Education Placement - Concern Procedures

**Introduction**

These concern procedures enable quality outcomes for Preservice Teachers (PST) on placements, Mentor Teachers (MT) and Professional Learning Leaders (PLL) or Professional Experience Coordinators in schools.

The procedures are:

1. an overview of the process for initiating and managing a concern

2. the communication and documentation procedures

3. guidelines for decisions making.

The procedures inform all stakeholders.

**Overview**

These guidelines manage concerns that arise during the placement. Most concerns focus on the practice of the PST and are raised by the MT. These procedures provide a clear pathway for the resolution of the concern and the support available. At times a PST may have a concern about the progress of the placement. The PST follows the same procedures to raise the concern and can expect the same procedures to be followed.

Diagram 1 provides an overview of the process for initiating and managing concerns. When a concern is initiated by a stakeholder, it is resolved through discussion; action planning and evidence of action to review progress. Where concerns are ongoing, support for Mentor Teachers and setting-based professional experience coordinators is available from the Professional Experience Supervisors (PES) and the Field Manager (FM).

In cases where concerns remain unresolved, Unit Coordinators (UC) and the Associate Dean-Work Integrated Learning (AD-WIL) are involved in decisions on the future of the placement.

The processes are one measure to ensure the quality and success of the professional experience.

If a stakeholder requires support to initiate the concern procedures, please email the Work Integrated Learning Team at [Inschool@cdu.edu.au](mailto:Inschool@cdu.edu.au) so that the concern can be directed to the most appropriate person.

**Diagram 1: Managing Concerns while on Placement**

**Preservice Teacher**

**Mentor Teacher**

**PLL**

**PES or FM**

**Unit Coordinator**

**Associate Dean**

A concern regarding the placement can be identified by any of the key stakeholders.

**Concern identified**

Concern discussed with key people involved – PST and MT.

The PLL /PEC and the PES may be involved.

**Concern discussed**

Key decisions and actions to resolve the concern are recorded.

The plan of action implemented.

**Plan for success**

Evidence regarding key actions compiled and concern resolved.

**Resolution**

Evidence from the plan of action shows the concern/s remain.

A formal plan of action is developed with required action and evidence to resolve the concern.

**Concern/s ongoing**

**Recommendation**

The PST, MT and PES collaborate to develop a report detailing the evidence and level of achievement / progress towards resolution of the concern/s.

A recommendation is put to the UC and AD.

A decision is made, and the outcome communicated. Outcomes include:

* resolution
* extension of time
* cessation
* fail

**Outcome**

The concern raised is a serious breach of standards.

The PST is made aware of the breach and potential consequence of the breach.

Situation is communicated to UC and AD. A report is sent.

**Misconduct**

|  |  |
| --- | --- |
| **Key** | |
| Mentor Teacher | MT |
| Preservice Teacher | PST |
| Professional Learning Leader | PLL |
| Setting based Professional Experience Coordinator | PEC |
| Professional Experience Supervisor | PES |
| Unit Coordinator | UC |
| WIL Education Field Manager | FM |
| Associate Dean WIL | AD |

Table 1 provides the communication and documentation procedures for initiating and managing concerns for Preservice Teachers on placement.

**Table 1: The Levels of Concern – Communication and Documentation Procedures**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level of Concern** | | **Examples** | **Communication** | **Documentation** | **Outcome** |
| 1 | **Concern** | * Punctuality/absences * Standard of dress * Lack of initiative * Limited understanding of placement requirements | The concern is raised.  MT and PST discuss the concern.  PLL, PEC, and university FM informed via Level 1 Notification of Concern Agreement.  MT emails [Inschool@cdu.edu.au](mailto:Inschool@cdu.edu.au) | Level 1 Notification of Concern Agreement completed.  Documentation retained by mentor and PST and emailed to [Inschool@cdu.edu.au](mailto:Inschool@cdu.edu.au) | Concerns resolved  Or  Targeted support plan implemented. |
| 2 | **Targeted Support** | Targeted Support needed to:   * Plan lessons * Teach effectively * Demonstrate content knowledge * Accept and use feedback * Communicate professionally * Manage classroom behaviour * Differentiate for student learning * Engage in inclusive and anti-discriminatory practice * Complete full days and weeks where required/rectify continued absences or lateness * Meet graduate standards as identified in assessment forms | MT / PLL raises need for support with [inschool@cdu.edu.au](mailto:inschool@cdu.edu.au) and FM will allocate a PES.  MT and PES work through concerns with PST to develop support plan.  Support plan implemented with regular feedback conversations.  Support plan and evidence of success communicated to UC and AD with recommendation to extend, cease or fail. | Level 2 -[Targeted Support Plan](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cdu.edu.au%2Ffiles%2F2022-02%2Fins-level-2-targeted-support-plan-form_0.docx&wdOrigin=BROWSELINK)  MT to send signed copy of support plan and recommendation to PST cc PLL, PES and [Inschool@cdu.edu.au](mailto:Inschool@cdu.edu.au)  On completion, Placement reports and support plans uploaded to LearnLine by PST and emailed to MT cc PLL, PES, FM, UC and [Inschool@cdu.edu.au](mailto:Inschool@cdu.edu.au)  PES completes [Visit Report](https://forms.office.com/pages/designpagev2.aspx?lang=en-US&origin=OfficeDotCom&route=Start&subpage=design&id=Z4cknxqO80KDb8CSq5X_cJsqdYbXrAdOkp1fpcScKxpUMlpFMFg5MTZJQTVOWURFMFIzM0wzSTdISS4u) for each visit. | Support Plan successful in assisting PST meet expectations of placement  Or  Improvements noted and 5-day support period implemented. UC / AD to manage extension.  Or  Placement failed.  AD to manage. |
| 3 | **Misconduct** | * Breach of educational setting’s duty of care * Breach of CDU’s code of conduct * Breach of confidentiality * Unethical or unsafe behaviour * Inappropriate language * Defiance * Inappropriate behaviour towards students, parent, staff and/or community * Racist, sexist, or other discriminatory behaviours maligning the reputation of CDU/educational setting | PST meets with MT and /or PLL, PES.  The PST is made aware of the breach and the potential consequences of the breach.  The breach is communicated to [Inschool@cdu.edu.au](mailto:Inschool@cdu.edu.au) the FM and the AD. | An Level 3-[Early Cessation of Place form](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cdu.edu.au%2Ffiles%2F2022-02%2Fins-level-3-early-cessation-of-placement-form.docx&wdOrigin=BROWSELINK) is completed by the Principal / Director and emailed with supporting details to [Inschool@cdu.edu.au](mailto:Inschool@cdu.edu.au) FM and AD. | AD review the situation and act on advice.  AD communicates with PST, Principal / Director. |

**Guidelines**

The Guidelines outline the actions for initiating and managing concerns for the Professional Experience. A concern can be raised by any one of the stakeholders involved in the placement. Three levels of response to a concern are used.

**Concern**

Most concerns can be managed in the school or setting with the support of the Professional Experience Supervisor.

**Targeted Support**

At this level the preservice teacher is at risk of not meeting the required standards for the placement. Managing the concern with careful planning, coaching conversations, support from the Professional Experience Supervisor and communication with the Field Manager and Unit Coordinator, a successful outcome can be achieved for the preservice teacher. Ongoing concerns are managed with the Unit Coordinator and the Associate Dean-WIL.

**Misconduct**

In cases where there is a clear breach of standards of conduct, action to cease the placement is taken collaboratively by the Principal / Director of the setting and the Unit Coordinator and Associate Dean WIL.

**Level 1 Concern**

Concerns are not limited to the examples in Table 1. Level 1 issues are resolved after they have been formally identified and discussed by the mentor and the PST. The mentor and PST complete this Notification of Concern Agreement.

A copy of the completed form is emailed to [inschool@cdu.edu.au](mailto:inschool@cdu.edu.au) The Field Manager, or allocated Professional Experience Supervisor, who will make contact to discuss the concern. The Mentor Teacher and Preservice teacher retain a copy of this form for their records.

**Level 2 Targeted Support**

Targeted Support concerns are not limited to the examples in Table 1. As soon as the Mentor Teacher has concerns that the PST may not achieve the requirements of the placement, they should:

1. Contact the nominated Professional Experience Supervisor or Field Manager

2. Complete the Targeted Support Plan, available on the [*InSchool*](https://www.cdu.edu.au/arts-society/education/inschool-education-placements) website.

The Targeted Support Plan is completed following a discussion between the Mentor Teacher, setting-based Professional Experience Coordinator, the PST, and in consultation with the Professional Experience Supervisor.

It must be signed by all present and emailed to the PST, with all parties copied into the email, including Inschool@cdu.edu.au.

The Targeted Support Plan runs for a period of 5 days. The plan lists:

1. the key areas of concern in the form of developmental goals
2. the related Australian Professional Standard for Teachers and
3. establishes a program of strategies to support the PST in meeting these goals.

PST performance against these goals is compiled daily over the 5-day period.

The mentor and PST discuss progress towards the goals at the end of each day. The Daily Progress Report guides the conversation and a rating is recorded against evidence of PST’s practice. The PST and mentor sign the form each day.

**Three potential outcomes of the Targeted Support Plan process.**

The potential outcomes of this process include:

1. The PST gets back on track meeting the requirements by the end of the placement. In this case the PST submits the plan with the final report to the CDU Unit Coordinator, and ccs [inschool@cdu.edu.au](mailto:inschool@cdu.edu.au), the MT and the PES.
2. The PST does not meet the identified developmental goals within the 5 days. A second and final opportunity may be provided. The provision of the additional time is a decision made in collaboration with the Unit Coordinator and the Associate Dean WIL.
3. If the PST does not successfully complete the Targeted Support Plan over two targeted support periods (10 days total) they will be deemed to be unsuccessful in the placement and a Fail grade will be recorded.

At the completion of the support plan, the Placement reports and support plans are uploaded to LearnLine by PST and emailed to MT cc PLL, PES, FM, UC and [Inschool@cdu.edu.au](mailto:Inschool@cdu.edu.au) .

**Level 3 Misconduct**

The actions in this section are guided by the following policy:

* Charles Darwin University Student Code of Conduct
* Charles Darwin University (Student General Conduct) By-Laws

**Termination of a placement is a serious matter**

Termination of a placement may occur if a PST is experiencing extreme difficulty in meeting the placement requirements (Level 2), or in cases of misconduct (Level 3).

**Level 2 Termination**

Termination of placement is a last-resort process and will usually only occur after consultation with the PST, Mentor Teacher, setting-based coordinator, unit coordinator and Associate Dean – Work Integrated Learning (AD WIL). Termination usually does not occur without warning or before remedial actions have been implemented.

**Level 3 Misconduct Termination**

Termination of placement can occur immediately if the situation is viewed as urgent or of significant seriousness. This includes if a PST presents to a placement under the influence of drugs or alcohol, or if the learning and safety of students in host classes and schools is seriously compromised by a PST’s unprofessional behaviour.

As part of the duty of care of teaching professionals - PSTs, practicing teachers, school leaders and CDU staff are bound to report any unprofessional behaviour. Where a PST breaches the CDU Code of Conduct, the regulator’s Code of Ethics applicable to the state/territory where the placement is being conducted, or otherwise significantly demonstrates non-professional behaviour, the setting-based coordinator or Principal/Director should advise the PST, the [Inschool@cdu.edu.au](mailto:Inschool@cdu.edu.au), The WIL Education Field Manager and the Associate Dean WIL; immediately.

If the instance/s of behaviour is deemed to be of significant seriousness by the educational setting, the principal/director may terminate the placement. An Early Cessation of Placement form is completed and emailed to [inschool@cdu.edu.au](mailto:inschool@cdu.edu.au) and the WIL Education Field Manager. The WIL Education Field Manager will advise unit coordinator and Associate Dean WIL. The Associate Dean WIL will review the case to support the recommendation or take alternate action.

**Voluntary Withdrawal by the PST**

A Pre-service teacher (PST) who voluntarily withdraws from a placement at any stage, without the knowledge and/or agreement of both the university and the educational setting, will be deemed to have failed the placement.

**Details Required**

The professional learning leader/site coordinator/director completes the ***Early Cessation of Placement form* and emails to InSchool@cdu.edu.au** and this will be forwarded to relevant CDU staff. Please refer to the *InSchool – Placement Concern Procedures* document for details.

**Key CDU contacts**

**Associate Dean-Work Integrated Learning**

Dr Lisa Papatraianou

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E: [lisa.papatraianou@cdu.edu.au](mailto:%20lisa.papatraianou@cdu.edu.au)

**WIL Education Field Manager**

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**Ensuring Procedural Fairness**

Termination of placement may occur if a PST is experiencing extreme difficulty in meeting the placement requirements (Level 2), or in cases of misconduct (Level 3).

Termination of placement is a last-resort process. To ensure the quality and fairness of the decision to terminate, termination will usually only occur after:

* support planning and implementation is completed;
* consultation with the PST, Mentor Teacher, Professional Experience Supervisor, and the setting-based coordinator/PLL; and
* consultation with the Unit Coordinator and the Associate Dean-WIL.

Termination can occur immediately if the situation is viewed as urgent or of significant seriousness. This includes if a PST presents to a placement under the influence of drugs or alcohol, or if the safety and well-being of students in the host school is compromised.

**Extreme difficulty**

If the PST is experiencing extreme difficulties, that warrant immediate action, but do not go as far as misconduct, the parties involved may agree to:

* Relocate the PST to another class or setting
* Recommend terminating the professional experience placement by completing the Early Cessation of Placement by Educational Setting form and emails it to the [inschool@cdu.edu](mailto:inschool@cdu.edu), WIL Field Education Field Manager and the Associate Dean WIL.

Note: in the situations above, the placement days undertaken are not automatically credited and, in most instances will have to be repeated in the new class setting.

**Voluntary withdrawal by the PST**

A PST who voluntarily withdraws from a placement after confirmation and/or at any stage before its completion, without the knowledge and/or agreement of both the university and the educational setting, will be deemed to have failed the placement.

In these cases, the principal/director completes the Early Cessation of Placement form and emails it to the [inschool@cdu.edu](mailto:inschool@cdu.edu), WIL Field Education Field Manager and the Associate Dean WIL.

**Consequences of Failure in Professional Experience Placement**

A PST may be offered a second opportunity to successfully complete the placement component of the Professional Experience Unit, without re-enrolling. If the PST fails the placement component on their second opportunity, they have failed the unit.

If the second opportunity is unsuccessful, the PST needs to re-enrol in the Professional Experience placement unit to complete it.