schedule dates, etc. See important dates at <http://www.cdu.edu.au/current-students/important-dates>

Students must be enrolled in a professional experience unit in order to complete professional experience placement.

Enrolled GDTL students are advised to stay at the same school for all professional experience placements in the year (both semesters).

Undergraduate and Graduate Entry students should complete a maximum of two professional experience placements in one school/centre to ensure a variety of placement settings.

Professional Experience Schedule & Calendars

Professional Experience dates are scheduled in advance and calendars are released at the end of the year. Calendars for each state and territory recommend suitable placement dates for each course and the associated unit of study. Students are advised to check under the appropriate course tab on the InSchool website for current dates.

Professional Experience must be completed within the semester on dates indicated.

Commencement dates are organised so that sufficient time has elapsed for the student to engage with the theory that will inform their placement.

Note: Placement days completed outside of approved dates may not count towards the professional experience component of the unit.

External Students (located interstate) may apply for a variation in placement dates with extenuating circumstances. Reasons such as holidays or work commitments are not considered extenuating circumstances. It is not appropriate to arrange dates with your school outside the schedule as they may not fit in with unit and course requirements. Starting placements earlier than the schedule is not possible. You may, however, extend your placement to start later. There is varying flexibility with this depending on the unit.

The request for variation to practicum dates form is available under the placements page of the InSchool website (<https://www.cdu.edu.au/education/inschool>)

The form must include reasoning and have supporting documentation attached. Incomplete applications will not be accepted.

Approval is at the discretion of the InSchool Office and the Director of Professional Experience.

Arranging Professional Experience

External students are required to source and arrange a school or centre in which to complete their professional experience.

Students should contact the Principal, PST Coordinator or Assistant Principal of a local school to determine their willingness to host the students as a preservice teacher for the duration of the professional experience.

- It is recommended that students dress professionally, take the Letter of Introduction (available from the InSchool website placements page) and supporting information and meet with the representative in the school. Students may like to call first to make an appointment. Students can be more successful with a face-to-face meeting, when appropriate. Processes will vary school to school and state to state, so students should be flexible and polite in all approaches to host schools.
- Students should be prepared before communicating with schools by having read the unit requirements and weekly guidelines found on the appropriate course page of the InSchool website, and with a clear idea of what will be involved and expected of all parties.
- An appropriate teacher will need to be available within the school to act as the mentor teacher during the professional experience. It is common to have more than one teacher share the mentoring role.

Nominating and Confirming the Professional Experience

- Students should confirm placement dates with the school as per the calendar (see professional experience schedule information above). Students inform CDU of the placement dates via their placement nomination.
- **Students must nominate all placements with the InSchool Office.** The nomination process is accessed through the InSchool website placement page – ‘My Nomination’ button. Nomination dates and deadlines can also be found here.
- The InSchool office will contact the school to confirm the placement and provide appropriate information.
- Students are encouraged to meet with their mentor teacher prior to placement commencing to discuss and plan the professional experience.

Finding an Appropriate Placement – Issues and Restrictions

Family

Professional experience cannot be undertaken in any school/centre where an immediate family member is also located. i.e.

- No immediate family member should be on the school staff
- No immediate family member should be attending the school
- No immediate family member should be in the practicum class/es

If extended family members are attached to the school or centre, students must notify the InSchool office prior to placement. Failure to do so may risk the professional experience days counting towards their unit or invalidating the placement.

Any exceptions need to be endorsed by the CDU Director for Professional Experience and supported by the Principal of the school/centre well before commencement of Professional Experience.

Employment and Professional Experience

Students may not undertake professional experience placement in a school or centre where they are currently employed in any capacity. An alternative setting for placement must be found.

A preservice teacher cannot receive remuneration in any form for duties carried out during their professional experience.

It is important for students to be on placement as a preservice teacher, student and learner, and not as an employee. Students are not covered under an employment contract while on an authorised placement and payment for students on placement does not apply.

Distance

Students are recommended to look for centres or schools that are within reasonable traveling distance from their home. Limited availability of host schools may require students to travel to attend placement. It is reasonable to expect students to travel up to 1.5 hours each way to attend placement.

Failure to Nominate Professional Experience

My Nomination

All students undertaking placements must complete the nomination process prior to undertaking placement. Students who fail to complete the nomination process correctly or to provide information for the placement may find that their placement is not credited and the professional experience is invalid for that unit.

Nomination process is available on the InSchool website (under the placement page).

Suitable Schools

The CDU School of Education recommends that students have a wide range of experiences in schools including a variety of age ranges and year levels with the prime experience being in an urban, mainstream school (i.e. non specialist settings). The Teacher Education courses have been designed for these settings; they are not specialist courses but generalist ones and the expectation is that placement settings should reflect this.

However, it can be reasonable for a student to request to spend a portion of the professional experience in some specialised settings.

Specialised settings can include (but are not limited to):

- Steiner or Montessori Schools
- Special Needs Schools
- Religious theory curriculum based schools (eg. Jewish, Greek Orthodox or Islamic Schools)
- Outdoor Education Based Schooling

If students are unsure if the school they want to attend for placement is considered to be a specialised setting, they should email the InSchool office with a link to the school website to confirm.

Variations may include professional experience in non-mainstream schools after consultation and endorsement by CDU placement staff. Students who wish to vary their professional experience should:

- Negotiate with the Director of Professional Experience concerning placements in schools prior to the final placement.
- Be aware that approval for placement in non-mainstream settings may be restricted to particular placement units as per approval from the Director.
- Students who wish to spend time in remote settings should note the above point. They should also make allowances for travel, accommodation costs, and availability, and size of school including class numbers.

Difficulty in Sourcing Placement School

The Professional Experience Office is aware of the increasing shortage of schools and educational settings and endeavours to provide students with additional flexibility in completing placements. In the event that students cannot find a host school or centre for placement in the semester in which they are enrolled, one additional semester may be allowed to enable the student further possibility to complete the placement and finalise the grade for that unit. Students should notify the InSchool Office if they anticipate being unable to commence placement within the scheduled dates.

If a professional experience unit is not completed within the semester of enrolment, because a placement has not yet been found or not yet been completed, a Practicum Ongoing (PO) grade can be awarded. This grade is applicable for two (2) admission periods to allow a placement opportunity.

Refer to the section in these guidelines relating to PO and PU grades for practicum units.

Equity Support & Students with Disabilities

CDU is committed to providing an accessible, supportive, safe, and inclusive environment for students with a disability.

- There is no legal obligation to disclose a disability to CDU staff unless it is likely to affect student performance and ability to meet the requirements of the course, or negatively impact school students. Depending on the disability, course requirements may have an impact on student ability to undertake and fulfil the professional experience placement.
- If a student has a disability or medical condition that may impact on ability to undertake study, the student can contact Equity Services to discuss the development of an Access Plan to support their professional experience.

7. Prior to Professional Experience Placement

Students should be enrolled appropriately prior to undertaking placement, and must have completed any required prerequisites or theory components of the unit or course.

Unauthorised attendance of professional experience may be considered to be a breach of the CDU student misconduct by-law.

Prior to attending the placement all students must access the relevant unit Learnline site. There, students will find the essential pre-readings, expectations and assessments associated with the placement. The Discussion Board will also provide valuable information from fellow students.

It is expected that all students complete the pre-placement readings prior to commencing placement at the host school/educational setting as the in-school tasks (and assessments) are directly linked to the readings.

CDU Preservice Teachers should:

1. Read the Professional Experience Guidelines prior to placement;
2. Ensure all documentation requirements are met prior to placement and ensure documents remain current during all placements;
3. Familiarise themselves with all documentation, handbooks and assessments related to each unit of study (these are correlated to professional experience placements and will include assessment of practicum documentation);
4. Recognise the purpose of the placement experience and ensure they are clear about the expectations of the host school;
5. Contact the placement mentor prior to starting the placement;
6. Familiarise themselves with host school handbook and policy documents;
7. Notify mentor of any support needs;
8. Ensure all assessment documentation for placement is complete and accurate;
9. Comply with the CDU student Code of Conduct;
10. Act professionally with regard to punctuality, attitude and behaviour and display a professional image and dress;
11. Maintain confidentiality at all times in relation to students' records;
12. Not engage in full time employment whilst on placement.
13. All Education students have supernumerary status while on placements. This means students are additional to the workforce requirement and staffing ratios. Students are present in the placement setting as a student and learner and not as an employee or member of staff. Students are not covered under an employment contract while on an authorised placement and payment for students on placement does not apply.

Documentation

Students will not be able to attend placement unless the following requirements are met:

- State/Territory specific working with children screening checks or forms
- CDU Student ID Card (yearly)
- Preservice Teacher Signed Agreement

All documentation should be current as per state/territory guidelines.

Documentation must be submitted to the InSchool office and host school prior to day one of any placement.

In some cases, documentation / evidence takes some months to organise and may expire during the course. State and Territory requirements change frequently. Students are responsible for ensuring that all their clearances are up to date, complete and valid for the entirety of all professional experience units.

Schools may also require specific certificates such as first aid. Students should meet all such requirements. **See the InSchool website for current requirements.**

<https://www.cdu.edu.au/education/inschool>

Placements will be cancelled if students fail to meet requirements. This can result in a fail grade being awarded for that unit.

Code of Conduct

Students are required to comply at all times with the Student Code of Conduct:

- Be respectful, courteous and professional all times to colleagues, clients, school/centre staff, CDU academic staff, administrative staff, Placement Office staff, and students
- Follow the policies and procedures of the host school/education centre;
- Obtain an orientation to emergency and evacuation procedures;
- Practice under the supervision of registered teachers;
- Be fit for undertaking required practicum, including maintaining own health and ensuring adequate rest;
- Be proactive in seeking out learning opportunities;
- Be punctual;
- Speak English at all times as this is the language of business;
- Maintain confidentiality of peers, colleagues and client information at all times;
- Facilitate students physical and cultural safety;
- Ensure that external work commitments do not conflict with any placements.

Insurance

Charles Darwin University has personal accident and public liability coverage that extends to cover the legal liability of students while engaged on authorised university-sponsored activities. This includes professional experience activities undertaken within semester dates, provided the student is not engaged as an employee in receipt of remuneration and is enrolled in the relevant professional experience unit. In assisting CDU with the provision of professional experience, it is understood that the student will be under supervision at all times.

If a student is involved in an accident or sustains an injury while on placement they are required to inform their supervisor and CDU immediately. Appropriate first aid should be provided to the student and a current CDU Accident and Injury Report should be forwarded to CDU. It is a CDU requirement that students complete this form and return it to CDU via the Director for Professional Experience or InSchool Office.

Students must also comply with the accident and injury reporting guidelines and procedures of the host school. If necessary, the student should attend the emergency department or be seen by a medical officer.

Students can also contact Support and Equity Services for counselling and additional advice if this is needed.

Note: Students are NOT covered by CDU insurance when travelling to and from placements.

Hours & Attendance

- The required attendance for placement is measured in days. This is mandated by the teacher education course accreditation requirements.
- Preservice teachers are expected to work full days in schools. Typically, this will mean undertaking pre-school, morning break, after-school and lunch time supervision (yard duty). Therefore, preservice teachers should not expect to leave the school for lunch or any other business during the school day. Students must be prepared to start on time and remain until the end of the school day. This can mean at least half an hour prior to students arriving in the morning and an hour after students depart, although this varies depending on the school. It is the responsibility of the preservice teacher to confirm the normal required hours with the school and to ensure they attend as required.
- When the unit requirements indicate a full time teaching block, students are expected to be at the school or centre fulltime, Monday to Friday, 5 days per week.
- To achieve a pass grade 100% of the placement days must be completed.

Absences

- Students must notify the host school of absence prior to the commencement of the school day as soon as possible. Therefore, students should identify on the first day of placement the number to call and processes to follow should they be absent or late. Failure to do so indicates that the student is not meeting the Australian Teacher Education Standards (2013).

- Students are required to notify both the Host School and the InSchool Placement Office of any extended absences. Ensure a Medical Certificate or Statutory Declaration is obtained to account for missed days. These should be provided to the school and the InSchool office.
- Severe weather events: the personal safety of students is the primary factor in determining attendance at placement in the event of a cyclone or other severe weather event. Students will need to make up any days missed due to the above circumstances.
- Any placement days missed due to public holidays or staff PD days are to be made up at the discretion of the mentor teacher.

Dress Requirements

Students must pay attention to the standard of dress expected in the placement school. Ensure you dress professionally, maintain a good standard of personal hygiene and avoid the use of heavy make-up and perfume as some students are allergic or sensitive to strong perfumes.

IMPORTANT: Many Schools have strict guidelines in relation to body piercing and coloured hair. The school retains the right to ask students to leave if the student does not meet their requirements

Host School & Mentor Teachers

This model involves supervision of preservice teacher by a mentor teacher. The mentor teacher is a registered teacher who works in a school or education centre. It is common for students to have more than one mentor teacher on a placement.

The relationship between student and mentor teachers is an important aspect of the placement experience. The value of the placement experience can be influenced by the student's ability to negotiate a positive and constructive relationship with mentor teachers and the wider education community. This is a skill students will need to develop throughout their career.

If students are experiencing problems with placement they should contact the InSchool office as soon as possible.

Host schools and mentor teachers should:

- Ensure that mentor teachers are prepared appropriately for the role;
- Provide a safe placement environment for the preservice teacher;
- Allow time for mentor teachers to meet with their preservice teachers to undertake and record assessment activities and outcomes;
- Perform formative and summative assessments and provide regular constructive feedback to students about their progression;
- Allocate mentor teachers time to reflect, give feedback and keep records of student achievement;
- Ensure that mentor teachers have appropriate and ongoing support in practice;
- Work collaboratively with the University;
- Provide learning opportunities for students that reflect the nature of the service.

Mentor teachers should:

- Become familiar with the unit objectives related to the relevant unit in which the placement rests;
- Assist preservice teachers to seek out relevant learning opportunities within a safe and appropriate environment;
- Provide regular constructive feedback; in particular, to identify areas of weaknesses and strengths;
- Provide constructive guidance and direction for students throughout the placement;
- Demonstrate professional role modelling;
- Be aware of, and comply with, relevant legislation underpinning practice;
- Attend tutorials, staff meetings and debriefing sessions on a regular basis during the placement;
- Provide reliable, valid and fair assessment of student performance;
- Be professional and ethical in conduct. This includes honesty in constructive feedback about expected performance;
- Encourage safe, competent and professional practice; including in particular, attention to existing policies in the host school/educational setting;
- Provide documented assessment of competency, both formative and summative.

CDU Occupational Health and Safety

Charles Darwin University is committed to a healthy, safe work environment, and takes seriously its obligation to provide guidelines and training in safe work practices and information on control measures for hazards in the workplace. The University recognises that success in achieving a healthy and safe environment depends on the commitment and cooperation of staff, students and other persons throughout its areas and activities.

Each member of staff and each student are responsible for carrying out the following functions to ensure their own work environment is safe and without risk to health by:

- Complying with all health and safety instructions;
- Taking action to avoid, eliminate or minimise hazards;
- Not wilfully placing at risk the health or safety of any student or person within the workplace;
- Seeking information or advice where necessary before commencing the placement;
- Wearing appropriate dress for the work being undertaken
- Be familiar with emergency and evacuation procedures at the school/centre

Placement Progression

Professional Experience units **MUST** be undertaken in the correct sequence.

It is expected that at the completion of each year level students will be ready to build on their knowledge and ability. Students should progress from novice in first year/semester, to advanced beginner by the end of final year/semester.

Over the placement experience the student should demonstrate patterns of development and progression in pedagogical practices. It is expected that when a student is presented with new or

more complex activities (beginning of the placement), the student's level of competence is initially low, increasing as they learn to demonstrate the expected behaviour and knowledge. It is expected that the student is consistent in progressing with the expected practice level of behaviour. For example, first year, first semester students should undertake classroom observations and practices with direction and supervision from others. In contrast final year/semester students' actions should be underpinned with sound evidence-based rationales and communicated in a coherent and accurate manner.

8. Problems on Placement

During professional experience placement a number of problems may arise. The majority of these can be resolved by a discussion between the mentor teacher, school coordinator and student and/or a phone call to CDU. Occasionally more action may need to be taken to manage the issue.

Problems that cannot be resolved between student and mentor teachers – For further details Please refer to “**Procedures for Reporting Degrees of Concern in Professional Experience Placements**” This can be located on the InSchool site <https://www.cdu.edu.au/education/inschool> under the Mentor page and by clicking on the Mentor Resources button.

In the event that staff or student issues that cannot be resolved informally, the school and/or the student should contact the school coordinator and Director for Professional Experience to discuss problems and to develop strategies to resolve the issues.

The mentor teacher/coordinating teacher/assistant principal, in consultation will be advised to follow the process for addressing ‘**at risk**’ processes or failure to achieve as follows. The mentor teacher provides specific and documented comment via the assessment forms (or separate report) to the Director for Professional Experience.

Depending on the level of identified issues the following choices are available:

- i. Further discussion with Educator / Supervisor and student; or
- ii. At risk management plan may be offered to the student; this can include weekly progress reviews, additional placement time, focussed support (if placement is still underway), or a combination of the aforementioned;

or

- iii. A Fail grade is issued and the student removed from placement.

Termination of Professional Experience

The Director for Professional Experience has the discretion to withdraw a student from a placement in the event of unprofessional behaviour. Unprofessional behaviour includes misconduct, unethical or unsafe behaviour, any breach of code of conduct or breach of client confidentiality.

Withdrawal of a Professional Experience is a last-resort process and should only occur after consultation with preservice teacher, mentor teacher and school coordinator. This usually does not occur without warning or before remedial actions having been implemented.

Withdrawal of Professional Experience also occurs when a school notifies CDU that it cannot adequately manage the placement. If the situation is viewed as urgent, host schools and educational sites reserve the right to terminate placements immediately. This includes if a student presents to placement under the influence of drugs or alcohol.

In such situations the number of placement days is not usually counted towards successful completion of practicum requirements.

If a Professional Experience is terminated, the student should contact CDU within 24 hours if possible. The student also needs to notify the Placement Office as soon as possible.

Mandatory Reporting

CDU has a legal responsibility to mandatorily report students based on the following legislation; Division 2 Mandatory notifications: 143 Mandatory notifications by education providers (1) An education provider must notify if and the provider reasonably believes—

(a) a student enrolled in a program of study provided by the provider has an impairment that, in the course of the student undertaking professional experience as part of the program of study, may place students/learners at substantial risk of harm; or

(b) a student for whom the education provider has arranged training has an impairment that, in the course of the student undertaking the training, may place the public at substantial risk of harm;

Students will be reported if they:

- have been charged with an offence, or have been convicted or who are found guilty of an offence punishable by 12 months' imprisonment or more;
- had their previous registration suspended or cancelled.

9. Professional Experience Placement Assessment

While on placement the student's ability to meet the Australian Institute for Teaching and School Leadership Standards (AITSL) is assessed. The developing student portfolio records these assessments and guides students and assessors through aims and objectives of the placement.

The mentor teacher is responsible for ensuring that any problems encountered during the placement are reported to Charles Darwin University.

Students are reminded that each unit has a number of assessments that must be completed in order to pass the unit.

Submission of Assessment Documents

The Assessment/Evaluation forms should be provided to the InSchool Office on completion of the placement and should be forwarded by the mentor teacher. However, it is the responsibility of the preservice teacher to ensure that these are completed and submitted.

It is advised that students keep a copy of all completed forms.

Non-completion of assessment forms after 2 enrolment periods will result in a fail grade being entered for that unit.

10. PO Grades

All Professional Experience units are pass ungraded (PU).

If a placement unit is not completed within the semester of enrolment, because a placement has not yet been found or not yet been completed, a Practicum Ongoing (PO) grade can be awarded. This grade is applicable for two (2) admission periods to allow a placement opportunity to be sourced.

If a placement opportunity is declined prior to the end of this time and a grade therefore not awarded by the faculty the PO grade will convert to a Fail (F) grade unless the PVC LEBA approves in writing an extension of the PO grade.

The assessment rules regarding all grades is located at:

<http://www.cdu.edu.au/governance/doclibrary/pol-017.pdf>

A student cannot apply for an intermission from their coursework while they have a PO grade for a placement unit. Intermissions from education degrees will not be approved until the PO grade has been finalised.

The table below (Appendix One) identifies the appropriate progression pathway through a professional experience unit.

11. Frequently Asked Questions

1. Do I have to complete my placement in line with the CDU calendar (found on course page)?

Yes. The calendars have been organised in line with the unit requirements, course guidelines and in association with school representatives. It is important to complete your placement within the dates shown on the calendar.

2. What if I want to start my placement earlier or my school wants me to attend on different dates?

Starting placements earlier than the schedule is not usually an option. You may, however, extend your placement to start later. There is a little more flexibility with this depending on the unit.

Any variation to the scheduled dates follow approval from the InSchool office – minor adjustments may be considered. Variation application forms available on the placements page of the InSchool website. We understand that schools may suggest a particular period in which they can host you, and where possible we try to accommodate this. Do NOT simply arrange dates with your school outside the schedule as they may not fit in with unit and course requirements.

3. Do I need to complete my professional experience placements in order?

You must complete your professional experience placements in sequence. If you have credits for some units, you will need to discuss any variation to the order undertaken with the professional experience office and possibly your course coordinator.

4. What if I cannot find a school to complete my placement requirements?

In circumstances where you cannot locate a school it is possible for us to allow you to defer the placement until the following semester. In these instances, you will need to complete the academic components and we will enter a placement on going (PO) grade that can be updated once you have completed the placement. You will have a total of two enrolment periods to complete the placement component. Ensure this is discussed with the InSchool office.

5. I live in Darwin but am enrolled externally. Where should I look to complete my placement?

All enrolled students, internal and external, complete professional experience in Teaching Schools in Darwin. This applies also to students enrolled and resident in Alice Springs and Katherine.

6. I am not in a position to complete full weeks. What are my options?

Students should follow the breakdown of days and weeks required as indicated in the unit requirements and weekly guidelines available on the InSchool site.

7. I have one of my children attend the school where I plan to do my professional experience. Is this ok?

No. It is not appropriate to complete your professional experience in any school where family members may be present.

8. It looks like I will not be able to complete my placement by the due date indicated in the paperwork guidelines. What are the implications for me to successfully complete the unit?

In many situations students cannot complete the days required by the date indicated. You have until the end of the school term to complete those days and then forward the necessary paperwork to CDU. We will amend your grade once your placement days have been completed and paper work has been received. Make sure you notify the InSchool office of your delayed finish date.

9. I am not on placement and the first assignment is due, what do I do?

Your assignments are not dependent on your having started your professional experience. While there may be benefits in doing so, any delay in starting should not impact your ability to complete the academic tasks.

10. What happens if I miss a day of my placement due to public holidays or staff PD days?

Any missed days will need to be made up ... Public holidays and staff development days are discretionary and will be determined by your mentor teacher.

11. What If I am sick for a period of time?

Days of absence need to be made up. These may be done at the completion of the professional experience with days agreed upon by the school and your mentor teacher.

12. How and where do I submit my in-school tasks?

As the name indicates these are completed in your school and should be discussed with your mentor teacher and assessment forms A, B and C returned to the InSchool office (InSchool@cdu.edu.au). These tasks are NOT submitted to CDU for marking.

13. What should I do if my Working with Children Card / Police Check does not arrive before I am due to commence my placement?

Please see your placement school to discuss if you are allowed to start your placement while you wait for it to arrive. In some cases, schools will accept a receipt of your application while you are awaiting issue. This decision is completely up to the schools as it differs in each state / territory. Please also email InSchool to inform if your placement is delayed due to this.

14. How do I share my Portfolio (associated with ETP320/426)?

If you have developed a website (e.g. Google site, Weebly etc.) you should submit the link and login via Learnline. Do not send this information to the InSchool office. The InSchool office is responsible for receipt of paperwork from your mentors following your placement.

15. Who is on my portfolio presentation panel?

The panel usually consists of your mentor teacher/s, the principal or relevant staff in the school. In Teaching Schools this will also include the PLL.

Appendix One

Supporting Documentation and Forms

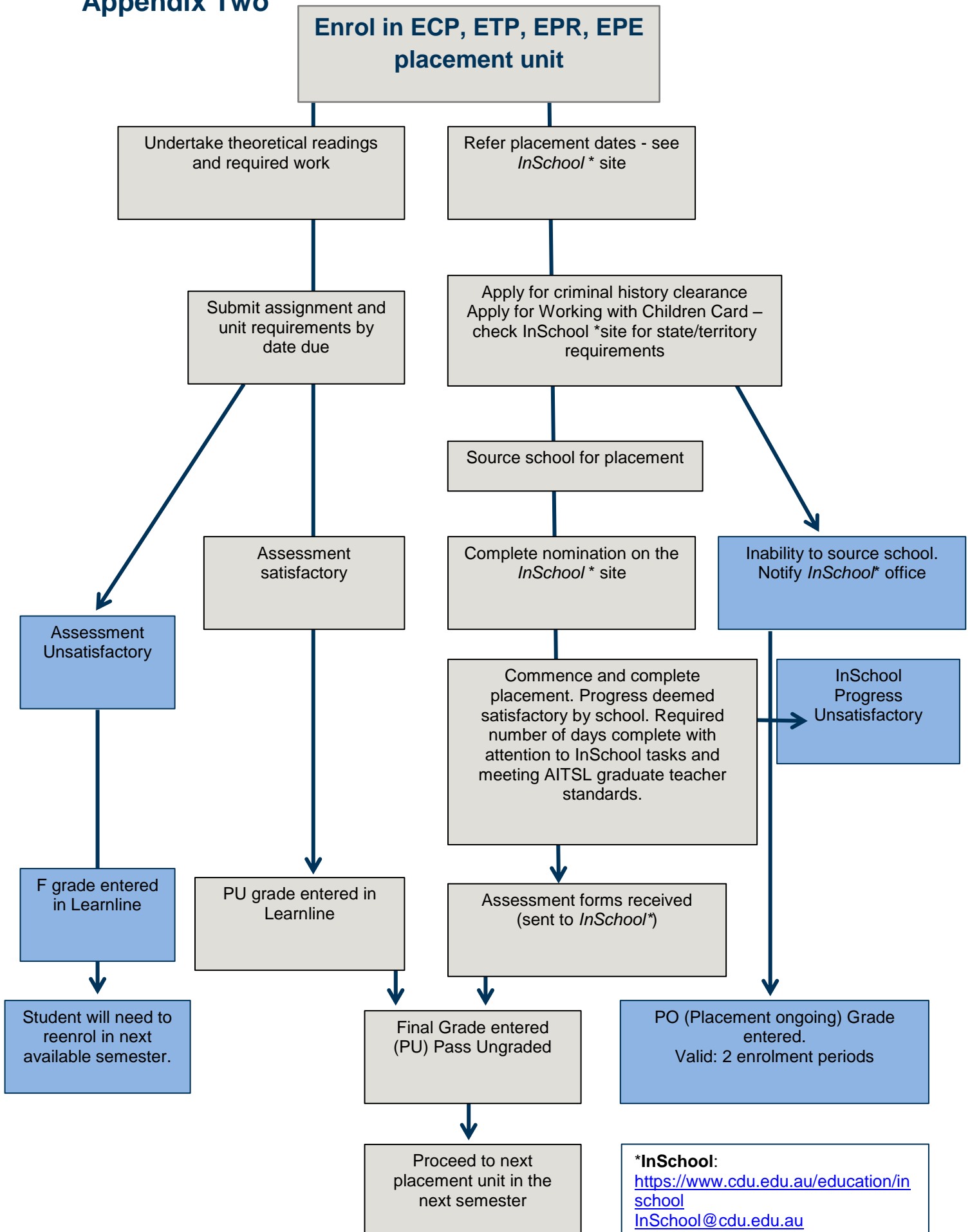
| EPE101 | EPE110 | EPE210 | EPE310 |
|---|--------------|--------------|--------------|
| Requirements | Requirements | Requirements | Requirements |
| Guidelines | Guidelines | Guidelines | Guidelines |
| Form A | Form A | Form A | Form A |
| Form C | Form C | Form C | Form C |
| Form B | Form B | Form B | Form B |
| Mentor Teacher Lesson Feedback Establishing at risk Feedback for the Preservice Teacher Preservice Teacher Feedback Guide Practicum feedback Rubric Mentor Teacher Role Description Teaching School Mentor Selection Criteria Confirmation of Protection | | | |

Student Resources

Are available on the InSchool site <https://www.cdu.edu.au/education/inschool>

| | |
|---|--|
| Lesson Plan Template 1 | Dimensions of reflection |
| Lesson Plan Template 2 | Observing Classroom Management |
| Lesson Plan Template 3 | Observing Student Engagement |
| Lesson Plan Template 5 | Observing Teaching Strategies |
| Lesson Plan Template 6 | Observing Questioning in the Classroom |
| Early Childhood Lesson Plan Template 1 | Observing Lesson Structure |
| Early Childhood Lesson Plan Template 2 | Observation Template Teaching Schools |
| Early Childhood Day Book Format suitable for 0-2yrs and 2-4yrs settings | An Audit of Classroom Questioning |
| Learning Management Plans | Creating a professional E-Portfolio |
| Learning Management Plan | Selecting a School |
| Unit of Work template | SPM Terms Conditions |
| Permission Forms | What is a Teaching School? |
| Feedback Forms | Letter of Introduction |
| Feedback for The Preservice Teacher | My Placement Nominations |
| Reflective Self-Evaluation | Practicum date variation approval request form |
| Reflective Practice Template | |

Appendix Two



Appendix Three

Preservice teacher contract: Professional Experience placement

The Preservice Teacher (PST) must sign and return this document. Required placement clearances and documentation must be supplied to InSchool@cdu.edu.au before any placement is confirmed by the Office of Professional Experience and Placements (OPEP) and/or before the PST attends the placement.

I, the Preservice Teacher, agree to:

1. Provide all required documentation and clearances (such as Working with Children Check or similar) to OPEP before the placement is confirmed or attended.
2. Practice under the supervision of registered teachers. The outcomes and objectives of the students in the host classes and schools cannot be compromised by a PST's Professional Experience. Final authority for all aspects of student outcomes rests with the host school personnel.
3. Conduct themselves in accordance with the Student Conduct By-Laws and the Code of Conduct;
 - Pay heed to the policies, procedures, and regulations of both the host school and CDU, including the academic and disciplinary policies of CDU;
 - Be respectful, courteous and professional at all times to colleagues, clients, host school/centre staff, CDU staff, and the host school students;
 - Maintain the host school students' physical and cultural safety.
4. Cease/postpone/refrain from other employment whilst on placement.
5. Abide by the Professional Experience Guidelines (Placements Handbook);
 - Undertake placement on dates recommended by CDU (Placement Calendar & Early Childhood Placement Calendar);
 - Ensure that the mentor teacher has access to the unit documentation, and assessment forms;
 - Be responsible for all travel arrangements and costs associated with attending Professional Experience;
 - Act professionally with regard to punctuality, attitude and behaviour and, display a professional image;
 - Enquire as to the appropriate use of mobile phones and mobile devices;
 - Speak English at all times as this is the language of business;
 - Maintain the confidentiality of peers, colleagues and student information at all times (PSTs will not disclose any student information to any persons who are not an employee of the host school and not involved in the education of the students);
 - Notify the host school and OPEP regarding any absences (Medical Certificate must be supplied to InSchool) following the 1st day of absence;
 - Attend the host school for the length of the school day as prescribed for teachers. In the Northern Territory this is generally 7.40am - 4.25pm. It is the responsibility of the PST to confirm the length of the school day with the host school prior to the placement. PSTs are expected to attend staff meetings, participate in yard supervision and other professional activities as requested by the host school;
 - Demonstrate a level of fitness for undertaking the required practicum, including maintaining their own health and ensuring hygiene, nutrition and adequate rest.
6. Strive towards successful completion of Professional Experience. Unsatisfactory performance or inappropriate conduct will lead to the implementation of the 'Reporting Degrees of Concern' process. This may result in discontinuation, possible loss of Professional Experience completed prior to cessation of the placement.

These terms and conditions are agreed to by:

| | |
|-----------------|--|
| PST Family Name | |
| PST Given Name | |
| CDU Student ID | |
| Course | |
| PST Signature | |
| Date | |

This contract is valid for the duration of the course of enrolment.