PROFESSIONAL EXPERIENCE HANDBOOK 2012
MASTER OF TEACHING (EARLY CHILDHOOD)
BACHELOR OF EDUCATION (EARLY CHILDHOOD)
A GUIDE FOR PRESERVICE TEACHERS, COOPERATING TEACHERS AND TERTIARY MENTORS
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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 Cooperating 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 Cooperating 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 has been designed to give Preservice Teachers, Cooperating 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 Cooperating Teacher
- **Part Four** – The Tertiary Mentor
- **Appendices**

For any queries relating to the information contained in the Handbook please contact Felicity Bywater at the Office of Professional Experience Office on 9351 7047.

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

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PART ONE
INTRODUCTION
THE FACULTY 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) is a four year (eight semester) full time course (or part time equivalent) 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 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.

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 teacher education 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 Draft Australian 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 teacher education 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**
Our program aims to provide our early childhood teacher education 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 Trait 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 and their personnel to ensure quality in-setting 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 teacher education 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 5557 Professional Experience 1 (Year 1, Session 2)
This is the first of two 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 3 single day lead-up visits in a setting with 3 to 4-5 year old children). It enables Preservice Teachers to apply the theories and strategies covered in other units of study including Teaching and Learning 1 and 2. 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. As part of the process, Preservice Teachers will plan and implement strategies and activities relevant to the age, stage, and needs of young children and aligned with the guidelines of the Early Years Learning Framework.

EDMT6002 Early Childhood Professional Experience 2 (Year 2, Session 1)
This unit supports the learning and professional development of early childhood teacher education Preservice Teachers in a Birth-2 setting (4 week- 20 day block, plus 3 single day lead-up visits). It is expected that Preservice Teachers will draw on knowledge gained in previous units in both this and earlier semesters, to enable them to observe infants and toddlers in their placement settings, and to plan for and document developmentally appropriate experiences in consultation with families, in the early childhood setting.

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- 45 days plus 2 to 3 single day lead-up visits, in a Birth-5 year old setting or preschool setting. With the guidance of the Mentor Teacher interns will apply their knowledge, skills and understandings around early childhood teaching and learning in an early childhood centre, explore the legal, social and ethical responsibilities associated with being a member of the Early Childhood profession, and consider their responsibility as educators in local, national and global early education teaching communities. The intern assumes teaching and
related duties within an early childhood program in collaboration with a qualified early childhood teacher mentor. This unit is linked to EdMT 6010 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**

**EDEC2002 Professional Experience Early Childhood 1 (Year 2, Session 2)**
This unit is the first of four professional experience units that provide opportunities for Preservice Teachers to gain teaching experience in early childhood education and care settings (15 days plus 3 single day lead up visits in a 3 to 5 setting). It builds on a series of visits to informal, community learning settings for young children. It enables Preservice Teachers to apply the theories and strategies covered in other units of study and allows them to reflect on the links between theory and practice. This first professional experience placement enables Preservice Teachers to learn about the process of observation and documentation of young children’s development and social engagement as they go about their daily activities. Preservice Teachers then begin to prepare and present learning experiences for individuals and small groups based on assessments of children’s strengths, interests and engagement with learning evidenced through these observations.

**ECEC3006 Professional Experience Early Childhood 2 (Year 3, Session 2)**
This is the second of four Professional Experience units in the Bachelor of Education (Early Childhood). This unit focuses on care-giving and education for infants and toddlers in a dedicated room/group with children aged from birth-2 years of age. It focuses on observing and documenting the development of infants and toddlers across all domains, and the design and preparation of quality learning experiences to meet care-giving and learning outcomes. Preservice Teachers complete 20 days of Professional Experience plus 3 days of lead-up visits. During this period they will also undertake a number of administrative and leadership tasks linked to EDEC3004 Early Childhood Management and Administration.

**EDEC4xxx Professional Experience Early Childhood 3 (Year 4, Session 1)**
Professional Experience Early Childhood 3 is the third Professional Experience unit in the Bachelor of Education Early Childhood (Birth-5 years). This unit (including a 3 week block (15 days) professional experience in a Birth to 2 setting, plus 3 lead-up days) focuses on curriculum development and models, and the importance of partnering with families to nurture development and learning. Preservice Teachers will be expected to take increasing responsibility as the primary caregiver for children in the Birth to 2 year group, to demonstrate their knowledge of a range of early childhood curriculum models, and to show how they have been able to partner with families to provide the best possible outcomes for their children. Preservice Teachers will increasingly be asked to demonstrate their ability to undertake a range of administrative and management tasks associated with the centre, in consultation with the primary caregiver of the Birth to 2 year group and the Educational Leader and ‘Authorised Supervisor’ of the service.

**EDEC4xxx Early Childhood Internship (Year 4, Session 2)**
The Internship (including a 6 week block professional experience in a 3 to 5 setting, plus 3 lead-up days) is the fourth and final Professional Experience unit in the Bachelor of Education (Early Childhood) (birth to 5 years). This unit focuses on leadership, advocacy, and policy and management issues, along with the education and care of children between 3 and 5 years of age. Preservice Teachers will be expected to take increasing responsibility for the leadership of the entire group/room ensuring that appropriate systems are in place for observing and documenting the
development of children across all domains, and for the preparation, documentation and evaluation of quality learning experiences. As this is the final professional experience, Preservice Teachers will be expected to demonstrate their understanding of appropriate early childhood pedagogical approaches, show their understanding of the importance of partnering with families to provide the best possible outcomes for their children and demonstrate familiarity with the range of policies, and regulatory processes essential to early childhood services. The Internship gives Preservice Teachers an opportunity to demonstrate effective administrative and leadership strategies as they undertake a range of management tasks associated with the centre, in consultation with the Authorised Supervisor. Preservice Teachers will be expected to help prepare those children transitioning to school in the following year, as well as their families, for the changes to take place, and to engage in a leadership exercise with the centre staff, such as at a Staff meeting or Parent/Teacher evening.

THE OFFICE OF PROFESSIONAL EXPERIENCE

The Office of Professional Experience communicates with a wide range of early childhood settings requesting and supporting placements. Unless advised otherwise, Preservice Teachers must not contact centres requesting a placement. The final Professional Experience component – the Internship offers Preservice Teachers the opportunity to commence negotiations for an Internship placement. The formal liaison for such a 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, Cooperating Teachers and Tertiary Mentors.
PART TWO

THE PRESERVICE TEACHER
THE ROLE OF THE PRESERVICE TEACHER

Professional Experience is the teacher education Preservice Teacher’s opportunity to apply what has been learnt in theory to practice and to make a contribution in 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 particular Professional Experience component, 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 Cooperating Teacher, the relevant Tertiary Mentor or the Director of the service. Preservice Teachers should also be familiar with any specific curriculum requirements of their own course.

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 settings means that all Preservice Teachers should:

- Behave in a professional manner
- Be focussed on the Professional Experience placement – communication outside the centre should be limited (e.g. mobile phone and Internet use; do not text 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 Cooperating Teacher;
- Accept any reasonable additional duties assigned by Cooperating 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. See (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 Cooperating 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.

NEVER SUPERVISE CHILDREN ALONE
Preservice teachers must never supervise children alone indoors or outdoors. They must not be included in staff:child ratios.

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
Early in the relevant semester, Preservice Teachers go online and register for their relevant Professional Experience. Students will select five preferences from the list of offers the Office of Professional Experience has sourced. The Office of Professional Experience will endeavor to match preferences to an appropriate placement. 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 childcare (early learning) and preschool 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, childcare centre)
- Geographical location – inner city, outer metropolitan
- Socio-economic/community context
- Cultural and linguistic diversity

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

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. Whilst the Division of Professional Experience endeavours to meet each Preservice Teacher’s particular preferences, it cannot guarantee a specific placement. Preservice Teachers may need to travel up to 1 hour each way to the centre. Typically, an Early Learning Centre or childcare centre operates between 7am and 6pm and Preservice Teachers must be prepared for variable “shifts” and changing rosters.
Privacy Information, Disclosure Policy and Form

Before placements are finalised, Preservice Teachers are required to complete the Disclosure Form that provides the opportunity to document any personal circumstances that require particular consideration, attention or support.

These documents are included in the Appendix section of this Handbook. Preservice Teachers 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 Faculty Office 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.

WORKPLACE PLACEMENT

Normally, it is preferred that Professional Experience placements are not completed in centres where you are employed or have been employed recently. However, if you would like to complete one Professional Experience placement in a centre where you have an employment history, you should discuss this with your Professional Experience Unit Coordinator to ensure appropriate protocols are followed and work duties and Professional Experience requirements are clarified. In this case the Early Childhood Program Director, Early Childhood Professional Experience Coordinator or Tertiary Mentor may take a greater role in your supervision and assessment.

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.

CONTACT DETAILS

Please ensure that your contact details are correct. If your details change you must advise the University and the Office of Professional Experience. Preservice Teachers must ensure that they have the correct contact details of their allocated Tertiary Mentor. Contact needs to be made with the Tertiary Mentor to arrange Liaison and Mentoring visits as soon as you have an understanding of required teaching experiences.
MAKING CONTACT WITH SERVICE AND TERTIARY MENTOR

SERVICE
Once the placement has been finalised you should contact the Early Childhood service at least one week before your start date to:

1. Introduce yourself
2. Arrange pre placement visits or start date as appropriate. Lead-up day visits should be planned so you meet all groups of children. Remember that most children will attend part-time.
3. Arrange your shift/times

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 commencement
2. Negotiate arrangements of initial visit with you mentor
3. Clarify contact details of yourself, mentor and service

WORKING WITH CHILDREN CHECK/PROHIBITED PERSONS DECLARATION
All Preservice Teachers appointed to early childhood settings have completed ‘Prohibited Persons Declarations’ and 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 Criminal Record 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 studied. More detail about specific Professional Experience requirements can be found in the Preservice Teachers package, the relevant unit outline and in class lectures.

THE EARLY CHILDHOOD SERVICE’S POLICIES
Familiarise yourself with the centre’s policies

OH&S INDUCTION
Preservice Teachers must be made aware of OH&S policy and practices at the commencement of the placement period. A signed form needs to be faxed to the Office of Professional Experience on day 1 of the placement and the original returned by the Centre Director or Cooperating Teacher, when documents are returned.
ATTENDANCES AND ABSENCES
Punctuality is essential. The Preservice Teacher’s personalised attendance sheet must be signed each day 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 Cooperating 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 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 do not need to be made up).

POSITIVE BEHAVIOR GUIDANCE FOR CHILDREN
Preservice Teachers are expected to follow the positive behaviour guidance policy of the early childhood setting. They are expressly prohibited from employing any form of corporal punishment, or any other sanction not permitted. Early in their placement Preservice Teachers need to carefully read and discuss with their Cooperating Teacher the setting’s positive behaviour guidance policy and practices to ensure they are acquainted with the early childhood setting’s protocols.

ACCIDENTS TO CHILDREN
Accidents/mishaps to young children during experiences conducted by a Preservice Teacher are normally the responsibility of the Cooperating Teacher in the first instance, and must be reported to him/her. Preservice Teachers should make themselves familiar with evacuation and any other safety procedures and the location 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 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 Cooperating 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 relevant Director of Professional Experience. Such communication may be undertaken by either the Tertiary Mentor and/or the Cooperating Teacher/early childhood centre director.

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

**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 Cooperating Teacher or Tertiary Mentor
2. Cooperating 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 Cooperating 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 Cooperating Teacher and submit the Negotiated make up day form (Appendix C) to the Professional Experience Office prior to the commencement.

**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 SERVICE DIRECTOR/
THE COOPERATING TEACHER
THE ROLE OF THE SERVICE DIRECTOR

The Early Childhood Director is normally the primary person responsible 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 and advised of setting 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 Cooperating 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.

OH&S INDUCTION

The University requires the Director or their nominee to inform all Preservice Teachers commencing Professional Experience placements of relevant OH&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 OH&S policies and practices. An information letter is enclosed within each Coordinator’s pack. A signed form needs to be faxed to the Office of Professional Experience on day 1 of the placement and the original returned by the Centre Director or Cooperating Teacher, when documents are returned.

THE ROLE OF THE COOPERATING TEACHER

The Cooperating Teacher plays a crucial role in the professional development of the Preservice Teacher(s). He/she is the major in-setting early childhood educator for 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 Cooperating Teachers through the Professional Experience in relation to their roles and responsibilities in supervising and assessing early childhood teacher education Preservice Teachers.

RESPONSIBILITIES OF THE COOPERATING TEACHER

We hope the Cooperating Teacher 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 and appropriate to their professional developmental level. This should involve:

- Arranging a time to talk and get to know the Preservice Teacher during the initial visit/s
- Determining the rosters/hours/shifts the Preservice Teacher will work
- Acquainting the Preservice Teacher with the roles of teachers (and other educators) in early childhood settings and within the community
- 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 as well as the supervisory and mentoring relationship
- Working with the Preservice Teacher to plan a range of suitable teaching experiences based on observations of children’s learning and development and then guiding and supporting developing pedagogy, including by modeling exemplary practice, supporting, planning and development and providing positive and constructive feedback
- Managing and pacing the Preservice Teacher’s engagement in learning experiences, including building from largely observation in the first few days to assuming increasing responsibility for groups across longer time periods
- Ensuring that suitable activity plans are written for all experiences and are discussed with the Preservice Teacher before the experience is presented and again afterwards, when the Preservice Teacher and the Cooperating Teacher together review the teaching
- Provision of written reports on at least six to ten experiences observed across the placement. Such reports aim to give formative and constructive feedback to guide the Preservice Teacher’s ongoing professional learning. They provide more structured feedback than the on-going verbal discussion that commonly occurs
- 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 Director of Professional Experience 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 of being in loco parentis and that consequently overall supervision should always be exercised by the Cooperating Teacher
- Completing the appropriate Professional Experience 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:

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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 make contact with the service (at least one week before).
- Arrange pre placement visits or start dates with your Preservice Teacher.
- Arrange shift times/hours of work with the Preservice Teacher. Preservice Teachers are expected to attend the same hours as their Cooperating Teacher unless otherwise advised and attend for a minimum of seven hours per day, five days per week.
- 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. More detail about specific Professional Experience requirements can be found in the Preservice Teachers’ unit outline. Teacher education Preservice Teachers will also be provided with specific information about what is required in their unit through weekly lectures and tutorials. This should be communicated between Cooperating Teacher and Preservice Teacher in the early stages of Professional Experience.

ATTENDANCE AND ABSENCE
For Preservice Teacher:
The Preservice Teacher’s personalised attendance sheet must be signed each day, noting arrival and departure times. Attendance for the full day/shift is mandatory, including attendance at required pre-placement days. Preservice Teachers must observe hours negotiated with the Director and Cooperating 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 do not need to be made up).

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

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 Cooperating Teacher;
- Complete and submit a “Negotiated Make-Up Day” form Appendix C to both the Professional Experience Office and to the early childhood setting prior to the commencement of the make-up day(s).

For the Cooperating Teacher:
Please think about who can take on your role as Cooperating Teacher if you are absent. It is a good idea to organise a replacement teacher early on in the prac to take away any 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 has been included in the Appendices of this Handbook. Although there are differing styles and emphases in each of the teacher education programs offered by the Faculty, there is a common grading system for all Professional Experience units. The final grade awarded for a Professional Experience is either ‘R’ (Satisfied Requirements) or ‘F’ (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 Cooperating 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 Director of Professional Experience. Such communication may be undertaken by either the Tertiary Mentor and/or the Cooperating Teacher/early childhood director.

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

PREPARING THE PROFESSIONAL EXPERIENCE REPORT
At a mid point during the placement a Progressive Report is required from the Cooperating Teacher for each Preservice Teacher supervised. At the end of the placement, a Final Report is required from the Cooperating Teacher for each Preservice Teacher supervised.

The Final Report is photocopied, the Preservice Teacher is given the original and the copies are sent by the Cooperating Teacher to the Professional Experience Office. When more than one Cooperating 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 Cooperating 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 on-going discussion between the Cooperating Teacher and the Preservice Teacher during the Professional Experience, as well as in Mentor discussions.

The original report is given to the Preservice Teacher and copies are 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 ‘R’ (Satisfied Requirements) or ‘F’ (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 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 Director of Professional Experience 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/Preservice Teachers/AcAppeals_index.shtml

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 Cooperating 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 Director of Professional Experience 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 Cooperating Teacher or the Tertiary Mentor.

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

- 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 Cooperating 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;
- Keep the Director of Professional Experience 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 a Director of Professional Experience may be called upon to attend the early childhood setting. The Cooperating Teacher and Preservice Teacher should be informed if an additional visit is to be made.

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 Cooperating 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 welcome to the Faculty of Education and Social Work. If you have any comments or concerns please contact the Tertiary Mentor or the Unit Coordinator.

**CLAIMING PROCEDURES**

Cooperating Teachers receive a small payment for hosting, supervising and assessing an early childhood teacher education Preservice Teacher. Please refer to the pay claim package in the Cooperating Teacher’s Prac Pack. Cooperating 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 student 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 six documents; the claim form, tax declaration form, bank/credit union form, Signed Affiliation letter, Affiliation form, 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:

**Felicity Bywater**
The Office of Professional Experience
University of Sydney
Faculty of Education and Social Work
Room No 604, Education Building, A35
NSW 2006 Australia
PART FOUR: THE TERTIARY MENTOR
THE ROLE OF THE TERTIARY MENTOR

The Tertiary Mentor has responsibility as the University’s representative for liaison with early childhood settings, Cooperating Teachers and Preservice Teachers, and can contribute significantly to the Preservice Teacher’s professional learning during the Professional Experience placement.

The Tertiary Mentor normally makes two full Mentoring Visits. The initial visit and the main visit. These 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 where relevant. Additionally, Tertiary Mentors may often discuss a Preservice Teacher’s development and grading with the Cooperating Teacher prior to the preparation of the Final Report, which is written by the Cooperating Teacher.

ABOUT THE PLACEMENT PROCESS

It is the Preservice Teacher’s responsibility to contact the Tertiary Mentor before commencement of the professional experience. During the initial discussion the following information should be considered:

- Confirm that Preservice Teacher and Mentor 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 initial visit date
- Make preliminary arrangements for small group discussion visit
- Discuss requirements for the Preservice Teachers’ Professional Experience Folder
- Make contact with the service, introduce yourself and discuss initial 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. Preservice Teachers are also provided with specific information about what is required as part of their unit through weekly lectures and tutorials. This should be clarified in the early stages of Professional Experience.

PROFESSIONAL EXPERIENCE VISITS

Tertiary Mentors will visit Preservice Teachers at least twice during Professional Experience. The initial visit should be made early in the Professional Experience period. This visit will allow the Tertiary Mentor to meet the Preservice Teacher and Cooperating Teacher and discuss Professional Experience Requirements. The Preservice Teacher’s practice should also be observed during this visit.

The main visit is the most significant visit. This should be done toward the end of the Professional Experience placement. This visit requires the Preservice Teacher, Cooperating Teacher and Mentor to have a small group discussion about the Preservice Teacher’s progress and 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 Cooperating 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 excluded).

In the event of a genuine reason for non attendance, the Preservice Teacher should inform the Centre Director and the Tertiary Mentor by telephone, as soon as possible (preferably 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 Cooperating Teacher;
- Complete and submit a “Negotiated Make-Up Day” form (Appendix C) to both the Professional Experience Office and to the early childhood setting prior to the commencement of the make-up day(s).

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 Cooperating Teacher as well as during the Mentor visit. You should initial the relevant pages of their Professional Experience Folder to indicate you have sighted this written record of their planning and teaching.
- Tertiary Mentors are required to give verbal and often written feedback during their visits.
- The Professional Experience Report format is included in the Appendices of this Handbook. Although there are differing styles and emphases in each of the Faculty’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 ‘R’ (Satisfied Requirements) or ‘F’ (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 Cooperating 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 Director of Professional Experience. Such communication may be undertaken by either the Tertiary Mentor and/or the Cooperating Teacher/early childhood director.
- The final report should be discussed during the main 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 Cooperating 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 Director of Professional Experience 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 to support the Preservice Teacher’s development. Once an identification is made, the Professional Experience Office must be notified by either the Cooperating Teacher or the Tertiary Mentor.

The Tertiary Mentor and/or the Cooperating 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 Cooperating 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;
- Keep the Director of Professional Experience and/or the Division of Professional Experience informed of process, including discussion of final grade to be awarded.
- If appropriate, a second Tertiary Mentor and/or a Director of Professional Experience may be called upon to attend the early childhood setting. The Cooperating Teacher and Preservice Teacher should be informed if an additional visit is to be made.

Preservice Teachers receive the original copy of the reports and the copy is sent to the Division of Professional Experience (along with other documents). Professional Experience Reports should be written by the Cooperating 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 Faculty. 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 Felicity Bywater, 9351 4143.

Claim forms are sent to:

**Felicity Bywater**
The Office of Professional Experience
University of Sydney
Faculty of Education and Social Work
Room No 604, Education Building, A35
NSW 2006 Australia
APPENDICES

APPENDIX A

PROFESSIONAL EXPERIENCE REPORT
**PROFESSIONAL EXPERIENCE REPORT**

**PRESERVICE TEACHER NAME:**

**PROFESSIONAL EXPERIENCE UNIT NUMBER:**

**DATE:**

**COOPERATING TEACHER:**

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

<table>
<thead>
<tr>
<th>PRINCIPLE 1</th>
<th>PROFESSIONAL KNOWLEDGE</th>
<th>MID REPORT</th>
<th>FINAL REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOCUS AREA</strong></td>
<td><strong>OUTCOME</strong></td>
<td><strong>U</strong></td>
<td><strong>WT</strong></td>
</tr>
<tr>
<td>Understanding children</td>
<td>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>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>1.2 Demonstrates a developing knowledge of young children’s varied approaches to learning</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>1.3 Demonstrates a developing 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 a developing 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></td>
<td>1.8 Uses interpretations to inform planning</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Understanding pedagogies</td>
<td>1.9 Demonstrates a developing knowledge of pedagogies relevant to the early childhood context</td>
<td>☐</td>
<td>☐</td>
</tr>
<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):
### Principle 2: Professional Practice

<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 teaching and learning</td>
<td>2.1 Planning is linked to individual child and small group observations</td>
<td>U</td>
<td>WT S U S</td>
</tr>
<tr>
<td></td>
<td>2.2 Planning is linked to the service philosophy, the Early Years Learning Framework and relevant theoretical perspectives around child development and pedagogy</td>
<td>U</td>
<td>WT S U S</td>
</tr>
<tr>
<td></td>
<td>2.3 Plans are evaluated for future planning and future curriculum decisions</td>
<td>U</td>
<td>WT S U S</td>
</tr>
<tr>
<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>
<td>U</td>
<td>WT S U S</td>
</tr>
<tr>
<td></td>
<td>2.5 Understands specific requirements for ensuring children's health and safety</td>
<td>U</td>
<td>WT S U S</td>
</tr>
<tr>
<td></td>
<td>2.6 Provides clear directions for participation in experiences and engage young children in purposeful learning</td>
<td>U</td>
<td>WT S U S</td>
</tr>
<tr>
<td></td>
<td>2.7 Demonstrates a developing knowledge of practical approaches to guiding young children's positive behaviours and building social competence</td>
<td>U</td>
<td>WT S U S</td>
</tr>
<tr>
<td>Teaching strategies</td>
<td>2.8 Demonstrates a variety of pedagogic strategies to engage with each children</td>
<td>U</td>
<td>WT S U S</td>
</tr>
<tr>
<td></td>
<td>2.9 Demonstrates and selects strategies that create a positive learning environment supporting children's attitudes and dispositions to learning</td>
<td>U</td>
<td>WT S U S</td>
</tr>
<tr>
<td></td>
<td>2.10 Makes use of a variety of resources and teaching materials</td>
<td>U</td>
<td>WT S U S</td>
</tr>
<tr>
<td>Critical and reflective practice</td>
<td>2.11 Demonstrates a sense of curiosity about children and how they learn</td>
<td>U</td>
<td>WT S U S</td>
</tr>
<tr>
<td></td>
<td>2.12 Demonstrates a capacity to reflect critically on and improve teaching practice</td>
<td>U</td>
<td>WT S U S</td>
</tr>
<tr>
<td></td>
<td>2.13 Accepts and responds to constructive feedback</td>
<td>U</td>
<td>WT S U S</td>
</tr>
<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>
<td>U</td>
<td>WT S U S</td>
</tr>
<tr>
<td></td>
<td>2.15 Meets University and placement requirements</td>
<td>U</td>
<td>WT S U S</td>
</tr>
<tr>
<td></td>
<td>2.16 Is well prepared, organised and up to date with Professional Experience Folder requirements</td>
<td>U</td>
<td>WT S U S</td>
</tr>
<tr>
<td></td>
<td>2.17 Is punctual</td>
<td>U</td>
<td>WT S U S</td>
</tr>
<tr>
<td></td>
<td>2.18 Is able to work collaboratively and harmoniously as a team member</td>
<td>U</td>
<td>WT S U S</td>
</tr>
<tr>
<td></td>
<td>2.19 Maintains confidentiality</td>
<td>U</td>
<td>WT S U S</td>
</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
### Professional Engagement

<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>VS-U</td>
<td>VS-U</td>
</tr>
<tr>
<td></td>
<td>3.2 Prepares and contributes to discussions about the early childhood profession</td>
<td>VS-U</td>
<td>VS-U</td>
</tr>
<tr>
<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>
<td>VS-U</td>
<td>VS-U</td>
</tr>
<tr>
<td>Communication with children</td>
<td>3.4 Develops positive and trusting relationships with children</td>
<td>VS-U</td>
<td>VS-U</td>
</tr>
<tr>
<td></td>
<td>3.5 Demonstrates effective, warm and responsive communication with children (verbal and non verbal).</td>
<td>VS-U</td>
<td>VS-U</td>
</tr>
<tr>
<td></td>
<td>3.6 Listens to and observes children to determine their strengths and interests</td>
<td>VS-U</td>
<td>VS-U</td>
</tr>
<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>VS-U</td>
<td>VS-U</td>
</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>VS-U</td>
<td>VS-U</td>
</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>VS-U</td>
<td>VS-U</td>
</tr>
</tbody>
</table>

**Comments (and mid report goals):**

**Overall Comments**

**Final Grade (Circle One):**

Satisfied Requirements (R) Fail (F)

**Cooperating Teacher’s Signature:** ___________________________ **Date:** ___________________

**Preservice Teacher’s Signature:** ___________________________ **Date:** ___________________
APPENDIX B

EARLY CHILDHOOD AUSTRALIA CODE OF ETHICS
EARLY CHILDHOOD AUSTRALIA

CODE OF ETHICS

PREAMBLE

“Wise moral decisions will always acknowledge our interdependency; our moral choices are ours alone, but they bind us all to those who will be affected by them. So deciding for yourself what’s right or wrong does not mean deciding in isolation” (Mackay, 2004, p.242).

This Code of Ethics provides a framework for reflection about the ethical responsibilities of early childhood professionals. Following a national process of consultation, principles emerged which are indicative of the values we share as early childhood professionals in Australia. The Code is intended for use by all people who work with or on behalf of children and families in early childhood contexts.

In developing this second edition of Early Childhood Australia’s Code of Ethics, the national working party was mindful of changes in the knowledge base of early childhood that have occurred over the last decade. New research has allowed significant changes in understandings to emerge that reposition children as citizens with entitlements and rights. Increasingly, children are seen as competent and capable and able to participate in the negotiation of their learning and social experiences. Additionally, societal and environmental changes at the local, national and global levels impact on children and families with consequent implications for our work. In recognition of the impact of globalisation and global sustainability, this revised Code identifies ethical responsibilities to work with children and families in order to address global issues locally.

Just as the world has changed for children and families, so it has changed for professionals who work with them. The notion of lifelong learning, reflective practice, researching with children, new methods of documenting and assessing children’s learning, and collaborating across traditional service and discipline boundaries are examples of contemporary requirements for early childhood professionals.

Inherent in this Code is the understanding that children learn within their family and community groups, bringing rich knowledge, a diversity of experiences and identities to their learning. Socio-cultural theories have moved our focus beyond individual children’s development to highlight the importance of social contexts to children’s learning and development. As children participate and learn in their communities they in turn influence those communities. Early childhood communities ought to be spaces and places where practices such as responsive listening can build connections and relationships which sustain and advance individual and collective wellbeing.

Early childhood professionals have a strong history of advocating on behalf of children and their families. This revised code builds on this tradition by making explicit the ethical responsibility to take action in the face of injustice and when unethical practice occurs.

This code is not intended to, and could not possibly provide easy answers, formulae, or prescriptive solutions for the complex issues early childhood professionals face in their work. As an aspirational document, it does provide a basis for critical reflection, a guide for professional behaviour and principles to inform individual and collective decision-making.
These values underpin the principles in this Code of Ethics:

- Respect
- Democracy
- Honesty
- Integrity
- Justice
- Courage
- Inclusivity
- Social and cultural sensitivity
- Education
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.

I. In Relation to Children, I will:
1. Act in the best interests of all children.
2. Respect the rights of children as enshrined in the United Nations Convention of the Rights of the Child (1991) and commit to advocating for these rights.
3. Recognise children as active citizens participating in different communities such as family, children’s services and schools.
4. Work with children to help them understand that they are global citizens with shared responsibilities to the environment and humanity.
5. Respect the special relationship between children and their families and incorporate this perspective in all my interactions with children.
6. Create and maintain safe, healthy environments, spaces and places, which enhance children’s learning, development, autonomy, initiative, self-worth, dignity and show respect for their contributions.
7. Respond to the special rights of children and families with additional needs.
8. Acknowledge the uniqueness and potential of all children, in recognition that early childhood is important in its own right.
9. Acknowledge the significance of children’s cultural and linguistic identities.
10. Work to ensure young children are not discriminated against on the basis of gender, age, economic status, family structure, lifestyle, ethnicity, religion, language, ability, culture, or national origin.
11. Acknowledge children as competent learners, and build active communities of engagement and inquiry.
12. Honour the child’s right to play, as both a process and context for learning.
13. Respond to the socio-cultural nature of children’s learning and development and acknowledge cultural and linguistic rights.

II. In Relation to Families, I will:
1. Listen to and learn from families, in order to acknowledge and build upon their strengths and competencies, and support them in their role of nurturing children.
2. Assist each family to develop a sense of belonging and inclusion.
3. Strive to develop positive relationships based on mutual trust and open communication.
4. Support partnerships with families and engage in shared decision making where appropriate.
5. Acknowledge the rights of families to make decisions about their children.
6. Respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems.
7. Develop shared evaluation and assessment practices of children’s learning and communicate this in ways that families understand.
8. Maintain confidentiality and respect the right of the family to privacy.
9. Acknowledge that each family is affected by the community context in which they operate.
10. Be sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of those children and families.

III. In Relation to Colleagues, I will:
1. Encourage my colleagues to accept and adhere to this Code and take action in the presence of unethical behaviours.
2. Build collaborative relationships based on trust, respect and honesty.
3. Acknowledge and support the diversity, personal strengths and professional experience, which my colleagues bring to their work.
4. Make every effort to use constructive methods to resolve differences of opinion in the spirit of collegiality.
5. Share and build knowledge, experiences and resources with my colleagues.
6. Collaborate with my colleagues to generate a culture of continual reflection and renewal of best practices in early childhood.

IV. In Relation to Communities, I will:
1. Learn about the communities that I work within and enact curriculum programs, which are responsive to those contexts and community priorities.
2. Connect with the services and agencies within the communities that support children and families.
3. Acknowledge the connectedness of local, national and global communities of children and families in order to promote shared aspirations for all children’s health and wellbeing.
4. Advocate for the development and implementation of laws and policies that promote child friendly communities and work to change those that interfere with child and family wellbeing.
5. Utilise knowledge and research to advocate for universal access to a range of high quality early childhood programs for all children.
6. Work to promote community understanding of how young children learn in order that appropriate systems of assessment and reporting are used to benefit children.

V. In Relation to Preservice Teachers, I will
1. Afford professional opportunities and resources for Preservice Teachers to demonstrate their competencies.
2. Acknowledge and support the diversity, personal strengths, professional knowledge and experience, which Preservice Teachers bring to the placement.
4. Know the requirements of the Preservice Teacher’s individual institutions and communicate openly with the representatives of that institution.
5. Provide ongoing constructive feedback and assessment that is fair and equitable.
6. Implement strategies that will empower Preservice Teachers to make positive contributions to my workplace.
7. Maintain confidentiality in relation to Preservice Teachers, staff members and curriculum programs.
VI. In Relation to my Employer, I will:
1. Support workplace policies and working conditions that are fair, nondiscriminatory and are in the best interest of children and families.
2. Support and promote ongoing professional development within my work team.
3. Adhere to lawful policies and procedures and when there is conflict, attempt to effect change through constructive action within the organisation or seek change through appropriate procedures.

VII. In Relation to Myself as a Professional, I will:
1. Base my work on contemporary perspectives on research, theory, content knowledge, early childhood best practice and my understandings of the children and families with whom I work.
2. Regard myself as a learner who undertakes critical self-study, continuing professional development and engages with current curriculum developments.
3. Seek and build collaborative professional relationships
4. Acknowledge the power dimensions within professional relationships.
5. Act in ways that advance the interests and standing of my profession.
6. Work within the limits of my professional role and avoid misrepresentation of my professional competence and qualifications.
8. Advocate in relation to issues that impact on my profession and on young children and their families.

VIII. In Relation to the Conduct of Research, I will;
1. Recognise that research includes my routine documentation and investigations of children’s learning and development as well as more formal research projects undertaken with and by external bodies.
2. Be responsive to children’s participation in research negotiating their involvement taking account of matters such as safety, fatigue, privacy and their interest.
3. Support research to strengthen and expand the knowledge base of early childhood, and where possible, initiate, contribute to, and facilitate such research.
4. Make every effort to understand the purpose and value of proposed research projects and make informed judgments as to the participation of myself, colleagues, children, families and communities.
5. Ensure research in which I am involved meets standard ethical procedures including informed consent, opportunity to withdraw and confidentiality.
6. Ensure that images of children and other data are only collected with informed consent and are stored and utilised according to legislative and policy requirements.
7. Represent the findings of all research honestly and use the information in the best interests of children and families.

APPENDIX C

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.

**NEGOTIATED MAKE UP DAY FORM**

<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>
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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: ____________________

FAX THIS FORM TO THE PROFESSIONAL EXPERIENCE OFFICE: 9351 4235
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. 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 our university assignments. 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 contact Alicia Olsen T: +61 29351 6259 or Email: alicia.olsen@sydney.edu.au or Dr Alison Elliott (Program Director) on 0412 254 766.

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 do/do not give (please circle) permission for photographs of my child to be taken.

Name: __________________________ Signature: __________________________

Date: __________________________
Dear Parent or Guardian,

I, [Student Name], 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 [Placement Details], 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. 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 our university assignments. 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 Alicia Olsen T: +61 29351 6259 or Email: alicia.olsen@sydney.edu.au or Dr Alison Elliott (Program Director) on 0412 254 766.

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 do/do not give (please circle) permission for photographs of my child to be taken.

Name: Signature:

Date:

CONSENT FORM

FACULTY OF EDUCATION AND SOCIAL WORK

OFFICE OF PROFESSIONAL EXPERIENCE

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 Cooperating Teacher;
- Complete and submit a “Negotiated Make-Up Day” form (Appendix C) to both the Professional Experience Office and to the early childhood setting prior to the commencement of the make-up day(s) and if absent for more than one day, 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 (eg. 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 Cooperating 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 Cooperating 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 /Director immediately. Normally, being directed to leave the setting will result in a Fail/Unsatisfactory grade for the Professional Experience.
APPENDIX F

BACHELOR OF EDUCATION (EARLY CHILDHOOD) AND MASTER OF TEACHING (EARLY CHILDHOOD) STUDY SEQUENCE
<table>
<thead>
<tr>
<th>Year</th>
<th>Sem</th>
<th>Education Units</th>
<th>EC Units</th>
<th>Elective Units</th>
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<td>1</td>
<td>1</td>
<td>EDUF1018 Education, Teachers and Teaching</td>
<td>EDEC1001 Early Childhood Settings and Communities (incl. 8 visits to settings that promote early childhood development – eg. LDC, Playgroup, Museum, community play spaces)</td>
<td>EDJC1004 Play and Learning in Early Childhood</td>
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<td>2</td>
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<td>EDUF1019 Human Development and Education</td>
<td>EDEC1002 Health and Wellness in Early Childhood (with Child Protection)</td>
<td>EDEC1003 Changing Childhoods</td>
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<td>2</td>
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<td>EDUF2006 Educational Psychology</td>
<td>EDEC2004 Language Arts in Early Childhood</td>
<td>EDEC2003 Diversity and Indigenous Studies</td>
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<td>2</td>
<td></td>
<td>EDUF2007 Social Perspectives</td>
<td>EDEC2001 Creative Arts in Early Childhood</td>
<td>EDEC2002 Professional Experience Early Childhood 1 – (3-5 years) (3 wk Prof. Exp placement)</td>
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<td>3</td>
<td>1</td>
<td>EDUF3031 Positive Approaches to Special Education</td>
<td>EDEC3003 Mathematics in Early Childhood</td>
<td>EDEC3001 Ethics and Social Justice</td>
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<td>One Education 3 Unit of Study OR EDUF4005 Honours A</td>
<td>EDEC3004 Management and Administration</td>
<td>EDEC3006 Professional Experience Early Childhood 2 (birth-2 years) (4 wk Prof. Exp placement)</td>
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<td>EDUF4044 Reading and Designing Research</td>
<td>EDEC4*** Curriculum Development and Models</td>
<td>EDEC4*** Professional Experience Early Childhood 3 (0-2 years) (3 wk Prof Exp placement)</td>
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<td>One Education 3 Unit of study OR EDUF4006 Honours B</td>
<td>EDEC4*** Professional Leadership and Advocacy</td>
<td>EDEC4*** Early Childhood Internship (6 wks) (3-5 years)</td>
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<td>Session</td>
<td>Units</td>
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<td>EDTM5626 Teaching &amp; Learning in Early Childhood 1</td>
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<td>EDTM5550 Language Arts in Early Childhood</td>
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<td></td>
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<td>EDTM5551 Mathematics in Early Childhood</td>
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<td></td>
<td></td>
<td>EDTM5561 Early Childhood Settings and Communities</td>
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<td>EDTM5560 Early Childhood Protective Environment (4 credit points)</td>
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<td>(including Child Protection)</td>
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<td>2</td>
<td>EDTM5676 Teaching &amp; Learning in Early Childhood 2</td>
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<td></td>
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<td>EDTM5555 Creative Arts in Early Childhood</td>
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<td>EDTM5556 Health &amp; Wellness in Early Childhood</td>
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<td></td>
<td></td>
<td>EDTM5557 Professional Experience Early Childhood 1 (3-5 years)</td>
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<td>(20 days + 3 lead-up days) Prof. Exp placement</td>
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<td>EDTM5558 Science in Early Childhood</td>
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<td>EDTM5559 Diversity &amp; Inclusion in Early Childhood</td>
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<td></td>
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<td>EDTMT5124 Special Interest Unit Early Childhood</td>
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<tr>
<td>Yr 2</td>
<td>1</td>
<td>EDTMT5552 The Sociocultural Environment in Early Childhood</td>
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<td>EDTMT6502 Early Intervention in Early Childhood</td>
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<td>EDTMT6001 Partnering with Families in Early Childhood Settings</td>
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<td>EDTMT6504 Administration in Early Childhood</td>
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<td>EDTMT6002 Professional Experience Early Childhood 2 (birth-2 years)</td>
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<td>(20 days + 3 lead-up days)) Prof. Exp placement</td>
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<td>2</td>
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<td>lead-p days)</td>
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<td>EDTMT 6010 Professional Research Project and Conference</td>
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<td>EDTMT6503 Early Childhood Curriculum Development and Models</td>
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<td>EDTMT6003 Special Interest Unit 2 Early Childhood</td>
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APPENDIX G

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 Cooperating 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 Director of Professional Experience 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 Cooperating Teacher or the Tertiary Mentor.

The Tertiary Mentor and/or the Cooperating 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 Cooperating 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;
- Keep the Director of Professional Experience and/or the Division of Professional Experience informed of the process, including discussion of final grade to be awarded.
- If appropriate, a second Tertiary Mentor and/or a Director of Professional Experience may be called upon to attend the early childhood setting. The Cooperating Teacher and Preservice Teacher should be informed if an additional visit is to be made.

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 Cooperating Teacher before the last day of the placement to enable the Preservice Teacher to read, comment and sign.
APPENDIX H

PRESERVICE TEACHER IN NEED OF ADDITIONAL SUPPORT FORM
‘NEED FOR ADDITIONAL SUPPORT’ NOTIFICATION

PRESERVICE TEACHER ____________________________ DEGREE ____________________________

COOPERATING TEACHER ____________________________ CENTRE ____________________________

CONTACT NUMBER ____________________________ DATE ____________________________

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>
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</thead>
<tbody>
<tr>
<td>Professional Knowledge</td>
<td></td>
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<tr>
<td>Understanding children, observing children, understanding pedagogy.</td>
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<tr>
<td>Professional Practice</td>
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<tr>
<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>
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<tr>
<td>Professional Engagement</td>
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<tr>
<td>Engagement in professional learning, communication with children, staff, other external professional, parents and families and community engagement.</td>
<td></td>
</tr>
<tr>
<td>Professional Experience Folder and written work</td>
<td></td>
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</tbody>
</table>

COOPERATING TEACHER: ____________________________ PRESERVICE TEACHER: ____________________________

TERTIARY MENTOR: ____________________________ DATE: ____________________________

Please transmit to Office of Professional Experience Office and provide the student with a copy. FAX: 9351 4235
‘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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Signature of Preservice Teacher

Signature of Cooperating Teacher

Signature of Tertiary Mentor
APPENDIX I

DISCLOSURE POLICY
TEACHER EDUCATION AND PROFESSIONAL EXPERIENCE PROGRAMS

The aim of this policy is to ensure that students are able to safely achieve educational outcomes during the completion of course requirements. In particular, this policy is relevant to the mandatory Professional Experience units within all Preservice Teacher education courses. The Faculty is committed to Equal Opportunity in Education and accommodating students with disabilities.

The University and our partners in Professional Experience programs have legal responsibilities to ensure the health, safety and welfare of students (Preservice Teachers) who are under our direction and supervision. We therefore require proper disclosure of relevant information by all students enrolled in teacher education courses in order to fulfil this duty. The expectation is that our students will cooperate and abide by University protocols established for their benefit. Non-disclosure of relevant information by a student may jeopardise insurance cover in the event of a related accident.

Students are required to notify the Director of Professional Experience in writing as soon as practicable of the implications of any illness, disability or circumstances that may impact upon their capacity to safely fulfil inherent tasks or physical or cognitive demands found typically during the completion of Professional Experience units or those units that have Professional Experience components within them or which may impact upon the safety of others during completion of units of study. Examples may include injury, chronic illness, medication and pregnancy. If not sure, the student should seek advice from either the Associate Dean Undergraduate and Preservice Programs or Student Services to discuss matters in confidence.

The Faculty may also receive this notification indirectly through documents such as Professional Experience Reports submitted during the completion of units of study and subsequently forwarded to the Director of Professional Experience.

This notification and other relevant documents will be stored in a single file maintained by the Division of Professional Experience to facilitate monitoring and control of access with respect to privacy legislation.

Upon notification to the Director of Professional Experience of the implications of such illness, disability or circumstances the following protocol will be adopted:

- A direct and open dialogue will be established between the Faculty and the student:

- The student will be contacted to arrange an interview with the Director of Professional Experience, and if necessary the Associate Dean of Undergraduate and Preservice Programs. The student may also invite a support person, student representative or Disability Services Officer.

- During this interview the student will be counselled as to relevant expectations and requirements associated with completion of Professional Experience placements. This will be in respect to both risks to health and safety if any as well as responsibilities associated with the care and safety of students within education sites. This meeting will be documented and details attached to the annual file held by the Division of Professional Experience.

- Options for the student will be discussed at this meeting and will include:
  i. Deferral
  ii. Modified course program
  iii. Maintaining course program with appropriate attention to Risk Management obligations
The aim of this policy is to ensure that students are able to safely achieve educational outcomes during the completion of course requirements. In particular, this policy is relevant to the mandatory Professional Experience units within all Preservice Teacher education courses. The Faculty is committed to Equal Opportunity in Education and accommodating students with disabilities.

The University and our partners in Professional Experience programs have legal responsibilities to ensure the health, safety, and welfare of students (Preservice Teachers) who are under our direction and supervision. Therefore, we require proper disclosure of relevant information by all students enrolled in teacher education courses in order to fulfill this duty. The expectation is that our students will cooperate and abide by University protocols established for their benefit. Non-disclosure of relevant information by a student may jeopardize insurance cover in the event of a related accident.

Students are required to notify the Director of Professional Experience in writing as soon as practicable of the implications of any illness, disability, or circumstances that may impact upon their capacity to safely fulfill inherent tasks or physical or cognitive demands found typically during the completion of Professional Experience units or those units that have Professional Experience components within them or which may impact upon the safety of others during completion of units of study. Examples may include injury, chronic illness, medication, and pregnancy. If not sure, the student should seek advice from either the Associate Dean Undergraduate and Preservice Programs or Student Services to discuss matters in confidence.

The Faculty may also receive this notification indirectly through documents such as Professional Experience Reports submitted during the completion of units of study and subsequently forwarded to the Director of Professional Experience.

This notification and other relevant documents will be stored in a single file maintained by the Division of Professional Experience to facilitate monitoring and control of access with respect to privacy legislation.

Upon notification to the Director of Professional Experience of the implications of such illness, disability, or circumstances, the following protocol will be adopted:

- A direct and open dialogue will be established between the Faculty and the student:
- The student will be contacted to arrange an interview with the Director of Professional Experience, and if necessary, the Associate Dean of Undergraduate and Preservice Programs. The student may also invite a support person, student representative, or Disability Services Officer.
- During this interview, the student will be counselled as to relevant expectations and requirements associated with completion of Professional Experience placements. This will be in respect to both risks to health and safety if any as well as responsibilities associated with the care and safety of students within education sites. This meeting will be documented and details attached to the annual file held by the Division of Professional Experience.
- Options for the student will be discussed at this meeting and will include:
  i. Deferral
  ii. Modified course program
  iii. Maintaining course program with appropriate attention to Risk Management obligations

For risk management considerations, all parties involved in units of study involving Professional Experience components, including unit of study coordinators as well as school/centre-based educators (Cooperating Teachers) and university educators (Tertiary Mentors) will be informed of the occupational health and safety implications of any condition, illness or circumstance that may impact upon the completion of a unit of study.

Permission will be sought from the student to assist in providing a written summary of the implications of any illness, circumstance, or disability so that this may be made available to relevant Unit of Study Coordinators and educators involved in the Professional Experience placement.

If a student prefers not to provide this information, this will generally preclude that student from undertaking a Professional Experience placement and thus from meeting the academic requirements of the teacher education course.

The Director of Professional Experience, in consultation with the Associate Dean Undergraduate and Preservice Programs and any other members of the interview panel, and in consideration of feedback from the student, will determine the most suitable option or options for safely achieving Faculty educational goals.

The Director of Professional Experience will provide this decision in writing to the student who is required to reply within 7 days confirming his or her decision with respect to the option or options presented.

An appeal against this decision may be made via the standard Academic Appeals Procedure.