Welcome to the Professional Experience guidelines of the Charles Darwin University (CDU) Initial Teacher Education (ITE) Program. This manual is essential reading. It sets out the general requirements for the supervised professional experience (placement) that Pre-service teachers (PST) must abide by in order to successfully complete the course.

Placement units are essential units in Initial Teacher Education degrees. Many PSTs report that these units are the most challenging yet the most rewarding component of the course. It is during this time that PSTs can contextualise and integrate the knowledge obtained in the theory units into practice in the school or learning 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 College of Education, school practitioners, the InSchool Office and you, the PST.

This manual provides important information and frequently asked questions for CDU education PSTs 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 website.

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

Jenny Buckworth (PhD)
Director for Professional Experience
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1. 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 Managers
Contact your course manager 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 in Professional Experience unit (Assignment 1 – theory)
- Lecture material

Student Central   www.cdu.edu.au/student-central for:

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

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

Information Technology

- ITMS   http://www.cdu.edu.au/itms
## 2. Terminology

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>External students:</td>
<td>Located and completing placement outside the NT or very remote NT</td>
</tr>
<tr>
<td>Internal students:</td>
<td>Located and completing placement within the NT (within 80km of Darwin, Palmerston, Alice Springs and Katherine)</td>
</tr>
<tr>
<td>ITE</td>
<td>Initial Teacher Education</td>
</tr>
<tr>
<td>Mentor Teacher:</td>
<td>Class teacher/s that provide support, feedback &amp; school assessment</td>
</tr>
<tr>
<td>PST</td>
<td>Pre-service teacher (student teacher)</td>
</tr>
<tr>
<td>PLL</td>
<td>Professional Learning Leader</td>
</tr>
<tr>
<td>Placement setting:</td>
<td>School or centre where placement is undertaken</td>
</tr>
<tr>
<td>Professional Experience:</td>
<td>Also referred to as prac, practicum, professional experience and placement</td>
</tr>
</tbody>
</table>
3. **Overview of professional experience**

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

Numerous requirements must be addressed prior to attending professional experience. This manual is designed to help PSTs familiarise themselves with the requirements needed to maintain the teaching pre-service teacher’s and the public’s safety during practicum periods. Some of the policies are CDU-wide and apply to all students at Charles Darwin University. Other policies pertain specifically to pre-service teachers in the College of Education.

At CDU, enrolled initial teacher education students are required to:

- complete their placements in the appropriate sequence and pattern (see following table).
- complete supervised Professional Experience blocks of varying length, from two to ten weeks.
- complete a maximum of two professional experience placements in one school/centre to ensure a variety of placement settings.
- commence professional experience following a theoretical focus that aligns to the pedagogical requirements for each year level.

  The theoretical component and associated assessment task is completed prior to the commencement of the placement so that the Pre-service teacher is well informed and ready to undertake their professional experience. Importantly, this preparedness contributes to making this a positive and productive time.

**Restrictions and Advice**

**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;
- attending the school;
- in the practicum class/es.

If extended family members are attached to the school or centre, PSTs 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

PSTs 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.

PSTs cannot receive remuneration in any form for duties carried out during their professional experience.

It is important for PSTs to be on placement as a Pre-service 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

PSTs are encouraged to nominate schools/learning centres 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.

Responsibilities

The completion of Professional Experience has associated responsibilities for all stakeholders: PSTs, host schools and mentor teachers and are outlined below:

CDU Pre-service Teachers:

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 supervising teacher prior to starting the placement;
6. Familiarise themselves with host school handbook and policy documents;
7. Notify the mentor teacher 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 regarding punctuality, attitude and behaviour and display a professional image and dress;
11. Maintain confidentiality always, in relation to students’ records;
12. Cease full time employment whilst on placement;

All PSTs have supernumerary status while on placements. This means that PSTs are additional to the workforce requirement and staffing ratios. PSTs are present in the placement setting as a student and learner and not as an employee or member of staff. PSTs are not covered under an employment contract while on an authorised placement and payment for PSTs on placement does not apply.
Host schools:

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

CDU ITE courses are accredited on the basis of supervised placements. The supervisory or mentor teacher is a registered teacher who works in a school or education centre. It is common for PSTs to have more than one mentor teacher on a placement.

Supervisory/Mentor teachers:

1. Become familiar with the unit objectives related to the relevant unit in which the placement rests;
2. Assist PSTs to seek out relevant learning opportunities within a safe and appropriate environment;
3. Provide regular constructive feedback, to identify areas of weaknesses and strengths;
4. Provide constructive guidance and direction for PSTs throughout the placement;
5. Demonstrate professional role modelling;
6. Be aware of, and comply with, relevant legislation underpinning practice;
7. Provide reliable, valid and fair assessment of PSTs performance;
8. Be professional and ethical in conduct. This includes honesty in constructive feedback about expected performance;
9. Encourage safe, competent and professional practice; including particular attention to existing policies in the host school/educational setting;
10. Provide documented assessment of competency, both formative and summative.
Supervised Professional Experience units MUST be undertaken in the following sequences

<table>
<thead>
<tr>
<th>Course</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Unit</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Unit</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Unit</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Unit</th>
<th>5&lt;sup&gt;th&lt;/sup&gt; Unit</th>
<th>6&lt;sup&gt;th&lt;/sup&gt; Unit</th>
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<tbody>
<tr>
<td>BECL</td>
<td>ECP110</td>
<td>ECP120</td>
<td>ECP210</td>
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<tr>
<td>BEDEC</td>
<td>EPE101</td>
<td>EPE110</td>
<td>EPE210</td>
<td>EPE310</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEDGE (ECE Primary)</td>
<td>EPE110</td>
<td>EPE210</td>
<td>EPE310</td>
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<td></td>
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<tr>
<td>BEDGE (Primary)</td>
<td>EPE110</td>
<td>EPE210</td>
<td>EPE310</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEDGE (Secondary)</td>
<td>EPE110</td>
<td>EPE210</td>
<td>EPE310</td>
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<tr>
<td>BEDP</td>
<td>EPR100</td>
<td>EPR200</td>
<td>EPR201</td>
<td>EPR301</td>
<td></td>
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<tr>
<td>BEDS</td>
<td>EPR100</td>
<td>EPR200</td>
<td>EPR201</td>
<td>EPR202 (Elective)</td>
<td>EPR301</td>
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<tr>
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<td>ECP110</td>
<td>ECP120</td>
<td>ECP210</td>
<td>ETP220</td>
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<td>ETP320</td>
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<td>BTLP</td>
<td>EPR100</td>
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<td>ETP210</td>
<td>ETP220</td>
<td>ETP310</td>
<td>ETP320</td>
</tr>
<tr>
<td>Double Degrees</td>
<td>EPR100</td>
<td>ETP120</td>
<td>ETP210</td>
<td>ETP320</td>
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<tr>
<td>MTeach (EC/Prim)</td>
<td>EPE510</td>
<td>EPE520</td>
<td>EPE540*</td>
<td>EPE530</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTeach (Secondary)</td>
<td>EPE510</td>
<td>EPE520</td>
<td>EPE531</td>
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<td></td>
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</tr>
<tr>
<td>WEDS</td>
<td>EPR100</td>
<td>EPR200</td>
<td>EPR201</td>
<td>EPR301</td>
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</tbody>
</table>

* Specialist elective – may also be undertaken after EPE530.
4. Organising Professional Experience

Only PSTs who are enrolled in a Professional Experience unit may complete practicums (refer to previous table). PSTs should ensure they are familiar with all important dates: semester start and end, census dates, placement schedule dates, etc. See important dates.

Calendars

Professional Experience calendars are published on the InSchool website at the end of each year. Calendars recommend suitable placement dates for each state and territory per unit of study. Professional Experience must be completed within the semester on dates indicated.

PSTs should note that:

- Commencement dates are organised so that sufficient time has elapsed for the PST to engage with the theory that will inform their placement.
- Placement days completed outside of approved dates may not count towards the professional experience component of the unit.

Variation requests

PSTs may apply for a variation in placement dates with extenuating circumstances. Reasons such as holidays or work commitments are not considered extenuating circumstances. 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. All requests must include reasoning and have supporting documentation attached. Incomplete applications will not be accepted.

Should PSTs believe that they are unable to complete the Professional Experience within a given time or in a confirmed location they may apply for consideration of extenuating circumstances.

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

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 PSTs ability to undertake and fulfil the professional experience placement.
- If a PST has a disability or medical condition that may impact on ability to undertake study, the PST can contact Equity Services to discuss the development of an Access Plan to support their professional experience.
5. Prior to Professional Experience Placement

PSTs should be enrolled appropriately prior to undertaking placement, and must have completed all required prerequisites or theory components of the unit or course. This includes accessing the relevant Learnline materials and engagement with the content therein. There, PSTs will find the essential pre-readings, expectations and assessments associated with the placement. The Discussion Board will also provide valuable information from fellow students.

PSTs are expected to 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.

Nominating and Confirming the Professional Experience

PSTs must nominate all placements with the InSchool Office. The nomination process is accessed through the InSchool website placement page – ‘My Nomination’ button.

Before nominations can be undertaken the following pre-nomination documentation must be supplied.

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

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

Note: clearances can take some months to organise and may change or expire during the course. PSTs are responsible for ensuring that all clearances are up to date, complete and valid for the entirety of all professional experience units.

In some states schools also require specific certificates such as first aid. PSTs are responsible for meeting all such requirements. See the InSchool website for current requirements.

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

- Upon nominating PSTS will be asked to complete details regarding their location and year level and/or discipline expertise. PSTs are able to select regions that are close to their home location and may specify any other requests in the comments field.
- The InSchool office will contact appropriate schools in the nominated region to request the placement, provide appropriate information to the school and will confirm the placement with the school and the PST.
- PSTs are encouraged to meet with their supervising teacher prior to placement commencing to discuss and plan the professional experience.

Failure to Nominate Professional Experience

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

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

**Difficulty in Sourcing Placement**

The InSchool Office is aware of the increasing shortage of schools and educational settings and endeavours to provide PSTs with additional flexibility in completing placements. In the event that PSTs cannot be found a host school or centre for placement in the semester in which they are enrolled, one additional semester will be allowed to enable the PST further possibility to complete the placement and finalise the grade for that unit. PSTs 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 will 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.

6. **Whilst on Professional Experience Placement**

**Code of Conduct**

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

• Be respectful, courteous and professional at all times to colleagues, clients, school/centre staff, CDU academic staff, administrative staff, InSchool 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; 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.
Hours & Attendance

- The required attendance for placement is measured in days. This is mandated by the teacher education course accreditation requirements.
- PSTs are expected to work full days in schools. Typically, this will mean undertaking prior to school, morning break, lunch time and after-school supervision (yard duty). Therefore, PSTs should not expect to leave the school for lunch or any other business during the school day. PSTs 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 children arriving in the morning and an hour after the children depart, although this varies depending on the school. It is the responsibility of the PST 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, PSTs are expected to be at the school or centre in a full-time capacity, Monday to Friday, 5 days per week.
- To achieve a pass grade 100% of the placement days must be successfully completed.

Absences

- PSTs must notify the host school of absence prior to the commencement of the school day as soon as possible. Thus, PSTs should identify the contact numbers and processes to follow should they be absent or late. Failure to do so indicates that the PST is not meeting the Australian Professional Standards for Teachers (Graduate);
- PSTs are required to notify the Host School and the InSchool Office of any absences greater than one day. 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 (following the 1st day of absence);
- Severe weather events: the personal safety of PSTs is the primary factor in determining attendance at placement in the event of a cyclone or other severe weather event. PSTs must make up any days missed due to the above circumstances;
- Any placement days missed must be made up.

Dress Requirements

PSTs 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, body art (tattoos) and coloured hair. The school retains the right to ask PSTs to leave if the student does not meet their requirements.

Host School & Mentor Teachers

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

If PSTs are experiencing problems with placement they should contact the InSchool Office as soon as possible.
Insurance

Charles Darwin University has personal accident and public liability coverage that extends to cover the legal liability of enrolled Higher Education (HE) students while engaged on authorised university-sponsored activities. This includes professional experience activities, provided the PST is not engaged as an employee or in receipt of remuneration, and is enrolled in the relevant professional experience unit. In accordance with requirements of CDU’s ITE courses and associated professional experience, it is understood that the PST will be under supervision at all times.

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

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

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

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

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

At the completion of each year level PSTs will be ready to build on their knowledge and ability. PSTs should progress from novice in first year/semester, to advanced beginner by the end of final year/semester.

Over the placement experience the PSTs should demonstrate patterns of development and progression in pedagogical practices. It is expected that when a PST is presented with new or more complex activities (beginning of the placement), the PST’s level of competence is initially low, increasing as they learn to demonstrate the expected behaviour and knowledge. Similarly PSTs will progress with the expected practice level of behaviour. For example, first year, first semester PSTs should undertake classroom observations and practices with direction and
supervision from others. In contrast final year/semester PST actions should be underpinned with sound evidence-based rationales and communicated in a coherent and accurate manner.

### 7 Assessment: Professional Experience

While on placement the PST’s ability to meet the Australian Professional Standards for Teachers (APSTs) (Graduate) and/or the Australian Children’s Education & Care Quality Authority (ACECQA) standards are assessed. The developing PST portfolio records these assessments and guides PSTs 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.

PSTs are reminded that each unit/s comprise of at least two assessments that must be completed in order to pass the unit.

#### Submission of Assessment Documents

Assessment/Evaluation forms should be provided to the InSchool Office at the mid-point and on completion of the placement. These forms should be forwarded by the mentor teacher from the school’s email. However, it is the responsibility of the PST to ensure that these are completed and submitted and PSTs are advised to keep a copy of all completed forms.

### 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 Dean of College approves in writing an extension of the PO grade.

Please refer to the assessment rules regarding all grades.

A PST 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.

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

Appendix One identifies the appropriate progression pathway through a professional experience unit.

### 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 PST 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 website under the Mentor page and by clicking on the Mentor Resources button.

In the event that staff or PST issues cannot be resolved informally, the school and/or the PST should contact the school coordinator and the 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 ‘Degrees of Concern’ 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 Supervisor and student; or

ii. Degrees of Concern 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 PST 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 pre-service 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 PST presents to placement under the influence of drugs or alcohol.

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

If a Professional Experience is terminated, the PST should immediately contact the:

- InSchool Office;
- Course Coordinator, and
- the host school.

If a CDU PST wishes to initiate the termination of a placement, the PST must supply in writing the reasons prior to ceasing the placement to the:

- InSchool Office;
- the host school.
**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;
- Police Clearance/s not met;
- had their previous registration suspended or cancelled.
9. Frequently Asked Questions

1. Do I need to nominate my placement?
Yes, all PSTs must nominate each placement even if it is with the same host school and/or mentor as a previous placement.

2. When do I nominate?
You need to complete pre-nomination requirements and nominate as soon as possible after enrolment so that placement confirmation can be completed prior to commencement.

3. Do I have to complete my placement as per the dates on the CDU calendar?
Yes. The calendars have been organised to align with the unit requirements, course guidelines and in consultation with school representatives. It is important to complete your placement within the dates shown on the calendar.

4. What if I want to start my placement earlier or my host school wants me to attend on different dates?
You are not permitted to commence your placement prior to the commencement of the CDU semester. You may, however, extend your placement to start later. Options for more flexibility must be approved through the InSchool Office prior to commencing. Use the Practicum Date Variation Approval Request form, available on the InSchool website. Include a detailed explanation and supporting documentation.

5. 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 variations with the InSchool Office and your course manager.

6. What if a school at which I can complete my placement requirements cannot be found?
Where a school cannot be confirmed for your placement, it is possible to defer the placement until the following semester. In these instances, the academic readings and assessment must be successfully completed and a Practicum Ongoing (PO) grade can be recorded. This can be updated once the placement is successfully completed. Enrolment is valid for two enrolment periods. Ensure this is discussed with the InSchool Office.

7. I am not in a position to complete full weeks. What are my options?
PSTs should follow the breakdown of days and weeks required as indicated in the unit requirements and weekly guidelines available on the InSchool website.

8. It looks like I will not be able to complete my placement by the due date indicated in the paperwork guidelines. What does this mean for me?
In many situations PSTs 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 paperwork has been received. Ensure the InSchool Office is notified of your delayed finish date.

9. I am not on placement and the first assignment is due, what do I do?
Academic assignments are not dependent on the 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?
Missed days will need to be made up at the completion of the professional experience with days agreed upon by the school and your mentor teacher.
11. **How and where do I submit my in-school tasks (i.e. NOT academic requirements)?**
These are completed in your school and should be discussed with your mentor teacher. These tasks are NOT submitted to CDU for marking. Your assessment forms are to be returned to the InSchool Office.

12. **What should I do if my WWCC / Police Clearances do not arrive before I am due to commence my placement?**
Schools cannot accept PSTS to be on site until clearances can be presented. Please email InSchool if your placement is delayed due to this.

13. **I am enrolled in a specialist stream but cannot find a placement in that year level. Can I do placements outside that year level?**
No. If you complete placements in year levels outside your elected stream, you may compromise your registration. Contact your course manager or the Director for Professional Experience.
Appendix One

Enrol in ECP, ETP, EPR, EPE placement unit

- Undertake theoretical readings and required work
- Refer placement dates - see *InSchool* site

Submit assignment and unit requirements by due date

- Assessment satisfactory
  - F grade entered in Learnline
    - Student will need to enrol again in next available semester
  - PU grade entered in Learnline
    - Proceed to next placement unit in the next semester

- Assessment unsatisfactory
  - Assessment forms received (emailed to *InSchool*)
    - Final Grade entered (PU) Pass Ungraded
      - InSchool Progress Unsatisfactory
      - Contact the InSchool Office or the Director for Professional Experience

Apply for criminal history clearance
Apply for Working with Children Check – check *InSchool* site for state/territory requirements

- Acquired all pre-placement requirements for placement
  - Host school cannot be sourced
  - PO (Placement ongoing) Grade entered
    - Valid: 2 enrolment periods

- Complete nomination on the *InSchool* site
  - Host school sourced and confirmed by the InSchool Office
    - Commence & complete placement. Progress deemed satisfactory by school i.e. required placement days complete with attention to in-school tasks and meeting APST graduate teacher standards

- Refer placement dates - see *InSchool* site
  - PO (Placement ongoing) Grade entered
    - Valid: 2 enrolment periods

*InSchool:*
https://www.cdu.edu.au/education/in-school
inschool@cdu.edu.au
Appendix Two

Pre-service Teacher Contract: Professional Experience Placement

The Pre-service Teacher (PST) must sign and return this document. Required documentation must be supplied to inschool@cdu.edu.au before a placement is confirmed by the InSchool Office 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 the InSchool Office before the placement is confirmed or attended.

2. Practice under the supervision of registered teachers. The outcomes and objectives of the learners 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 personnel in the host setting.

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 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 learners in the host setting;
   - Maintain physical and cultural safety for learners.

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 (see 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 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 the InSchool Office 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, and possible loss of Professional Experience completed prior to cessation of the placement.

These terms and conditions are agreed to by:

<table>
<thead>
<tr>
<th>PST Family Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PST Given Name</td>
<td></td>
</tr>
<tr>
<td>CDU Student ID</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td></td>
</tr>
<tr>
<td>PST Signature</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>
Appendix Three

Student request for variation to practicum dates

Practicum dates and calendars are released at the end of the year. Professional Experience must be completed within the dates indicated. Check the InSchool website for current dates.

- Pre-service teachers may apply for a variation when there are extenuating circumstances. Note: holidays or work commitments are not considered to be extenuating.
- Commencing placement earlier than the published schedule is not possible. However placement can often be extended to start later. Flexibility is dependent upon the unit of enrolment.
- Do NOT request placements dates outside the schedule as they may not fit in with unit and course requirements.

Variations may only proceed following approval from the InSchool Office and MUST also be discussed and approved by the relevant staff in the host site/school.

Complete the application below, include reasoning and attach supporting documentation. Incomplete applications will not be accepted. Approval is at the discretion of the InSchool Office and the Director for Professional Experience.

<table>
<thead>
<tr>
<th>Pre-service teacher name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PST CDU student ID:</td>
</tr>
<tr>
<td>Course:</td>
</tr>
<tr>
<td>Unit:</td>
</tr>
<tr>
<td>State or Territory:</td>
</tr>
<tr>
<td>Calendar scheduled dates:</td>
</tr>
<tr>
<td>Proposed variation:</td>
</tr>
<tr>
<td>Details of request:</td>
</tr>
</tbody>
</table>
Appendix Four

Extenuating Circumstances for non-attendance at organised placements in the College of Education courses

INTRODUCTION

The College of Education is committed to the equitable and timely allocation of student placements. Placements will be scheduled as per the placement calendar available in the ‘Student Resources’ tab of the InSchool website (www.cdu.edu.au/education/inschool) and students are expected to attend all organised placements. However, it is acknowledged that extenuating circumstances may occur where the student cannot undertake an arranged placement.

INTENT

To develop guidelines to ensure that students are aware of the process for the consideration of extenuating circumstances when requesting a change to confirmed placement dates.

Present Problem: Cancellation of student placements incur financial costs to the University and threatens CDU’s professional reputation and the goodwill of our external placement providers.

PROCESS

1. It is expected that students will inform the InSchool Office by emailing inschool@cdu.edu.au of any special circumstances that may prevent them undertaking placement according to the dates recommended on the placement calendar. These circumstances may or may not meet the Extenuating Circumstances criteria. Examples which may not be deemed extenuating circumstances include childcare, work and holidays.

2. If a student has a confirmed placement but cannot attend due to extenuating circumstances, the student must complete the form at the end of this document, email it to inschool@cdu.edu.au and state their case with a detailed covering letter and supporting evidence such as a medical certificate or a police case number. Statutory declarations will not be accepted.

3. The InSchool Office will complete a preliminary assessment of the application which will be forwarded to the Director for Professional Experience along with the student’s placement and email history.

4. A Placement Officer or the Manager will notify the student of the outcome.

5. If the student’s application is supported, the placement will be cancelled. Another placement will be negotiated for the student following consultation between a Placement Officer and the student. Students may be required to provide further evidence (e.g. being fit and ready to return to practice) before a new placement is sought.

6. If the application is not supported, the student will be expected to attend the original placement. If the student does not attend, a fail grade for the unit will be awarded.

Factors considered as extenuating circumstances

1. Ill health and unexpected medical conditions: Students are expected to submit a medical certificate to
the InSchool Office when applying for extenuating circumstances. This certificate must include the dates that the student is deemed unfit.

2. **Car accident or sudden theft of Motor Vehicle:** Lack of access to a motor vehicle is not grounds to refuse a placement if public transport is available. However, students who unexpectedly lose access to their mode of transport immediately prior to their placement can supply the police number as proof to apply for extenuating circumstances.

3. **Unforeseen family issues:** Bereavement, serious illness of a family member or personal/family trauma. The matter will be dealt with on a case-by-case basis.

4. **Military deployment and legal commitments:** Students who are aware of these commitments in advance should consider whether they should enrol in a placement unit. If deployment, jury duty or other legal commitments arise unexpectedly, the student must provide evidence to the InSchool Office. The matter will be dealt with on a case-by-case basis.

5. **National Emergencies:** Students who live in an area facing a state of emergency or emergency situation need to contact the InSchool Office as soon as possible to discuss placement options. The matter will be dealt with on a case-by-case basis.

### Factors not considered as extenuating circumstances

1. **Work Commitments:** On enrolment in a placement unit students must be available for the relevant placement. Students should inform their employer of impending placement requirements before enrolling and ensure that they can undertake the placement.

2. **Recreational holidays:** If students have pre-paid holidays for a particular semester they are advised to wait until the next study period to enrol in a placement unit.

3. **Pre-placement requirements not current:** It is the student’s responsibility to ensure all pre-placement requirements are current. If documents expire prior to or during placement, the placement may be withdrawn.

4. **Childcare:** Enrolled students are responsible for arranging appropriate child care. If students have concerns regarding childcare they must inform the InSchool Office via your student portal ‘Nomination Icon’.

5. **Distance:** The InSchool Office endeavours to source placement within a student’s home State or Territory and as close as possible to where the student lives. However, as placements are given at the discretion of education facilities this is not guaranteed. Students may need to travel for up to 1.5 hours each way in order to attend placement.

6. **Public Transport:** If students are reliant on public transport they must inform the InSchool Office via your student portal ‘Nomination Icon’, if they believe that this will restrict placement options. In some cases, students may need to find accommodation closer to the venue for the duration of placement.

Email enquiries can be sent to inschool@cdu.edu.au.
Section 1

Student Name: ____________________________________________________________
Student ID: ___________________________ State/Territory: ______________________
Course: ______________________________ Unit Code: ____________________________
Semester of enrolment: ______________________________________________________
Placement Educational Setting: _____________________________________________
Placement Start Date: ______________________________________________________
Placement End Date: _______________________________________________________

Section 2

I have outlined my circumstances and attached evidence to support my application (please tick the relevant box):

| Medical Certificate (medical certificates must include a start and end date) | Evidence of military deployment or legal commitments |
| Police case number and incident report of accident | Evidence of an unforeseen family circumstances |
| National Emergency | |

Section 3

I understand that the following are NOT considered to be Extenuating Circumstances and I am not applying to cancel my placement due to:

- Work Commitments
- Recreational Holidays
- Pre-placement requirements not current
- Childcare
- Distance to travel
- Public transport
- Financial situation

Signature:..............................................Date:......................................................

InSchool Office / CDU Academic Use Only

Approved □ Not Approved □
No. of requests denied: 1st □ 2nd □ 3rd □

Signature:..............................................Date:......................................................
College of Education

Degrees of Concern
Reporting Procedures
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures for Reporting Degrees of Concern in Professional Experience Placements</td>
<td>29</td>
</tr>
<tr>
<td>Notification Of Concern</td>
<td>29</td>
</tr>
<tr>
<td>Level 1: Concern</td>
<td>29</td>
</tr>
<tr>
<td>Level 2: Targeted Support</td>
<td>30</td>
</tr>
<tr>
<td>Level 3: Misconduct</td>
<td>32</td>
</tr>
<tr>
<td>Appendix One</td>
<td>34</td>
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<tr>
<td>Appendix Two</td>
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<tr>
<td>Appendix Three</td>
<td>36</td>
</tr>
<tr>
<td>Appendix Four</td>
<td>38</td>
</tr>
</tbody>
</table>
CDU acknowledges that PSTs may experience difficulty during placement and have grouped the levels of difficulty into the following three levels.

<table>
<thead>
<tr>
<th>Level of Concern</th>
<th>Examples</th>
<th>Documentation</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Concern</td>
<td>Level 1</td>
<td>Notification of Concern</td>
<td>Typically resolved</td>
</tr>
<tr>
<td>2 Targeted Support</td>
<td>Level 2</td>
<td>Targeted Support Plan</td>
<td>Targeted support documentation required</td>
</tr>
<tr>
<td>3 Misconduct</td>
<td>Level 3</td>
<td>Misconduct Report</td>
<td>Documentation required</td>
</tr>
</tbody>
</table>

**Notification Of Concern**

It is in the best interests of the PST, the mentoring teacher and the school students that any concerns regarding the PST’s conduct or competency be addressed as soon as possible.

Should the Mentor Teacher have concerns about a PST’s progress at any stage in the placement, the principal, the PST and the InSchool Office should be notified. A “Notification of Concern” form (Appendix 1) should be completed and emailed to inschool@cdu.edu.au as a matter of priority.

**Level 1: Concern**

Examples of this level of concern may include (but are not limited to):

- Issues with punctuality
- Absences
- Standard of dress
- Family members in the school
- Lack of initiative
- Failure to complete placement administrative guidelines

The InSchool Office should be notified as soon as the concern is identified.

Mentor teachers should complete the Notification of Concern form and email to the InSchool Office. Typically this level of concern is rapidly rectified once it has been formally identified.

On being resolved an email should be forwarded to the PST and the InSchool Office to advise of the improved situation.
Level 2: Targeted Support

Where the mentor teacher considers that the PST may fail to achieve the requirements of the placement, the Targeted Support Plan (See appendix 2) must be completed as soon as the concerns are identified.

Level 2 - Targeted Support: Examples

Examples of concerns which might be considered by the mentor teacher as being necessary to develop a Targeted Support Plan include (but are not limited to):

The inability to:

- Plan lessons
- Teach effectively
- Accept feedback
- Manage classroom behaviour
- Complete full days and weeks where required

Unable to:

- Meet identified graduate standards
- Demonstrate proficiency of content knowledge
- Speak professionally (grammatically)
- Differentiate for student learning
- Rectify continued absences or lateness
- Ensure inclusive and discriminatory practices

The Targeted Support Plan (usually a 5-day plan) should be completed following a discussion with the PST and university support staff. It should be signed by all, and forwarded to the InSchool Office.

This plan will identify the areas of concern and establish a program of objectives, activities and criteria for the remainder of the placement.

In the event that the PST is unable to meet the identified developmental goals within the 5 days, a second and final opportunity may be provided.

Students who do not successfully complete the Targeted Support Plan over the 2 targeted support periods will be deemed to be unsuccessful and a Fail grade will be recorded.
Level 2 - Targeted Support: Guidelines for Mentor Teachers

Mentor teachers should follow these guidelines to support a PST who is identified as potentially failing to meet the professional experience requirements.

Advise the University:

Complete the midpoint Interim Report. This will identify that the PST is experiencing difficulties in relation to the expectations of the placement.

University staff will assist with the process of supporting a PST and provide guidance to the school based staff.

Complete Documentation:

Complete the Targeted Support Plan, in consultation with the University Director/Coordinator, the PST and school based Professional Experience Coordinator or Principal.

Detailed notes of meetings, should be dated and signed by participants.

Email Documentation to University:

Email the completed Targeted Support Plan to the InSchool Office

Support Pre-service Teacher:

Continue to support the PST to achieve the desired outcomes of the placement. The Professional Experience office will maintain contact in relation to the PST’s progress, and provide support and guidance for the duration of the placement.

Voluntary withdrawal

This applies especially to students who have been given a “second chance” through the implementation of a Targeted Support Plan, to remediate issues in their professional practice before the completion of the final Professional Experience report.

A student who voluntarily withdraws from a placement at any stage before the completion of the placement, without the knowledge and/or agreement of both the university and the site, will be deemed to have failed the placement.

Consequences Of Failure In/On Professional Experience

Where a student fails a placement for the first time, they will normally be allowed to reenrol in the subject unless there is a well-documented case of unprofessional conduct, a breach of the duty of care to school students/clients, or if the reputation of the university has been put at serious risk.

Where a student is permitted to reenrol, they may be permitted to repeat the professional experience component only, provided that all mandatory preliminary requirements (e.g., attendance at lectures, completion of academic tasks) have been completed satisfactorily. This option is valid for 2 enrolment periods.
**Extreme difficulty**

If the PST is experiencing extreme difficulties that warrant further action prior to the conclusion of the placement, the parties involved may agree to:

Relocate the student to another class, setting or school; or

Terminate the professional experience placement.

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

**Level 3: Misconduct**

Where a PST has been identified as breaching the Code of Conduct or demonstrating non-professional behaviour, the school/principal should notify CDU immediately.

If the instance/s of behaviour is deemed to be completely unsatisfactory at the school, the principal may advise that the school no longer wishes to host the PST. A letter to advise of this action should be forwarded to the InSchool Office. On receipt of this letter CDU will investigate the suitability of the PST to enter the teaching profession in accordance with the Misconduct Policy procedures.

Misconduct can be demonstrated in various ways. As part of the duty of care of teaching professionals, PSTs, practising teachers and CDU staff are bound to report any unprofessional behaviour.

**Level 3: Misconduct – Examples**

- Inappropriate language
- Defiance
- Racist or non-inclusive behaviours
- Breach of Duty of Care
- Inappropriate behaviour towards students, parent, staff and community
- Maligning the reputation of CDU/school

**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 and/or any breach of code of conduct or breach of client confidentiality.

Withdrawal from a Professional Experience is a last-resort process and should only occur after consultation with the preservice teacher, mentor teacher and the school coordinator. This usually does not occur without warning or before remedial actions have 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 a placement under the influence of drugs or alcohol.
In such situations the number of placement days are not usually counted towards successful completion of practicum requirements.

If a CDU PST wishes to initiate the termination of a placement, the PST must supply in writing the reasons prior to ceasing the placement to the:

- InSchool Office;
- the host school.

Refer to Student Central Misconduct Procedures

Code of Conduct

Charles Darwin University (Student General Misconduct) By-Laws
# Appendix One

## Letter to PST - “Notification of Concern”

<table>
<thead>
<tr>
<th>[PST’s name and Student Number]:</th>
<th>Date</th>
</tr>
</thead>
</table>

Dear

**Re: Notification of Concern**

I am writing to formally advise that your Professional Experience placement has been flagged as a “Notification of Concern”. Staff in the CDU College of Education and your host school/centre have determined that elements of your Professional Experience are currently not at a level to meet the unit requirements.

It is important that you familiarise yourself with the procedures for a Notification of Concern. These are available on the InSchool website: [https://www.cdu.edu.au/education/inschool](https://www.cdu.edu.au/education/inschool)

A Targeted Support Plan will be developed by your mentor teacher, in conjunction with yourself, CDU and other school staff. This includes explicit actions that you need to take in order to complete the placement satisfactorily. The plan also identifies times for review the situation and for consultation meetings.

Depending on the outcome of the Targeted Support Plan different processes will be undertaken to support you in your endeavour to meet the unit requirements.

As a matter of urgency, you are required to sign the declaration at the bottom of this letter to indicate that you have read it and then return it immediately by email to the InSchool Office: inschool@cdu.edu.au

If you have any queries about the process, please discuss these with the InSchool Office.

Yours Sincerely,

**Principal’s/Mentor’s Name**

Educational Setting
Appendix Two

Targeted Support Plan

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

A Targeted Support plan must commence at or before the mid point of the practicum. Key reasons for this plan (these elements are considered developmental goals) include:

1. 

2. 

3. 

4. 

5. 

Developmental strategy: (List strategies to be used to support the student in achieving the developmental goals). A daily report should be completed – see over.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Developmental strategy</th>
<th>Key support person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<td>2</td>
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<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Daily progress report for “at risk” students

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Student’s name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assessment day</th>
<th>Progress report</th>
<th>Assessment rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental goal 1</td>
<td></td>
<td>Preservice teacher has achieved sufficient improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preservice teacher has not yet achieved sufficient improvement</td>
</tr>
<tr>
<td>Developmental goal 2</td>
<td></td>
<td>Preservice teacher has achieved sufficient improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preservice teacher has not yet achieved sufficient improvement</td>
</tr>
<tr>
<td>Developmental goal 3</td>
<td></td>
<td>Preservice teacher has achieved sufficient improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preservice teacher has not yet achieved sufficient improvement</td>
</tr>
<tr>
<td>Developmental goal 4</td>
<td></td>
<td>Preservice teacher has achieved sufficient improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preservice teacher has not yet achieved sufficient improvement</td>
</tr>
<tr>
<td>Developmental goal 5</td>
<td></td>
<td>Preservice teacher has achieved sufficient improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preservice teacher has not yet achieved sufficient improvement</td>
</tr>
</tbody>
</table>

**Comments (where relevant)**

**Recommendations: To be completed at the end of a 5-day “targeted support” period**

- Preservice teacher has made sufficient improvement during the targeted support period(s) of 5-10 days to indicate that he/she is on track to successfully fulfil the professional experience requirements.

- Preservice teacher has not yet made sufficient improvement during the first targeted support period and is to undertake a further and final 5 day targeted support period.

- Preservice teacher has not made sufficient improvement during the targeted support period(s) and has failed the teaching experience and the Professional Experience Office will be informed.

**Mentor teacher’s signature**

**Pre-service teacher’s signature**
Appendix Three

School – Early Cessation of Professional Experience Placement

Host School to return this form to the InSchool Office: inschool@cdu.edu.au

Form to be completed by the School Principal

<table>
<thead>
<tr>
<th>Principal:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Name:</td>
<td></td>
</tr>
<tr>
<td>Pre-service Teacher Name:</td>
<td></td>
</tr>
<tr>
<td>Number of days completed:</td>
<td></td>
</tr>
<tr>
<td>Date Placement Ceased:</td>
<td></td>
</tr>
</tbody>
</table>

The PST has not met the requirements of the Professional Experience placement at this time.

Procedures for reporting degrees of Concern in Professional Experience have been followed.

**Reason for cessation of placement is:**

- [ ] Targeted Support Plan was not successful
- [ ] Misconduct
- [ ] Other

**School Comment:**

Principal’s signature:

Date:
Appendix Four

Level 1: Concern
Documentation: Notification of Concern
Resolved

Continued Concern

Level 2: Targeted Support
Documentation: Targeted Support Plan
Resolved: Targeted Support Plan Successful
Documentation Required

Targeted Support Plan Unsuccessful
Option for Additional 5 Days TSP

Resolved: Targeted Support Plan Successful
Documentation Required

Targeted Support Plan Unsuccessful
Fail Grade will be recorded

Level 3: Misconduct
Documentation: Misconduct Report
Advertise CDU Placement Office immediately

Documentation: Letter of Advice
Send to CDU InSchool Office

Placement school decides whether to terminate placement