PROFESSIONAL EXPERIENCE HANDBOOK
MASTER OF TEACHING (EARLY CHILDHOOD) BACHELOR OF EDUCATION (EARLY CHILDHOOD)

A GUIDE FOR PRESERVICE TEACHERS, SUPERVISING TEACHERS AND TERTIARY MENTORS
SYDNEY SCHOOL OF EDUCATION AND SOCIAL WORK
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A GUIDE FOR PRESERVICE TEACHERS, SUPERVISING TEACHERS AND TERTIARY MENTORS

Contacts
The Office of Professional Experience:

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Thank you for participating in the University of Sydney’s Professional Experience Program. The professional support of Early Childhood services and Supervising Teachers is crucial to the quality of our Preservice Teachers’ professional learning. Together with Tertiary Mentors you provide an important bridge between on and off campus learning experiences. To all those who support our Professional Experience programs we extend our gratitude and appreciation.

As a University we aim to provide professional partners, especially Supervising Teachers, with support to undertake their role effectively and in a mutually beneficial way. We seek to facilitate communication between all stakeholders to ensure shared understandings and expectations of the program.

This handbook is designed to give Preservice Teachers, Supervising Teachers and Tertiary Mentors a better understanding of their role during the Professional Experience. It is organised into four parts with respect to the individual roles and responsibilities of each party:

- **Part One** – An introduction
- **Part Two** – The Role of the Preservice Teacher (that is the university student)
- **Part Three** – The role of the Early Childhood Setting: The Service Director/ The Supervising Teacher
- **Part Four** – The Tertiary Mentor
- **Appendices**

For any queries relating to the information contained in the Handbook please contact the Office of Professional Experience by email on profexp.earlychildhood@sydney.edu.au.

To access further information, including downloading reports and other documentation, please visit the Professional Experience website:
www.sydney.edu.au/education_social_work/professional_experiences/index.shtml
PART ONE: INTRODUCTION
THE SYDNEY SCHOOL OF EDUCATION AND SOCIAL WORK (EARLY CHILDHOOD): GOALS AND PURPOSE

The University of Sydney’s Early Childhood Teacher Education programs offer both undergraduate and postgraduate study.

THE BACHELOR OF EDUCATION (Birth to Five Years)

program is a four year (eight semester) full time course that qualifies Preservice Teachers to teach in Early Childhood settings (Birth-5). The course includes in-depth study of child development and learning as well as study in key learning areas (such as language and communication, creative arts, mathematics and science and health and wellbeing) and examines the important relationships between Early Childhood educators, families, caregivers and the community. The course has 89 days of supervised Professional Experience.

THE MASTER OF TEACHING (Early Childhood) (Birth to Five Years)

program is a two-year (four semester) course designed for Preservice Teachers who have a prior degree and are undertaking advanced studies in Early Childhood learning and development to obtain an Early Childhood Teaching qualification. Graduates of this degree are recognised as ‘five-year-qualified’ Early Childhood Teachers. This course has 79 days of supervised Professional Experience.

The University of Sydney has an international reputation for excellence and its Early Childhood Education programs equip Preservice Teachers with the necessary knowledge, skills and attitudes to become outstanding Early Childhood teachers, decision makers, ethical leaders and clear and practical thinkers.

The Professional Experience component provides a suite of developmentally sequenced practical studies that are integrated with theoretical, evidence-based knowledge within the core Teaching and Learning and Early Childhood Education units. Professional Experience promotes learning about Early Childhood professional contexts, about pedagogical settings and practices, and about ways families and communities, teachers and other educators and professionals nurture young children’s growth and development.

Professional Experience enables Early Childhood Preservice Teachers to develop the knowledge, skills, values and attitudes to plan for, facilitate and evaluate learning and care environments for young children. Professional Experience is underpinned by three overarching guiding principles that are evidence-based and practice-centred and aligned with the goals and intent of the Early Years Learning Framework and the National Professional Standards for Graduating Teachers. These principles are Professional Knowledge, Professional Practice and Professional Engagement.
OUR PHILOSOPHY

Our Early Childhood Programs aim to prepare graduates with the necessary knowledge, attitudes and attributes for the effective performance of the complex tasks and responsibilities of Early Childhood teaching. As learning to teach is a multifaceted and challenging process, we believe that a wide range of theoretical and practical experiences should be explored throughout the program.

In our Professional Experience Program Preservice Teachers are encouraged to construct, implement and evaluate appropriate programs of learning for young children, develop the maturity and humanity necessary for professional teaching and have the ability to maintain, enquire into, and evaluate their own professional development.

Our philosophical approach to Early Childhood Education is in line with the key elements of the **Early Years Learning Framework (EYLF)** for Australia and is underpinned by the following beliefs and values:

**PRINCIPLES**
- Through a wide network of secure, respectful and reciprocal relationships children develop confidence and feel respected and valued.
- Partnerships between educators, families and support professionals are of upmost importance.
- Early Childhood educators must be committed to equity and believe in all children's capacities to succeed regardless of diverse circumstances and abilities.
- When Early Childhood educators respect the diversity of families and communities, and the aspirations they hold for children, they are able to foster children's motivation to learn and wellbeing.
- Ongoing learning and reflective practice is an integral part of an educator's role.

**PRACTICE AND PEDAGOGY**
The principles of Early Childhood pedagogy underpin practice. Children's learning is enhanced when educators draw on a rich repertoire of pedagogical practices. Early Childhood Preservice Teachers in this program will gain experience with:

- Holistic approaches to teaching and learning
- Responsiveness to children
- Learning through play
- Intentional teaching - Learning environments
- Cultural responsiveness and competence
- Continuity of learning and transitions
- Assessment for learning

**OUTCOMES**
The program aims to provide our Early Childhood Preservice Teachers with the knowledge, experience and skills to:

- Become reflective practitioners
- Make curriculum decisions - Link beliefs, evidence and theoretical perspectives about learning, development and pedagogy with practice
- Create partnerships with children, families and support networks
- Build cultural competence/responsiveness and respect children from Australian Aboriginal and Torres Strait Islander cultural backgrounds and First Nation communities
- Capitalise on the strengths and richness of each child's cultural and linguistic diversity

All Preservice Teachers are expected to show emerging competence with respect to these key elements.

PROFESSIONAL EXPERIENCE

The term ‘Professional Experience’ refers to Preservice Teachers’ practical work in the field as part of the University program. Professional Experience is at the core of all Preservice Teacher education courses. Productive professional learning for Preservice Teachers occurs when the University works collaboratively with Early Childhood settings to ensure quality learning. It also occurs by Preservice Teachers working alongside experienced teachers in a safe and supportive environment.

Professional Experience is designed to both integrate with and augment University coursework. It provides opportunities for Preservice Teachers to develop personal teaching skills and professional understandings in Early Childhood education and care contexts. Professional Experience is central to teacher education because it provides the major opportunities to draw together the theoretical and more practical aspects of learning.

Early Childhood Preservice Teachers are required to complete Professional Experience placements that are integrated with a Professional Experience unit. The Professional Experience units are taught through lectures, tutorials and workshops at the University.
MASTER OF TEACHING PROFESSIONAL EXPERIENCE UNITS

EDMT 5688 Professional Experience 1 (Year 1, Session 2)
This is the first of three units that provide opportunities for Preservice Teachers to gain teaching experience in an Early Childhood education and care setting (4 weeks, 20-day block, plus 1 single day lead-up visit in a setting with 3-5 year-old children). It enables Preservice Teachers to apply the theories and strategies covered in other units of study. Initially this experience will consist of observing practices and routines in the setting and planning and implementing some learning experiences with individuals and small groups of children aged three to five years, aligned with the guidelines of the Early Years Learning Framework.

EDMT6634 Early Childhood Professional Experience 2 (Year 2, Session 1)
This unit supports the learning and professional development of Early Childhood Preservice Teachers in a Birth-2 year-old setting (4 weeks, 20-day block, plus 1 single day lead-up visit). It is expected that Preservice Teachers will draw on knowledge gained in previous units to observe infants and toddlers, and to interact with, plan for and document, play experiences and care-giving routines. In this unit they will also begin to share some of the responsibilities of a room leader with their supervising teacher or the permanent room leader.

EDMT6009 Early Childhood Professional Internship (Year 2, Session 2)
This unit enables Preservice Teachers to experience the professional work of Early Childhood teachers over a sustained period (36 days plus 1 single day lead-up visit, in a Birth-5 year-old setting or preschool setting). Under the guidance of a supervising, Early Childhood teacher interns will apply their knowledge, skills and understandings of Early Childhood teaching and learning, to experience the professional responsibilities associated with being an Early Childhood Teacher. This unit is linked to EDMT6010, Professional Research Project and Conference, that requires Preservice Teachers to complete a Professional Learning Project aligned to their Professional Experience.
BACHELOR OF EDUCATION PROFESSIONAL EXPERIENCE UNITS

EDEC2010 Professional Experience Early Childhood 1 (Year 2, Session 2)
This unit is the first of four Professional Experience units. The purpose of this unit is to introduce students to the role of a teacher in an Early Childhood setting (4 weeks, 20-day block, plus 1 single day lead-up visit in a setting with 3-5 year-old children). The students will begin to develop fundamental skills in observation and planning for young children and will be introduced to some general Early Childhood teaching techniques. The Professional Experience placement within this unit provides opportunities for students to begin to develop skills in interacting respectfully and professionally with 3-5 year-old children and to become orientated into the functioning of an Early Childhood setting. In this unit the students will be introduced to the Australian Early Childhood Curriculum, the Early Years Learning Framework and will become familiar with play and learning resources for 3-5 year-olds.

EDEC3006 Professional Experience Early Childhood 2 (Year 3, Session 2)
This unit is the second of four Professional Experience units. The purpose of the unit is to develop student’s understanding of the role of an Early Childhood teacher in a setting for children aged from Birth-2 year-olds (3 weeks, 15-day block, plus 1 single day lead-up visit). In this unit the students will extend their skills in observation and planning for young children, and their knowledge of Early Childhood teaching techniques. The Professional Experience placement within this unit provides opportunities for students to develop skills in interacting respectfully and professionally with children from birth to two years and in becoming oriented into the functioning of an infant/toddler environment. In this unit the students will further explore the Early Years Learning Framework in relation to working with this age group and will develop a collection of open-ended exploratory play materials for infants and toddlers.

EDEC4003 Professional Experience Early Childhood 3 (Year 4, Session 1)
This unit is the third of four Professional Experience units. The purpose of the unit is to extend student’s understanding of the roles and responsibilities of an Early Childhood teacher as a team member working with other adults in an in an Early Childhood setting (4 weeks, 20-day block, plus 1 single day lead-up visit in a setting with 3-5 year-old children). Focus is placed on students beginning to develop their own philosophy as an Early Childhood teacher. In this unit the students will further refine their skills in observation and planning for young children and will utilise specialist Early Childhood teaching techniques. The Professional Experience placement within this unit provides opportunities for students to take on significant responsibility for planning and teaching across the day. They will also be expected to demonstrate a reflective and critical understanding of the Early Years Learning Framework.

EDEC4006 Early Childhood Internship (Year 4, Session 2)
This unit is final Professional Experience unit before students embark on their teaching careers. The purpose of the unit is for students to consolidate their knowledge, skills and understandings of the role and responsibilities of an Early Childhood teacher (6 weeks, 30-day block plus 1 single day lead-up visit, in a Birth-5 year-old setting or preschool setting).

The Professional Experience placement within this unit requires students to take an educational leadership role within their setting, demonstrating professional ethics and implementation of their teaching philosophy. They will be expected to take a critical approach to teaching with a focus on fairness, equity and inclusion. During the extended placement students will further refine their skills in reflective practice through developing a practitioner inquiry project in which they engage in researching an aspect of pedagogy or curriculum in their setting.
THE OFFICE OF PROFESSIONAL EXPERIENCE

The Office of Professional Experience communicates with a wide range of Early Childhood settings, requesting, organising and supporting placements. Preservice Teachers must not contact centres requesting a placement, as this is the role of the Office of Professional Experience. For the final Professional Experience component – the Internship – Preservice Teachers may request to complete this at their preferred Early Childhood service. The formal liaison for the placement is then the responsibility of the Office of Professional Experience.

It is also the responsibility of the Office of Professional Experience to arrange Tertiary Mentors to support Preservice Teachers during their professional experience.

Further details regarding the placement process are included in the following sections for Preservice Teachers, Supervising Teachers and Tertiary Mentors.
PART TWO: THE PRESERVICE TEACHER
THE ROLE OF THE PRESERVICE TEACHER

Professional Experience is the Preservice Teacher’s opportunity to apply theory to practice and to make a contribution to the lives of children and the Early Childhood education and care field. Embarking on Professional Experience is an exciting but challenging time.

All Preservice Teachers should become familiar with the details of their placement in the relevant Professional Experience unit, including criteria for assessment. This Handbook contains copies of the Professional Experience Report format (Appendix A) for the appropriate Professional Experience period. It provides Preservice Teachers with a guide to the expectations for their placement. Any uncertainty needs to be clarified with the Unit Co-ordinator, the Supervising Teacher, the relevant Tertiary Mentor or the Director of the service.

Professional Experience requires Preservice Teachers to work closely with young children, Early Childhood educators and families. At all times ethical principles need to guide practice. Such principles include:

PROFESSIONAL CONDUCT/RESPECT FOR PERSONS

Preservice Teachers must respect the rights and beliefs of individuals. For example, do not make public your judgments about the physical appearance or intellectual abilities of children in your groups or their families and apply appropriate cultural sensitivities. A guiding principle in all your interactions with other people in your Professional Experience should be respect for the dignity and well-being of others.

Appropriate professional behaviour is an assessable expectation of any professional experience. Responsibility for infants, toddlers and young children in an Early Childhood setting means that all Preservice Teachers should:

- Behave in a professional manner
- Be focused on the Professional Experience placement – communication outside the centre should be limited (e.g. No mobile phones or personal Internet use while working!);
- Be aware that legal obligations placed upon teachers regarding child protection also apply to Preservice Teachers;
- Observe a professional standard of dress and speech;
- Apply teaching and classroom management procedures consistent with those of the Supervising Teacher;
- Accept any reasonable additional duties assigned by the Supervising Teacher and attempt to carry them out in a professional manner.

ROLES AND RESPONSIBILITIES

The Early Childhood Australia Code of Ethics provides a framework for reflection about the ethical responsibilities of Early Childhood professionals. (Appendix B). This provides a guide to your roles and responsibilities in the Early Childhood service. If you have any concerns relating to your roles and responsibilities, please consult your Supervising Teacher or Tertiary Mentor.
PRIVACY AND CONFIDENTIALITY

Preservice Teachers must maintain confidentiality and discretion with respect to information and opinion regarding young children, Early Childhood educators and other staff, the setting’s business matters, as well as families and relevant community members.

Preservice teachers must familiarise themselves with the centre’s policies and procedures regarding their observation and other pedagogical documentation of children, including photography. Please note that preservice teachers in Early Childhood Professional Experience 1 units MUST NOT take any photos of children.

Preservice teachers in subsequent PE units may obtain consent to take photographs for the purposes of pedagogical documentation. If these are taken on the pre-service teacher’s own device, all copies must be deleted once the PE documentation has been submitted for assessment after the placement.

Photographs taken during Professional Experience must NEVER be uploaded to any social media or other internet platform, and must NEVER be shared, except with the Early Childhood service where the photos were taken.

NEVER SUPERVISE CHILDREN ALONE

Preservice teachers must never supervise children alone indoors or outdoors. They must not be included in staff: child ratios, nor can they receive any remuneration.

ABOUT THE PROFESSIONAL EXPERIENCE PLACEMENT

Each teacher education course and Professional Experience unit has a designated number of Professional Experience days that must be completed in an Early Childhood Centre and with children in a specific age grouping. These designated days are a mandatory requirement to attain Graduate Teacher status.
BEFORE THE PLACEMENT

PROFESSIONAL EXPERIENCE & INTERNSHIP PLACEMENT PROCESS

PLEASE ENSURE THAT YOUR RESIDENTIAL ADDRESS IS ALWAYS UP TO DATE IN SYDNEY STUDENT. Early in the relevant semester, you will be informed by email by the OPE when available placements will be finalised. Should you be unplaced following this process, due to any unforeseen reasons, you will be kept informed by the OPE as to the progress of your placement organisation. Once your placement has been finalised by the Professional Experience Office, you are required to contact the Early Childhood Service and Tertiary Mentor.

Professional Experience placements are undertaken within a range of Early Childhood Education and Care (ECEC) settings and must incorporate a diverse range of experiences.

Diversity is considered in terms of some or all of the following options:
- Children's ages and type of service (preschool, long day care centre)
- Geographical location – inner city, outer metropolitan
- Socio-economic/community context -Cultural and linguistic diversity

The OPE considers placement options in terms of your professional learning needs, residential address, mode of transport and other relevant personal circumstances. As a graduate, you may be disadvantaged at employment interview when you have completed placements that provide a broad range of contextual learning experiences.

Centres selected by the OPE will meet overall ACEQA NQS standards at a minimum and will aim for Exceeding or Excellent ratings. Availability of placements is impacted by the highly competitive situation between various universities, colleges and RTOs offering teacher education and children's services courses and the many constraints on Early Childhood settings and teachers. You may need to travel for up to 1 hour to and from your placement centre. Typically, an Early Learning Centre or childcare centre operates between 7am and 6pm and you must be prepared for variable “shifts” and changing rosters.

INTERNSHIP SPECIFIC PROCESS

Early in the relevant semester, Preservice Teachers are informed by email by the OPE when available placements are posted online as well as the process and dates for registering their placement preferences. Students may select up to five preferences from the list of offers the Office of Professional Experience has sourced. Students will also be given the opportunity to submit a contact form during a limited period of online registration in SONIA. Should a Preservice Teacher be unplaced following this process, they will be kept informed by the OPE as to the progress of their placement organisation. If you have a contact in a centre or you have volunteered at a centre and they have indicated to you that you could undertake a professional experience placement with them, then you are able to submit this information to the Office of Professional Experience. The Service must be accredited or meet the NQS. Students are not permitted to “cold call” centres for placements.

Preservice Teachers should consider placement choices in terms of their own professional learning needs, personal circumstances and future employment preferences. Graduates may be disadvantaged at employment interview when they have completed placements that provide a broad range of contextual learning experiences.

Whilst the Office of Professional Experience endeavours to meet each Preservice Teacher’s particular preferences for their internship, it cannot guarantee a specific placement.
Privacy Information, Disclosure Policy and Form
Before placements are finalised, you will need to be aware that information regarding particular needs for placement as well as information arising from previous Professional Experience placements may need to be sensitively shared with those educators associated with Professional Experience, including centre personnel and Tertiary Mentors.

SPECIAL CONSIDERATION FOR PLACEMENT
A Special Consideration Form, available from the OPE must be completed for more immediate issues. These include illness, disability or current circumstances that may impact upon capacity to safely fulfill inherent tasks or physical or cognitive demands found typically during the completion of Professional Experience or which may impact upon the safety of others.

SPECIFIC ARRANGEMENTS FOR PLACEMENT
A Specific Arrangements Form (available from the OPE), along with appropriate supporting documentation, must be completed for any placement request that falls outside of the School’s Early Childhood Professional Experience placement process. The Specific Arrangements application should be submitted for any request that does not relate to any circumstance covered under the Special Consideration Application.

WORKPLACE PLACEMENT
Professional Experience placements cannot be undertaken in centres where you are employed or have been employed recently.

PREGNANCY
A Doctor’s certificate is required for a Professional Experience placement if you are pregnant. This is due to medical risks associated with the CMV (Human Cytomegalovirus) virus and other physical and emotional demands of the placement. Even if medical approval is sought, placements must be considered carefully, and special attention should be given to your wellbeing.

INFECTIOUS DISEASES
Preservice teachers should be informed of the principles for prevention of the spread of infectious diseases. The best online resource for this is the Staying Healthy (pdf, 2.6MB) from the National Health and Medical Research Council website.
CONTACT DETAILS
Please ensure that your contact details are correct, as your placement location is determined by your residential address. If your details change you must advise the University and the Office of Professional Experience, as well as update Sydney Student.

MAKING CONTACT WITH SERVICE AND TERTIARY MENTOR

SERVICE
Once your placement has been finalised you should contact the Early Childhood service as soon as possible to:

1. Introduce yourself
2. Arrange pre-placement visit (whole day), which should be scheduled for at least TWO WEEKS before the placement commences. The pre-placement visit should be planned so you meet educators and children, in your designated age/room setting, and complete the Centre's orientation process.
3. Arrange your shift/times (8 hours per day, including ½ hour lunch break and ½ hour planning time). It is expected that your shift arrangements will follow those of your supervising teacher or room leader

MENTOR
1. It is also your responsibility to make initial contact with your designated Tertiary Mentor. This should also be done at least one week before your placement commences
2. Negotiate arrangements for your mentor’s first visit
3. Clarify contact details of yourself, your mentor and your service

WORKING WITH CHILDREN CHECK/PROHIBITED PERSONS DECLARATION
All Preservice Teachers appointed to Early Childhood settings must have completed the “Working With Children Check” as outlined by the NSW Office of the Children’s Guardian and are to take evidence of their Working With Children’s Check number with them to the Centre. All Preservice Teachers have undertaken coursework related to matters of child abuse and sexual assault within the guidelines of the NSW Child Protection legislation. Where an Australian state or jurisdiction or Early Childhood Service requires it, a National Police Check may need to be completed by the Preservice Teacher before commencement of the particular Professional Experience placement. Please check whether this applies to you.
DURING THE PLACEMENT

REQUIREMENTS/TASKS
Preservice Teachers’ requirements and tasks vary depending on the Professional Experience unit being studied. More detail about specific Professional Experience requirements can be found in the Preservice Teachers’ package, the relevant unit outline, class content and Canvas site.

THE EARLY CHILDHOOD SERVICE’S POLICIES
You should quickly familiarise yourself with the centre’s policies, particularly those that apply to your placement duties and requirements.

WORK, HEALTH & SAFETY (WH&S) INDUCTION
You must be made aware by your placement centre of their WH&S policy and practices at the commencement of the placement period. The service will receive a copy of the WHS Induction Checklist form for completion with you on your pre-placement visit or the first day of placement. A signed copy of the form needs to be scanned and emailed to the Office of Professional Experience on Day one of the placement and the original returned to the OPE by the Centre Director or Supervising Teacher, when documents are returned.

ATTENDANCES AND ABSENCES
Punctuality is essential. Your personalised attendance sheet must be signed each day by the Director, Supervising teacher or room leader and arrival and departure times recorded. Attendance for the total nominated days for each Professional Experience is mandatory, including attendance at required pre-placement days. You must observe shifts/hours as negotiated with the Director and Supervising Teacher. You must not arrive late, leave early or be absent unless this has been approved by the University in consultation with the Early Childhood setting. You must attend 100% of allocated days in order to successfully complete each professional experience. All missed days, due to illness, misadventure or other unforeseen circumstances, must be made up, and a Make-up day form submitted to the OPE (see p. 19). Where attendance is less than 100% a ‘Fail’ grade will apply. Public Holidays must also be made up.

After an absence, preservice teachers must:
- Obtain a medical certificate or other documentary evidence if absent for more than one day, whether or not these days occur consecutively during the professional experience;
- Negotiate appropriate days to make up the absence with their Supervising Teacher;
- Complete and submit a “Negotiated Make-Up Day” form (Appendix C) to both the Professional Experience Office and to the Early Childhood setting as soon as possible, after returning to the Service after the day/s of absence.

POSITIVE BEHAVIOR GUIDANCE FOR CHILDREN
You are expected to follow the positive behaviour guidance policy of your placement centre. You are expressly prohibited from employing any form of corporal punishment, or any other sanction not permitted. Early in your placement Preservice Teachers need to carefully read and discuss with their Supervising Teacher the centre’s positive behaviour guidance policy and practices to ensure you are acquainted with the required protocols.
ACCIDENTS TO CHILDREN
Accidents/mishaps to young children during experiences conducted by a Preservice Teacher are normally the responsibility of the Supervising Teacher in the first instance and must be reported to him/her. You should make yourselves familiar with accident, evacuation and any other safety procedures and the locations of first aid kits and fire extinguishers as early as possible in the Professional Experience period.

CHILD PROTECTION AND MANDATORY REPORTING

The legal obligations placed upon teachers regarding child protection also apply to Preservice Teachers. However, Preservice Teachers do not fall under the category of Mandatory Reporters under the current act. Nevertheless, if you witness situations or are concerned that a child is subject to abuse (whether it be physical, neglect, sexual or psychological) or if you find yourself in a situation where any allegations are being made against you please follow the steps below:

1. Document the incident; speak with your teacher and Mentor
2. Contact your Professional Experience unit coordinator
3. Discuss the situation to determine what action needs to be taken

PRESERVICE TEACHER ASSESSMENT
The Professional Experience Report for Non-Graduating and Graduating Preservice Teachers is included in the Appendices of this Handbook.

The final grade awarded for a Professional Experience placement is either ‘R’ (Satisfied Requirements) or ‘F’ (Fail) and is based on the expected outcomes specified for the particular Professional Experience.

The assessment of a Professional Experience placement is the responsibility of the Supervising Teacher(s), where necessary in consultation with the Tertiary Mentor.

In the case of Preservice Teachers ‘In Need of Additional Support’ or failure, consultation must also involve the Early Childhood Professional Experience Academic Coordinator. Such communication may be undertaken by either the Tertiary Mentor and/or the Supervising Teacher or Early Childhood centre director.

As with all assessments for enrolled units of study in the School, the assessment is subject to the oversight of the unit of study coordinator (or the Early Childhood Professional Experience Academic Coordinator), as well as the Program Director for the degree within which the Professional Experience is undertaken, and the Associate Dean (Undergraduate and Pre-Service Studies) in the Sydney School of Education and Social Work.

Please note that a passing grade in each Professional Experience unit is required for students to be able to progress to the next stage/semester of their degree program

The Final Report is graded as ‘SR’ (Satisfied Requirements) or ‘FR’ (Fail). A ‘Satisfied Requirements’ grade is one reflecting adequate performance overall across each of the Principles and Focus Areas. Whilst there may be some outcomes in a particular focus area that require further development, should there be major weaknesses across one or more Principles, the Preservice Teacher will be advantaged by being graded ‘Fail’ and thus required to undertake a repeat placement (except in cases of Exclusion from the Setting).
Preservice Teachers who receive a ‘Fail’ grade and who wish to appeal must do so in accordance with
Academic Board resolutions. In the first instance, they should arrange a meeting with the Early
Childhood Professional Experience Academic Coordinator to discuss their appeal. For further
information on the appeals process, refer to Resolutions of the Senate and the Academic Board
(Preservice Teacher appeals against academic decisions) at the website
http://www.usyd.edu.au/secretariat/PreserviceTeachers/AcAppeals_index.shtml

PRESERVICE TEACHERS IN NEED OF ADDITIONAL SUPPORT

DEFINITION
The designation ‘IN NEED OF ADDITIONAL SUPPORT’ is given to a Preservice Teacher when difficulties
are experienced in relation to the teaching practice and/or the standard of written work presented in
the Professional Experience Folder. Please refer to the ‘In need of additional support policy’ for further
information (Appendix G).

WHAT IS THE PROCESS?
1. Identification – from Supervising Teacher or Tertiary Mentor
2. Supervising Teacher or Tertiary Mentor has an early discussion with Professional Experience
   Coordinator
3. Additional support provided for Preservice Teacher and ‘additional support form’ completed with
   Supervising Teacher

The purpose of early identification is to signal and communicate to all parties, areas of concern and to
establish a process of appropriate guidance and support.

AFTER THE PLACEMENT

MAKE UP DAYS
Preservice teachers should negotiate any ‘make-up days’ with the Supervising Teacher and submit the
Negotiated make up day form (Appendix C) to the Professional Experience Office as soon as possible,
after returning to the Service after the day/s of absence.

SUBMISSION OF ASSESSMENT TASKS
Submit Professional Experience Folder and other unit requirements/assignments as specified in
your unit outlines.
PART THREE: THE ROLE OF THE EARLY CHILDHOOD SETTING
THE ROLE OF THE SERVICE DIRECTOR

As an Early Childhood Director, you are normally the first point of contact for our Preservice Teachers. We value your role in supporting our Preservice Teachers in your settings and ensuring that they are welcome in the service, introduced to staff members, informed of service policies and provided with opportunities for some extension of their experiences beyond the classes/groups to which they are assigned. We also appreciate your efforts in arranging a Supervising Teacher who can act as a supportive and positive role model.

Directors and Early Childhood teachers are reminded that for legal reasons Preservice Teachers should not be given sole responsibility for supervising children and should ensure that centre staff are aware that legal responsibility always remains with the teacher or other responsible Early Childhood supervisor. For similar reasons, Preservice Teachers should not be asked to substitute for Early Childhood teachers or other educators who are absent or be included in centre child: staff ratios.

WH&S INDUCTION

The University requires the Director or his/her nominee to inform all Preservice Teachers commencing Professional Experience placements of relevant WH&S policies and practices specific to the centre site.

The Director is responsible for coordinating an induction process in which the Preservice Teacher is made aware of WH&S policies and practices. An information letter is enclosed within each Coordinator’s pack. The service will receive a copy of the WHS Induction Checklist form for completion with the student on the lead up or first day of placement. A signed form needs to be faxed to the Office of Professional Experience on Day one of the placement and the original returned by the Centre Director or Supervising Teacher, when documents are returned.
THE ROLE OF THE SUPERVISING TEACHER

As a Supervising Teacher you play a crucial role in the professional development of the Preservice Teacher(s). You will be the major in-setting supervisor of the Preservice Teacher during the placement period.

Our Preservice Teachers come to Early Childhood service placements at a range of different stages in their course. Some have considerable experience working as educators in Early Childhood settings. Some are professionals in other areas but new to Early Childhood teaching. Working with experienced Early Childhood teachers allows them to build a foundation for their own teaching practice. This handbook aims to guide Supervising Teachers through the Professional Experience in relation to their roles and responsibilities in supervising and assessing Early Childhood Preservice Teachers.

RESPONSIBILITIES OF THE SUPERVISING TEACHER

We expect that as a Supervising Teacher you will have a sound understanding of the University's Professional Experience requirements and guide and support our Preservice Teachers to plan learning opportunities suitable for each young child as appropriate to their professional developmental level.

Your responsibilities will involve:

Arranging a time to talk and get to know the Preservice Teacher during the first visit, to:
- determine the rosters/hours/shifts the Preservice Teacher will work. He/she will normally shadow your shifts, including break times and programming time. The Preservice Teacher’s shift should be 8 hours per day, including within that the usual lunch break and ½ hour programming/documentation time.
- acquaint the Preservice Teacher with the roles of teachers (and other educators) in your service and room setting.

Liaising with the Tertiary Mentor concerning the expected learning outcomes of the specific Professional Experience placement as well as effective ways of supporting and facilitating the Preservice Teacher’s professional learning through the supervisory and mentoring relationships.
- Working with the Preservice Teacher to plan a range of suitable teaching and learning experiences based on observations of children’s learning and development. guiding and supporting their developing pedagogy, modeling exemplary practice, and providing regular positive and constructive feedback.
- Managing and pacing the Preservice Teacher’s engagement in learning experiences across the Professional Experience placement period.
- Ensuring that suitable experience plans have been written for all experiences and are discussed with you before the experience is implemented
- Taking time after each of these experiences has been implemented to discuss and reflect with the Preservice Teacher.
- Providing regular, ongoing written professional feedback forms on planned experiences and other interactions observed across the placement (at least twice each week). This written feedback gives essential formative and constructive guidance for the Preservice Teacher’s ongoing professional learning. They provide more structured feedback to complement ongoing discussions and can allow the Preservice Teacher to be more pro-active in setting and documenting goals for continuing improvement across the placement.
- Consulting with the Tertiary Mentor and the Director concerning the Preservice Teacher’s progress, grade and final report. Preservice Teachers experiencing difficulties should be brought to the
attention of the Tertiary Mentor and/or the Early Childhood Professional Experience Academic Coordinator as soon as possible so that ‘In Need of Additional Support’ processes can be considered.

- Understanding that Preservice Teachers may not assume the legal responsibilities in relation to the children and that consequently overall supervision should always be exercised by you as Supervising Teacher.

- Completing the appropriate Professional Experience Report (mid report and final report), following discussion with the Tertiary Mentor (where necessary). The report is then shared with the Preservice Teacher who must sign this document.

If you have any concerns or questions regarding your role or the University requirements of Preservice Teachers during the Professional Experience process, please contact:

T +61 2 9351 4134
E profexp_earlychildhood@sydney.edu.au

NEVER LEAVE THE PRESERVICE TEACHER UNSUPERVISED
Preservice teachers must never supervise children alone indoors or outdoors. They must not be included in staff: child ratios.

ABOUT THE PROFESSIONAL EXPERIENCE PLACEMENT
After the placement has been formalised through the University the Preservice Teacher will contact the service (at least one week before), to:

- Arrange pre-placement visit or start dates with you

- Arrange shift times/hours of work with you. Preservice Teachers are expected to attend the same hours as their Supervising Teacher unless otherwise advised and attend for eight hours per day, five days per week.

Please ensure you make staff and families aware that there will be a Preservice Teacher at the service during the arranged dates.

PRESERVICE TEACHERS’ REQUIREMENTS
The Preservice Teachers’ requirements and tasks vary depending on the Professional Experience unit they are undertaking. You will be provided with information about this by the Office of Professional Experience. This should also be discussed with the Preservice Teacher in the early stages of the Professional Experience placement.

THE PRESERVICE TEACHER’S ATTENDANCE AND ABSENCES
The Preservice Teacher’s personalised attendance sheet must be signed each day by you, your director or another staff member designated by you or your director, noting arrival and departure times. Attendance for the full day/shift is mandatory, including attendance at required pre-placement day (full day visit).

Preservice Teachers must observe hours negotiated with the Director and Supervising Teacher, from the arrival time set for staff to the concluding time. They may not arrive late, leave early or be absent unless this has been approved by the University in consultation with the Early Childhood setting. Preservice Teachers must attend 100% of allocated days in order to successfully complete each professional experience. All missed days must be made up. Where attendance is less than 100% a ‘Fail’ grade will apply. Preservice Teachers are required to make up any time lost due to illness, misadventure or other unforeseen circumstances. Public Holidays must be made up.
In the event of a serious reason for non-attendance, the Preservice Teacher should inform the Centre Director and the Tertiary Mentor as soon as possible, either the day before or well before the morning session begins on the day of the absence.

**After an absence, preservice teachers must:**
- Obtain a medical certificate or other documentary evidence if absent for more than one day, whether or not these days occur consecutively during the professional experience;
- Negotiate appropriate days to make up the absence with their Supervising Teacher;
- Complete and submit a "Negotiated Make-Up Day" form (Appendix C) to both the Professional Experience Office and to the Early Childhood setting as soon as possible, after returning to the Service after the day/s of absence.

**For the Supervising Teacher: - If you are absent:**
Please think about who can take on your role as Supervising Teacher. It is a good idea to organise a replacement teacher early on in the placement period to minimise uncertainty in the case of an absence/or other unforeseen circumstance. If for any reason you are no longer able to continue supervising the Preservice Teacher, please contact the University Office of Professional Experience as soon as possible.

**PRESERVICE TEACHER ASSESSMENT**

The Professional Experience Report is included in the Appendices of this Handbook (See Appendix A), and the Professional Experience Pack. Although there are differing styles and emphases in each of the teacher education programs offered by the School, there is a common grading system for all Professional Experience units. The final grade awarded for a Professional Experience is either ‘SR’ (Satisfied Requirements) or ‘FR’ (Fail) and is based on the expected outcomes specified for the particular Professional Experience.

The assessment of the Preservice Teacher’s Professional Experience placement is the responsibility of the Supervising Teacher(s), where necessary in consultation with the Tertiary Mentor. In the case of Preservice Teachers 'In Need of Additional Support' OR Failure, consultation must also involve the Early Childhood Program Director in consultation with the Early Childhood Professional Experience Academic Coordinator. Such communication may be undertaken by either the Tertiary Mentor and/or the Supervising Teacher/Early Childhood director.

As with all assessments for enrolled units of study in the School of Education and Social Work, the assessment is subject to the oversight of the unit of study coordinator (or the Early Childhood Professional Experience Academic Coordinator), as well as the Unit Coordinator for the degree within which the Professional Experience is undertaken, and the Associate Dean (Undergraduate and Pre-Service Studies) in the Sydney School of Education and Social Work.
PREPARING THE PROFESSIONAL EXPERIENCE REPORT

At a midpoint during the placement a Mid Report is required from the Supervising Teacher for each Preservice Teacher supervised. This is important, as it allows you and the Preservice Teacher to set goals for the remainder of the placement, and it also gives a valuable assessment of progress made so far. At the end of the placement, a Final Report is required from the Supervising Teacher for each Preservice Teacher supervised.

The Final Report is scanned/copied, the Preservice Teacher is given sent by the Supervising Teacher to the Professional Experience Office. When more than one Supervising Teacher is involved, the report needs to reflect the assessment/decision of all teachers involved.

The Professional Experience Report is divided into main areas of professional competence: The Preservice Teacher’s professional knowledge, professional practice and professional engagement. Within each area (termed Principles here) there are Focus Areas in which the Supervising Teacher should assess the Preservice Teacher on relevant outcomes. The Preservice Teacher will receive an Unsatisfactory, Working Towards or Satisfactory mark for each outcome.

The end-of-placement (Final) Report needs to be discussed with the Preservice Teacher prior to his/her signing this document. Often, the Report is also guided by discussions with the Tertiary Mentor. The Report should be consistent with issues raised in ongoing discussion between you as Supervising Teacher and the Preservice Teacher during the Professional Experience, as well as in Mentor discussions.

The original report must be given to the Preservice Teacher and a copy sent to the Office of Professional Experience within a week after the end of the placement.

DETERMINING THE GRADES

The Final Report is graded as ‘SR’ (Satisfied Requirements) or ‘FR’ (Fail). A ‘Satisfied Requirements’ grade is one reflecting adequate performance overall across each of the Principles and Focus Areas. Whilst there may be some outcomes in a particular focus area that require further development, should there be major weaknesses across one or more Principles, the Preservice Teacher will be advantaged by being graded ‘Fail’ and thus required to undertake a repeat placement (except in cases of Exclusion from the Setting). Therefore, Preservice Teachers should NOT BE GRADED AS ‘SATISFIED REQUIREMENTS’ IF THEY HAVE SIGNIFICANT PROBLEMS, on the assumption that these problems may be remedied in Professional Experience components undertaken at a later stage/year within their course.
PRESERVICE TEACHERS IN NEED OF ADDITIONAL SUPPORT

DEFINITION

A Preservice Teacher 'IN NEED OF ADDITIONAL SUPPORT' is a Preservice Teacher who is identified as experiencing difficulty in his or her progress toward achieving competence in teaching practice or written work.

IDENTIFICATION

Formal identification of 'difficulties' will generally be made in the first instance by the Supervising Teacher. This would normally occur in consultation with the Tertiary Mentor. Identification may also arise from the work of the Tertiary Mentor. Early discussion with the Early Childhood Professional Experience Academic Coordinator is expected. This process must NOT occur at the completion of the Professional Experience when the Preservice Teacher may be at the point of being FAILED. It MUST have been done prior to this. Identification is preferably made within the first half of the defined Professional Experience period. The purpose of early identification is to signal and communicate areas of concern and to establish a process of guidance and support appropriate to the Preservice Teacher's development. Once an identification is made the Professional Experience Office must be notified by either the Supervising Teacher or the Tertiary Mentor.

The Tertiary Mentor and/or the Supervising Teacher is required to:

Complete the 'PRESERVICE TEACHER IN NEED OF ADDITIONAL SUPPORT' form (refer to Appendices):

- Inform the Preservice Teacher that s/he is in need of additional support and discuss the completed form and its implication; -Submit the form to the Professional Experience Office and have the form signed by all parties;

- In discussion with the Preservice Teacher, the Supervising Teacher and the Tertiary Mentor develop and document a set of expectations relevant to the area of concern, with clear indications of processes to be followed for the remaining period of the placement;

- The Tertiary Mentor is required to support the preservice teacher through this period. In discussion with the Office of Professional Experience or Unit Coordinator, where appropriate as an additional visit may be required. The Supervising Teacher and Preservice Teacher should be informed if an additional visit is to be made;

- Keep the Early Childhood Professional Experience Academic Coordinator and/or the Office of Professional Experience informed of the process, including discussion of final grade to be awarded.

- If appropriate, a second Tertiary Mentor and/or Early Childhood Professional Experience Academic Coordinator may be called upon to attend the Early Childhood setting.

Preservice Teachers receive the original copy of the reports and a photocopy is sent to the Office of Professional Experience (along with other relevant documents). Professional Experience Reports should be written by the Supervising Teacher(s) before the last day of the placement to enable the Preservice Teacher to read, comment and sign.

GIVING FEEDBACK OR MAKING A COMPLAINT

Your feedback about the Professional Experience Program is valuable and welcome to the Sydney School of Education and Social Work. If you have any comments or concerns, please contact the Tertiary Mentor or the Unit Coordinator.
CLAIMING PROCEDURES
Supervising Teachers receive a small payment for hosting, supervising and assessing an Early Childhood Preservice Teacher. Please refer to the pay claim package in the Supervising Teacher’s Prac Pack. Supervising Teachers and Early Childhood Directors will be provided with an Affiliation letter, Recognition of Non-Employed Affiliation (Honorarium) form, Tax Declaration, University claim forms and bank/credit union detail forms. Please note that all five documents MUST be returned together with the Preservice Teacher report form in order for claims to be processed smoothly. Please ensure that the names of the Preservice Teachers and the Early Childhood setting are entered on the claim form. This facilitates the claim being met quickly by the University.

PLEASE NOTE
Unless all seven documents (the claim form, tax declaration form, bank form, signed Affiliation letter, Honorarium form, original copy of WHS checklist and report form) are completed, our remunerations department cannot process your claim. Also note that the account number on the bank/credit union form cannot exceed nine digits. Please also be aware that unless all thirteen questions on the tax file number declaration are completed, the form will not be accepted by the Australian Taxation Office and subsequently will be returned to you. Claims must be submitted in the same year that the Professional Experience is undertaken.

Claim forms and Preservice Teacher Reports are sent to:

The Office of Professional Experience
University of Sydney
Sydney School of Education and Social Work
Room No 307, Education Building, A35
The University of Sydney NSW 2006 Australia
PART FOUR: THE TERTIARY MENTOR
THE ROLE OF THE TERTIARY MENTOR

As a Tertiary Mentor, you have responsibility as the University’s representative for liaison with Early Childhood settings, Supervising Teachers and Preservice Teachers, and contribute significantly to the Preservice Teacher’s professional learning during the Professional Experience placement.

The Tertiary Mentor normally makes two full Mentoring Visits. The **first visit** and the **second visit** are explained in more detail in the following section and in the *Tertiary Mentor Guide* included in the Mentor package.

Preservice Teachers’ learning will be supported by discussion as well as written feedback. Additionally, Tertiary Mentors may often discuss a Preservice Teacher’s development and grading with the Supervising Teacher prior to the preparation of the Final Report, which is written by the Supervising Teacher.

ABOUT THE PLACEMENT PROCESS

It is the Preservice Teacher’s responsibility to contact you before commencement of the Professional Experience. During the initial discussion, the following information should be considered:

- Confirm that you and the Preservice Teacher have correct details and best contact details
- Confirm the Professional Experience dates and the Preservice Teacher’s rostered days and shift times, as these can change week by week
- Arrange first visit date and make preliminary arrangements for second visit
- Discuss requirements for the Preservice Teachers’ Professional Experience Folder
- The need to complete the Mentor visit checklist form each visit
- The need for the Preservice Teacher to contact the service, introduce yourself and discuss first visit arrangements

THE PRESERVICE TEACHER’S REQUIREMENTS

A Preservice Teacher’s requirements and tasks vary depending on the Professional Experience unit undertaken. More detail about specific Professional Experience requirements are found in the relevant unit outline and PE Folder Requirements document. These should be discussed with the pre-service teacher in in the early stages of Professional Experience.

PROFESSIONAL EXPERIENCE VISITS

As a tertiary Mentors you will generally visit Preservice Teachers *twice* during the Professional Experience. The first visit should be made early in the Professional Experience period. This visit will allow you to meet the Preservice Teacher and Supervising Teacher and discuss Professional Experience Requirements. The Preservice Teacher’s practice should also be observed during this visit.

The second visit is the most significant and is done towards the end of the Professional Experience placement. This visit requires the Preservice Teacher, Supervising Teacher and Mentor to have a small group discussion about the Preservice Teacher's progress toward meeting each outcome in the report. The Preservice Teacher’s teaching practice should also be observed.
For specific information on the roles and responsibilities of the Tertiary Mentor during the visits, please refer to the *Tertiary Mentors Guide*.

**ATTENDANCE AND ABSENCE**

The Preservice Teacher’s personalised attendance sheet must be signed each day, noting arrival and departure times. Attendance for the full day is mandatory, including attendance at required pre-placement days. Preservice Teachers must observe hours negotiated with the Director and Supervising Teacher. They must not arrive late, leave early or be absent unless this has been approved by the University in consultation with the Early Childhood setting. They must attend 100% of allocated days. All missed days must be made up. Where attendance is less than 100% a ‘Fail’ grade will apply. Preservice Teachers are required to make up any time lost due to illness, misadventure or other unforeseen circumstances. **Public Holidays must be made up.**

In the event of a genuine reason for non-attendance, the Preservice Teacher should inform the Centre Director and you as Tertiary Mentor by telephone, as soon as possible (preferably the day before or before the morning session begins on the day of the absence).

**PRESERVICE TEACHERS MUST:**

- Obtain a medical certificate or other documentary evidence if absent for more than one day whether or not these days occur consecutively during the professional experience;
- Negotiate appropriate days to make up the absence with their Supervising Teacher;
- Complete and submit a “Negotiated Make-Up Day” form (Appendix C) to both the Professional Experience Office and to the Early Childhood setting as soon as possible, after returning to the Service after the day/s of absence.

**PRESERVICE TEACHER ASSESSMENT**

- Preservice Teachers are expected to bring their Professional Experience folder to the service every day. The folders will be used for discussion with the Supervising Teacher as well as during your Mentor visits. **Please initial the relevant pages of their Professional Experience Folder to indicate you have sighted this written record of their planning and teaching.**
- As Tertiary Mentors you are required to complete the Mentor visit checklist during each visit and leave the signed form in the Preservice Teacher’s Professional Experience Folder.
- You are required to give verbal and often written feedback during each visit.
- The Professional Experience Report format is included in the Appendices of this Handbook (*Appendix A*). Although there are differing styles and emphases in each of the School’s teacher education programs, there is a common grading system for all Professional Experience units. The final grade awarded for a Professional Experience is either ‘SR’ (Satisfied Requirements) or ‘FR’ (Fail) and is based on the expected outcomes specified for the particular Professional Experience.
- The assessment of the Preservice Teacher’s Professional Experience placement is the responsibility of the Supervising Teacher(s), where necessary in consultation with you as Tertiary Mentor. In the case of Preservice Teachers ‘In Need of Additional Support’ OR failure, consultation MUST also involve the Early Childhood Professional Experience Academic Coordinator. Such communication may be undertaken by either the Tertiary Mentor and/or the Supervising Teacher/ Early Childhood Professional Experience Academic Coordinator.
- The final report should be discussed during the second visit
- Further information is provided in the Tertiary Mentor package.
PRESERVICE TEACHERS IN NEED OF ADDITIONAL SUPPORT

DEFINITION
A Preservice Teacher ‘IN NEED OF ADDITIONAL SUPPORT’ is a Preservice Teacher who is identified as experiencing difficulty in his or her progress toward competence in teaching practice or written work.

IDENTIFICATION
Identification will generally be made in the first instance by the Supervising Teacher. This would normally occur in consultation with the Tertiary Mentor. Identification may also arise from your work as the Tertiary Mentor. Early discussion with the Early Childhood Professional Experience Academic Coordinator is expected. This process must NOT occur at the completion of the Professional Experience when the Preservice Teacher may be at the point of being FAILED. It MUST have been done prior to this. Identification is preferably made within the first half of the defined Professional Experience period. The purpose of early identification is to signal and communicate areas of concern and to establish a process to support the Preservice Teacher’s development. Once an identification is made, the Professional Experience Office must be notified by either the Supervising Teacher or the Tertiary Mentor.

The Supervising Teacher and/or the Tertiary Mentor is required to:

Complete the “PRESERVICE TEACHER IN NEED OF ADDITIONAL SUPPORT” form (refer to Appendices);

- Inform the Preservice Teacher that s/he is in need of additional support and discuss the completed form and its implication; -Submit the form to the Professional Experience Office and have the form signed by all parties;

- In discussion with the Preservice Teacher, the Supervising Teacher and the Tertiary Mentor develop and document a set of expectations relevant to the area of concern, with clear indications of processes to be followed for the remaining period of the placement;

- The Tertiary Mentor is required to support the student through this period. In discussion with the Office of Professional Experience or Unit Coordinator, where appropriate an additional visit may be required. The Supervising Teacher and Preservice Teacher should be informed if an additional visit is to be made;

- Keep the Early Childhood Professional Experience Academic Coordinator and/or the Office of Professional Experience informed of the process, including discussion of final grade to be awarded.

- If appropriate, a second Tertiary Mentor and/or Early Childhood Professional Experience Academic Coordinator may be called upon to attend the Early Childhood setting.

Preservice Teachers receive the original copy of the reports and the copy is sent to the Office of Professional Experience (along with other documents). Professional Experience Reports should be written by the Supervising Teacher before the last day of the placement to enable the Preservice Teacher to read, comment and sign.

GIVING FEEDBACK OR MAKING A COMPLAINT
Your feedback about the Professional Experience Program is valuable and welcomed by the School. If you have any comments or concerns during the Professional Experience, please contact the Unit Coordinator for Academic matters or the Office of Professional Experience for placement matters. Please also take the time to complete the Feedback Form included in the Mentor’s package.
CLAIM FORMS

All documentation required for payment is included in the Mentor Package. If you require any further information, please contact 9351 4134.

Claim forms are sent to:

The Office of Professional Experience
University of Sydney
Sydney School of Education and Social Work Room
No 307, Education Building, A35
The University of Sydney NSW 2006 Australia
APPENDICES

APPENDIX A: PROFESSIONAL EXPERIENCE REPORT/INTERNSHIP REPORT
# PROFESSIONAL EXPERIENCE REPORT

**Preservice Teacher Name:**

**Professional Experience Unit Number:**

**Date:**

**Supervising Teacher:**

Please indicate the Preservice Teacher’s progress toward achieving each outcome.

## Principle 1: Professional Knowledge

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>OUTCOME</th>
<th>MID REPORT</th>
<th>FINAL REPORT</th>
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<tbody>
<tr>
<td>Understanding Children</td>
<td>1.1 Demonstrates a developing knowledge, respect and understanding of children’s social, ethnic, cultural, linguistic and religious backgrounds and how these factors may affect learning</td>
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<td></td>
<td>1.2 Demonstrates a developing knowledge of young children’s varied approaches to learning</td>
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<td>1.3 Demonstrates a developing knowledge of the typical characteristics/indicators/stages of young children’s physical, social and cognitive development</td>
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<td>1.4 Demonstrates a developing knowledge and understanding of how young children’s skills, interests and prior achievements impact learning.</td>
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<td>Observing Children</td>
<td>1.5 Uses a variety of methods to document observations of individual children’s learning and development in different situations</td>
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<td></td>
<td>1.6 Uses a variety of methods to document observations of small groups’ interactions/learning in different situations</td>
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<td>1.7 Interprets observations in relation to interests, developmental characteristics and learning goals/outcomes and makes links from theoretical perspectives on child development and pedagogy</td>
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<td>1.8 Uses interpretations to inform planning</td>
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<td>Understanding Pedagogies</td>
<td>1.9 Demonstrates a developing knowledge of pedagogies relevant to the early childhood context</td>
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<td>1.10 Demonstrates knowledge and understanding of the Early Years Learning Framework</td>
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**Comments (and mid report goals):**
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<tr>
<td>Plan, assess document and implement effective teaching and learning</td>
<td>2.1 Planning is linked to individual child and small group observations</td>
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<td>Create and maintain supportive and safe learning environments</td>
<td>2.4 Establishes a supportive learning environment where children feel safe to explore and participate</td>
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<td>Teaching strategies</td>
<td>2.5 Understands specific requirements for ensuring children’s health and safety</td>
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<td>Critical and reflective practice</td>
<td>2.9 Demonstrates and selects strategies that create a positive learning environment supporting children’s attitudes and dispositions to learning</td>
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<td>Professional conduct</td>
<td>2.14 Demonstrates a commitment to professional standards in regards to the Early Childhood Australia Code of Ethics</td>
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<th>FOCUS AREA</th>
<th>OUTCOME</th>
<th>MID REPORT</th>
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<tr>
<td>Engagement in professional</td>
<td>3.1 Demonstrates an understanding of the roles and responsibilities of</td>
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<td>learning</td>
<td>an Early Childhood Teacher</td>
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<td></td>
<td>3.2 Prepares and contributes to discussions about the early childhood</td>
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<td>profession</td>
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<td>3.3 Draws on relevant research to explore educational ideas and issues</td>
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<td></td>
<td>and has knowledge of professional development opportunities and their</td>
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<td></td>
<td>importance for professional growth</td>
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<td>Communication with children</td>
<td>3.4 Develops positive and trusting relationships with children</td>
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<td>3.5 Demonstrates effective, warm and responsive communication with</td>
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<td>children (verbal and non verbal)</td>
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<td>3.6 Listens to and observes children to determine their strengths and</td>
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<td>interests</td>
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<td>Communication with staff and</td>
<td>3.7 Interacts professionally and positively with all staff and external</td>
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<td>other external professionals</td>
<td>professionals</td>
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<td>Communication with parents and</td>
<td>3.8 Initiates contact with families, including families with diverse</td>
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<td>families</td>
<td>social, linguistic and cultural backgrounds</td>
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<td>Community engagement</td>
<td>3.9 Demonstrates the capacity to liaise, communicate and interact</td>
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<td>effectively and appropriately with parents/families caregivers,</td>
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<td>colleagues, industry and the local community</td>
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</table>

Comments (and mid report goals):

Overall Comments

FINAL GRADE (CIRCLE ONE):

Satisfied Requirements (R)   Fail (F)

SUPERVISING TEACHER’S SIGNATURE: ___________________________ DATE: ___________________________

PRESERVICE TEACHER’S SIGNATURE: ___________________________ DATE: ___________________________
# Internship Report

**Preservice Teacher Name:**

**Internship Unit Number:**

**Date:**

**Supervising Teacher:**

Please indicate the Preservice Teacher’s progress toward achieving each outcome.

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Outcome</th>
<th>Mid Report</th>
<th>Final Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>U</strong> (Unachieved), <strong>WT</strong> (Working towards), <strong>S</strong> (Satisfactory)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding children</td>
<td>1.1 Demonstrates knowledge, respect and understanding of children’s social, ethnic, cultural, linguistic and religious backgrounds and how these factors may affect learning</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>1.2 Demonstrates knowledge of young children’s varied approaches to learning</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>1.3 Demonstrates knowledge of the typical characteristics/indicators/stages of young children’s physical, social and cognitive development</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>1.4 Demonstrates knowledge and understanding of how young children’s skills, interests and prior achievements impact learning</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Observing children</td>
<td>1.5 Uses a variety of methods to document observations of individual children’s learning and development in different situations</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>1.6 Uses a variety of methods to document observations of small groups’ interactions/learning in different situations</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>1.7 Interprets observations in relation to interests, developmental characteristics and learning goals/outcomes and makes links from theoretical perspectives on child development and pedagogy</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Understanding pedagogies</td>
<td>1.8 Uses interpretations to inform planning</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>1.9 Demonstrates knowledge of pedagogies relevant to the early childhood context</td>
<td>□</td>
<td>□</td>
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<tr>
<td></td>
<td>1.10 Demonstrates knowledge and understanding of the Early Years Learning Framework</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Comments (and mid report goals):
<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>OUTCOME</th>
<th>MID REPORT</th>
<th>FINAL REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan, assess document and implement effective</td>
<td>2.1 Planning is linked to individual child and small group observations</td>
<td></td>
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<tr>
<td>teaching and learning</td>
<td>2.2 Planning is linked to the service philosophy, the Early Years Learning Framework and relevant theoretical perspectives around</td>
<td></td>
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<tr>
<td></td>
<td>child development and pedagogy</td>
<td></td>
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<tr>
<td></td>
<td>2.3 Plans are evaluated for future planning and future curriculum decisions</td>
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<tr>
<td>Create and maintain supportive and safe</td>
<td>2.4 Establishes a supportive learning environment where children feel safe to explore and participate</td>
<td></td>
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<tr>
<td>learning environments</td>
<td>2.5 Understands specific requirements for ensuring children’s health and safety</td>
<td></td>
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<tr>
<td></td>
<td>2.6 Provides clear directions for participation in experiences and engage young children in purposeful learning</td>
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<td></td>
<td>2.7 Demonstrates a developing knowledge of practical approaches to guiding young children’s positive behaviours and building social</td>
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<td></td>
<td>competence</td>
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<tr>
<td>Teaching strategies</td>
<td>2.8 Demonstrates a variety of pedagogic strategies to engage with each children</td>
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<td></td>
<td>2.9 Demonstrates and selects strategies that create a positive learning environment supporting children’s attitudes and dispositions to</td>
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<tr>
<td></td>
<td>learning</td>
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<td></td>
<td>2.10 Makes use of a variety of resources and teaching materials</td>
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<tr>
<td>Critical and reflective practice</td>
<td>2.11 Demonstrates a sense of curiosity about children and how they learn</td>
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<td></td>
<td>2.12 Demonstrates a capacity to reflect critically on and improve teaching practice</td>
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<td></td>
<td>2.13 Accepts and responds to constructive feedback</td>
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<tr>
<td>Professional conduct</td>
<td>2.14 Demonstrates a commitment to professional standards in regards to the Early Childhood Australia Code of Ethics</td>
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<td></td>
<td>2.15 Meets University and placement requirements and complies with centre policies.</td>
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<td></td>
<td>2.16 Is well prepared, organised and up to date with Professional Experience Folder requirements</td>
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<tr>
<td></td>
<td>2.17 Is punctual</td>
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<td></td>
<td>2.18 Is able to work collaboratively and harmoniously as a team member</td>
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<td></td>
<td>2.19 Maintains confidentiality</td>
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</tr>
</tbody>
</table>

Comments (and mid report goals):

An interactive PDF version of this form can be found at sydney.edu.au/education_social_work/professional_experiences/policies.shtml
<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>OUTCOME</th>
<th>MID REPORT</th>
<th>FINAL REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement in professional learning</td>
<td>3.1 Demonstrates an understanding of the roles and responsibilities of an Early Childhood Teacher</td>
<td></td>
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<td></td>
<td>3.2 Contributes to discussions about the early childhood profession</td>
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<td></td>
<td>3.3 Draws on relevant research to explore educational ideas and issues and has knowledge of professional development opportunities and their importance for professional growth</td>
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<tr>
<td>Communication with children</td>
<td>3.4 Develops positive and trusting relationships with children</td>
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<td></td>
<td>3.5 Demonstrates effective, warm and responsive communication with children (verbal and non-verbal)</td>
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<td></td>
<td>3.6 Listens to and observes children to determine their strengths and interests</td>
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<tr>
<td>Communication with staff and other external professionals</td>
<td>3.7 Interacts professionally and positively with all staff and external professionals</td>
<td></td>
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</tr>
<tr>
<td>Communication with parents and families</td>
<td>3.8 Initiates contact with families, including families with diverse social, linguistic and cultural backgrounds</td>
<td></td>
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</tr>
<tr>
<td>Community engagement</td>
<td>3.9 Demonstrates the capacity to liaise, communicate and interact effectively and appropriately with parents/families caregivers, colleagues, industry and the local community</td>
<td></td>
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</tr>
</tbody>
</table>

Comments (and mid report goals):

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Overall Comments

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FINAL GRADE (CIRCLE ONE):

Satisfied Requirements (R) ☐ Fail (F) ☐

SUPERVISING TEACHER’S SIGNATURE: ___________________________ DATE: ________________

PRESERVICE TEACHER’S SIGNATURE: ___________________________ DATE: ________________
APPENDIX B: EARLY CHILDHOOD AUSTRALIA CODE OF ETHICS
EARLY CHILDHOOD AUSTRALIA

CODE OF ETHICS

PREAMBLE
Early Childhood Australia recognises that Aboriginal and Torres Strait Islander people have been nurturing and teaching children on this land for thousands of years. The Code of Ethics acknowledges Aboriginal and Torres Strait Islander traditional ways of being and caring for children. This Code of Ethics is informed by the principles in the United Nations Convention on the Rights of the Child (1991) and the Declaration on the Rights of Indigenous Peoples (2007). A Code of Ethics is an aspirational framework for reflection about the ethical responsibilities of childhood professionals who work with, or on behalf, of children and their families. In this Code of Ethics the protection and wellbeing of children is paramount and therefore speaking out or taking action in the presence of unethical practice is an essential professional responsibility. Being ethical involves thinking about everyday actions and decision making, either individually or collectively, and responding with respect to all concerned. The Code of Ethics recognises that childhood professionals are in a unique position of trust and influence in their relationships with children, families, colleagues and the community, therefore professional accountability is vital.

CORE PRINCIPLES
The core principles in this Code of Ethics are based on the fundamental and prized values of the profession. They act to guide decision making in relation to ethical responsibilities. These core principles require a commitment to respect and maintain the rights and dignity of children, families, colleagues and communities.

- Each child has unique interests and strengths and the capacity to contribute to their communities.
- Children are citizens from birth with civil, cultural, linguistic, social and economic rights.
- Effective learning and teaching is characterised by professional decisions that draw on specialised knowledge and multiple perspectives.
- Partnerships with families and communities support shared responsibility for children’s learning, development and wellbeing.
- Democratic, fair and inclusive practices promote equity and a strong sense of belonging.
- Respectful, responsive and reciprocal relationships are central to children’s education and care.
- Play and leisure are essential for children’s learning, development and wellbeing.
- Research, inquiry and practice-based evidence inform quality education and care.

LINK TO THE FULL CODE OF ETHICS (2016)

APPENDIX C: MAKE UP DAY FORM
**NEGOITIATED MAKE UP DAY FORM**

Preservice Teachers who are absent from any allocated professional experience days are required to make up the absences.

Preservice Teachers should negotiate mutually acceptable make up day(s) with their Cooperating Teacher and must submit this form to the Professional Experience Office **prior to the commencement** of the negotiated days (if necessary by fax from the early childhood service on the morning of the make up day).

Preservice Teachers are reminded that on the morning (8 am or before shift commencement) of any absences, they should notify the Early Childhood Service, the Tertiary Mentor and the Professional Experience Office.

**PRESERVICE TEACHER:** ___________________________ **STUDENT ID:** ___________________________

**SEMESTER:** ☐ ONE ☐ TWO | YEAR ___________________ (eg 2012)

**PROFESSIONAL EXPERIENCE:** ______________________________________________________ (eg (Early Childhood),)

**NAME OF EARLY CHILDHOOD SERVICE:** ______________________________________________

<table>
<thead>
<tr>
<th>DATE OF ABSENCE</th>
<th>REASON FOR ABSENCE</th>
<th>MEDICAL CERTIFICATE OR OTHER DOCUMENTARY EVIDENCE ATTACHED (REQUIRED FOR MORE THAN ONE CONSECUTIVE DAY)</th>
<th>DATE OF CORRESPONDING MAKE UP DAY</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**TOTAL NO. OF MAKE UP DAYS:** __________

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

**PRESERVICE TEACHER’S SIGNATURE:** ___________________________ **DATE:** ______________________

**EMAIL THIS FORM TO THE OFFICE OF PROFESSIONAL EXPERIENCE:**

profexp.earlychildhood@sydney.edu.au
APPENDIX D: CONSENT FORM
CONSENT FORM

Dear Parent or Guardian,

I, _____________________________________________, am a student in the Bachelor of Education/Master of Teaching Early Childhood (0-5 years) program at the University of Sydney. During my Professional Experience at ___________________________________________ I will be involved in recording information about children’s learning to include in my university assignments.

The information collected will include observations of children involved in everyday activities. With your permission, I may also take photographs of your child involved in play and learning experiences (not applicable to students in Early Childhood Professional Experience 1 units). I may ask you about your child’s interests and experiences at home. All of this information will help me to cater to your child’s interests and abilities in my planning.

All information will be treated confidentially and will only be used for my university assignments. After the Professional Experience all digital records relating to your child will be deleted. Your child will not be identifiable in any assignments.

You are welcome to see the information that I collect before I present it to my university lecturers.

Please return the consent form below. If you have any questions or concerns please contact our Academic Coordinator of Professional Experience, Amanda Niland T: +61 29351 6361 or Email: Amanda.Niland@sydney.edu.au

Thank you for your assistance,

______________________________________________  
(Sydney University Student)

Date: _________________________________________

_______________________________________________________________________________________________________________

PLEASE RETURN THIS SECTION TO YOUR CHILD’S TEACHER

I ______________________ give/do not give (please circle) permission for Information about my child _______________________________ to be included in the university assignments for the following student:___________________________________________________ and I give permission for photographs of my child to be taken. Yes  No

Name:____________________________ Signature:____________________________  

Date: ____________________________
APPENDIX E: ADDITIONAL POLICIES AND PROCEDURES
LEAVE PROCEDURES

In the event of a serious reason for non-attendance, the Preservice Teacher should inform the Centre Director and The Tertiary Mentor by telephone as soon as possible, either the day before or well before the morning session begins on the day of the absence.

Preservice Teachers must:
- Obtain a medical certificate or other documentary evidence if absent for more than one day, whether or not these days occur consecutively during the professional experience;
- Negotiate appropriate days to make up the absence with their Supervising Teacher;
- Complete and submit a “Negotiated Make-Up Day” form (Appendix C) to both the Professional Experience Office and to the Early Childhood setting on the first day back at the Centre after absence. If absent for more than five days, applications for leave are to be accompanied by a Special Consideration form, including the completed Professional Practitioners Certificate form.

JURY DUTY

Jury duty service does not entitle Preservice Teachers to an exemption from the Professional Experience requirements. If called for jury duty, an appeal may be lodged with the Sheriff’s Office. If an exemption is not granted, the Preservice Teacher will be required to fulfill Professional Experience commitments at a later date.

INDUSTRIAL DISPUTES DURING PROFESSIONAL EXPERIENCE

Should an industrial dispute occur during a placement which would limit significantly opportunities to participate in Professional Experience or create major difficulties in reaching the setting (e.g. should a transport strike occur), Preservice Teachers should contact the Early Childhood setting and their Tertiary Mentor. Loss of Professional Experience due to industrial action of one day or part day that occurs at a setting does not need to be made up. When more than one day is affected additional time will need to be made up. If a Preservice Teacher elects to attend a stop-working meeting/industrial action s/he should inform his/her Supervising Teacher(s). Where the class teacher(s) to whom a Preservice Teacher is attached is on strike and a Preservice Teacher attends the setting it is inappropriate for him/her to undertake any duties and responsibilities of absent teachers, including minimal supervision. If the industrial action continues for more than one day, the Preservice Teacher should alert the Tertiary Mentor.

EARLY CHILDHOOD SETTINGS AS ALCOHOL AND DRUG FREE SITES

Preservice Teachers are reminded that the possession and/or use of alcohol or other prohibited substances is illegal. Such acts will result in the immediate termination of the placement and the possibility of the Preservice Teacher being asked to show cause why his/her candidature in this degree should not be discontinued.

PHOTOCOPYING

The use of photocopying facilities has implications with respect to Copyright Laws and the costs involved to the setting. Preservice Teachers should determine the photocopying procedures followed by individual Early Childhood settings and ensure that these are followed at all times. Access to the setting’s photocopier cannot be assumed and alternative arrangements for the copying of any Observation and Activity Plan formats may need to be made.
COMPUTER USE
Access to the Early Childhood setting’s computers and printers cannot be assumed and this needs to be discussed with the Supervising Teacher. Personal use without permission is not acceptable.

BEING DIRECTED TO LEAVE AN EARLY CHILDHOOD SERVICE
If a Preservice Teacher is directed for any reason to leave the assigned Early Childhood setting s/he should contact the Tertiary Mentor and the Professional Experience Manager / Professional Experience Academic Coordinator immediately. Normally, being directed to leave the setting will result in a Fail/Unsatisfactory grade for the Professional Experience component of the relevant unit of study.

Similarly, if a pre-service teacher leaves a placement without the permission of the Early Childhood Professional Experience Academic Coordinator, it will result in a “fail/unsatisfactory” grade for the Professional Experience component of the relevant unit of study.

* Preservice Teachers are not permitted to use mobile phones or personal internet during work hours.
APPENDIX F: IN NEED OF ADDITIONAL SUPPORT POLICY
DEFINITION
A Preservice Teacher ‘IN NEED OF ADDITIONAL SUPPORT’ is a Preservice Teacher who is identified as experiencing difficulty in his or her progress toward achieving competence in teaching practice or written work.

IDENTIFICATION
Formal identification of ‘difficulties’ will generally be made in the first instance by the Supervising Teacher. This would normally occur in consultation with the Tertiary Mentor. Identification may also arise from the work of the Tertiary Mentor. Early discussion with the Early Childhood Professional Experience Academic Coordinator is expected. This process must NOT occur at the completion of the Professional Experience when the Preservice Teacher may be at the point of being FAILED. Identification is preferably made within the first half of the defined Professional Experience period. The purpose of early identification is to signal and communicate areas of concern and to establish a process of guidance and support appropriate to the Preservice Teacher’s development. Once an identification is made the Professional Experience Office must be notified by either the Supervising Teacher or the Tertiary Mentor.

The Tertiary Mentor and/or the Supervising Teacher is required to:

Complete the "PRESERVICE TEACHER IN NEED OF ADDITIONAL SUPPORT" form
(refer to Appendices);

- Inform the Preservice Teacher that s/he is in need of additional support and discuss the completed form and its implication; -Submit the form to the Professional Experience Office and have the form signed by all parties;
- In discussion with the Preservice Teacher, the Supervising Teacher and the Tertiary Mentor develop and document a set of expectations relevant to the area of concern, with clear indications of processes to be followed for the remaining period of the placement;
- The Tertiary Mentor is required to support the student through this period. In discussion with the Office of Professional Experience or Unit Coordinator, where appropriate as additional visit may be required. The Supervising Teacher and Preservice Teacher should be informed if an additional visit is to be made;
- Keep the Early Childhood Professional Experience Academic Coordinator and/or the Office of Professional Experience informed of the process, including discussion of final grade to be awarded.
- If appropriate, a second Tertiary Mentor and/or Early Childhood Professional Experience Academic Coordinator may be called upon to attend the Early Childhood setting.

Preservice Teachers receive the original copy of the reports and the photocopy is sent to the Office of Professional Experience (along with other relevant documents). Professional Experience Reports should be written by the Supervising Teacher before the last day of the placement to enable the Preservice Teacher to read, comment and sign.
APPENDIX G: PRESERVICE TEACHER IN NEED OF ADDITIONAL SUPPORT FORM
The designation ‘IN NEED OF ADDITIONAL SUPPORT’ is given to a Preservice Teacher when difficulties are experienced in relation to the teaching practice and/or the standard of written work presented in the Professional Experience Folder.

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Knowledge</td>
<td>Understanding children, observing children, understanding pedagogy.</td>
</tr>
<tr>
<td>Professional Practice</td>
<td>Planning, assessing, documenting and implementing effective teaching and learning, creating and maintaining supportive and safe learning environments, teaching strategies, critical and reflective practice and professional conduct.</td>
</tr>
<tr>
<td>Professional Engagement</td>
<td>Engagement in professional learning, communication with children, staff, other external professional, parents and families and community engagement.</td>
</tr>
<tr>
<td>Professional Experience Folder and written work</td>
<td></td>
</tr>
</tbody>
</table>

SUPervising teacher: ________________________ PreserviCE teacher: ________________

TERtiary mentor: ___________________________ date: ____________________

Please return this form to the Office of Professional Experience Office and provide the Preservice Teacher with a copy.

EMAIL: profexp.earlychildhood@sydney.edu.au
### ‘NEED FOR ADDITIONAL SUPPORT’ PLAN FOR SUPPORT

**NAME OF PRESERVICE TEACHER:**

<table>
<thead>
<tr>
<th>AREAS OF CONCERN</th>
<th>EXPECTATIONS: PROCESSES TO BE FOLLOWED</th>
<th>TIMELINE</th>
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</thead>
<tbody>
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</table>

__________________________  __________________________  __________________________
Signature of Preservice Teacher  Signature of Supervising Teacher  Signature of Tertiary Mentor