



# Professional Experience Handbook

A Reference Guide for Supervising Teachers  
and Teacher Education Students | 2023

The UNE Office For  
Professional Learning (OPL)  
Staff Management Team

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**une**  
University of  
New England

**School  
of Education**

# Welcome

The Office for Professional Learning (OPL) in the School of Education appreciates your willingness to mentor a University of New England Teacher Education Student. This assistance is invaluable for our Teacher Education Students and, more importantly, for education in Australia.

**Thank you**

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## **Supervising Teacher Enquiries**

**+61 2 6773 3898**

[peo@une.edu.au](mailto:peo@une.edu.au)

This address is a service provided specifically for Teacher enquiries.

## **Teacher Education Student Enquiries**

**+61 2 6773 3898**

[peo@une.edu.au](mailto:peo@une.edu.au)

Students are asked to contact the OPL through [AskUNE](#)

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Supervising Teachers and  
Teacher Education Students

School of Education

January 2023

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# The Purpose of this Document

The following information will provide you with succinct guidelines for successful supervision of the Teacher Education Student for the duration of their professional experience placement. More information is available on the OPL website.

[une.edu.au/opl](http://une.edu.au/opl)

## Professional Experience in Context

Professional Experience is a very significant aspect of teacher education. It is within the school context that Teacher Education Students can begin to apply the theoretical concepts developed in academic subjects to the practical realities of the classroom.

This practice is best met when the University works collaboratively with placement schools/centres/agencies to ensure quality learning and guidance for Teacher Education Students within each course. Placements are sequential to allow Teacher Education Students to implement the theoretical and pedagogical teaching strategies they learn throughout their degree.

The site-based program has been structured around the Australian Professional Standards for Teachers to enable Teacher Education Students to develop their:

- **professional knowledge** of students and how they learn, subject content and how to teach that content to their students;
- **professional practice** in relation to planning for and implementing effective teaching and learning, assessment, provision of feedback and reporting on student learning, and creating challenging, supportive and safe learning environments by using effective classroom management skills;
- **professional engagement** in professional learning to ensure continual improvement in their professional knowledge and practice, and their active engagement with colleagues, parents/carers and the community.

# Professional Experience at UNE

Professional experience placements provide Teacher Education Students with opportunities to:

- broaden their experience, understanding and appreciation of the realities of schools/centres/agencies and their contexts;
- develop a greater understanding of the nature, needs and capacities of young people;
- deepen their knowledge and understanding of curriculum;
- progressively develop effective teaching and management skills;
- enhance their capacity to construct, implement

and evaluate programs of appropriate learning experiences;

- develop a critically self-reflective approach to teaching;
- develop an understanding and an appreciation of the role of teachers within both the school/centre/agency and its community; and
- develop a reflective understanding of the ways in which, as Teacher Education Students, they are constructing their own sense of professional teacher identity.

## Eligibility for Teacher Education Students

The following are required for eligibility to undertake professional experience:

- Teacher Education Students must be enrolled in a UNE professional experience unit before undertaking a placement;
- no placement may commence until a school/centre/agency has been notified by the Office for Professional Learning that a Teacher Education Student will be attending a placement; and
- Teacher Education Students **cannot** commence a placement until they have received official notification from the Office for Professional Learning through a Confirmation of Placement email (any days commenced before receipt of this email **will not** be counted towards a professional experience).

UNE requires New South Wales Teacher Education Students to have:

- an ASCIA Anaphylaxis Training e-certificate;
- obtained and maintained a valid 'Volunteer' or 'Employed' Working with Children Check in line with their state/territory's legislation;

- completed the Department of Education's Child Protection and Awareness online training module;
- obtained a 'Paid' Working with Children Check before the final, graduating placement (primary and secondary teaching)
- completed the yearly Mandatory Child Protection Training for placement in NSW Public School;
- completed a COVID-19 Student Declaration
- NSW Declaration Child-Related Work (NSW DET schools)
- successfully completed the Literacy and Numeracy Test for Initial Teacher Education Students (primary and secondary teaching degrees only) before commencing their final professional experience placement. This is also known as [LANTITE](#).

It is the Teacher Education Student's responsibility to ensure they meet any additional state/territory requirements for their placement.

# Roles and Responsibilities

The following section outlines the roles of the:

- Supervising Teacher (ST);
- Teacher Education Student (TES);

- Professional Experience Liaison Officer (PELO)
- Office for Professional Learning (OPL).

The University relies on school/centre/agency personnel being fully aware of professional experience requirements. However, schools/centres/agencies are welcome to contact the Office for Professional Learning any time they require further support or clarification.

## The Supervising Teacher

### Before the commencement of the placement, the Supervising Teacher will:

- be sent an overview of the professional experience, relevant to the teacher education
- student's specific requirements for their unit of study and level of teacher education;
- become fully aware of the requirements for this particular professional experience placement as specified in the accompanying documentation;
- provide the Teacher Education Student with background information about the class/ students and, where appropriate, provide the Teacher Education Student with work to prepare prior to the professional experience placement.

### During the placement, the Supervising Teacher will:

- discuss the expected standards and routines of the classroom with the Teacher Education Student at the beginning of the professional experience placement;
- introduce the Teacher Education Student to the class/students so that the teacher education student is seen to be a respected teaching colleague;
- contact the Office for Professional Learning immediately if they require clarification or advice
- about any matters surrounding the professional experience placement and also advise the student about these concerns;
- provide guidance by giving constructive feedback on lesson preparation and presentation and checking lesson plans prior to implementation (UNE's directive to Teacher Education Students is 'No Plan, No Teach');
- provide on-going discussion and constructive feedback to the Teacher Education Student and
- participate in regular discussions and written evaluations of at least one lesson per day, using the *Lesson Evaluation Sheet*.
- use the *Weekly Review* as an ongoing checklist throughout the placement;
- allow the Teacher Education Student to observe him/her in the process of teaching, and discuss and share models of their own lesson planning/ programming, strategies and implementation;
- encourage and support the Teacher Education Student in understanding critical reflection of their own practice and observations and be honest in their evaluation of the Teacher Education Student's ability and progress **(Supervising Teachers should not feel obliged to pass a Teacher Education Student if they have not met the required standard of teaching for the specific level of the placement or have not conducted themselves professionally);**
- raise any concerns to the OPL immediately, either by way of the 'Assistance Request Form' or phoning **02 6773 3898**;
- scan and email the 'At-Risk' Action Plan to the Office for Professional Learning if the Teacher Education Student is 'At-Risk of Failing' the placement. Discuss the 'At-Risk' Action Plan with the Teacher Education Student, addressing the areas identified for improvement and providing opportunities for the student to improve based on any negotiated goals.
- For more information regarding the assessment process for professional experience, see the section titled *Assessing the Teacher Education Student*.



### After the placement, the Supervising Teacher will:

- scan and email the Professional Experience Report, the Attendance Register and the Claim Form to the Office for Professional Learning. The OPL team are unable to finalise a Teacher Education Student's results until the Professional Experience Report and the Attendance Register have been submitted. We ask that the Professional Experience Report is submitted to the OPL within two weeks of the final day of placement to expedite this part of the process;
- present the original copy of the Professional Experience Report to the Teacher Education Student on the last day of the placement.

## The Teacher Education Student

### Before the commencement of the placement, the Teacher Education Student will:

- commence the placement only after they have enrolled in a unit with professional experience, submitted a *Placement Form* to the OPL and have received a confirmation email (sent from the OPL to both the Teacher Education Student and designated Supervising Teacher);
- have completed a Working with Children Check (or equivalent check if not in NSW), have full clearance and have completed all other mandatory requirements for placement (these must be completed and uploaded to InPlace before submitting a *Placement Form*);
- make contact and establish clear channels of communication with the Supervising Teacher to negotiate expectations and teaching load;
- be informed about the importance of professionalism (this includes punctuality, dress code, attitude and commitment, building rapport, preparation, 'No Plan, No Teach' policy and confidentiality);
- be aware of the requirement for remaining at the school/centre/agency for the full duration of the school/centre/agency day and beyond, if necessary, to attend staff meetings and extra duties;
- notify both the OPL and the placement school/centre/agency should the dates for their professional experience require amending. Organisations that support migrants working in rural and remote areas.

### During the placement, the Teacher Education Student will:

- NOT be left solely in charge of the class or individual students at any time (excluding Teacher Education Students on the second phase of their internship), including, but not limited to, providing private transport for students to or from venues beyond the school/centre/agency grounds;
- 'shadow' their Supervising Teacher daily, becoming involved in all of the duties attached to staff membership;
- adapt to the specific routines, policies, workplace health and safety, ethical constructs and ethos of the school/centre/agency;
- consult with the Supervising Teacher, practicum coordinator, school principal/centre director or the Office for Professional Learning if they are experiencing issues of any kind;
- contact the Office for Professional Learning immediately if for any reason they wish to withdraw from the placement;
- negotiate to make up all days that are missed during the placement and email the OPL with the new dates relating to this. Make-up days should occur **within two weeks** of the original final date of the placement. Please contact the OPL if further consultation about this is required.

### After the placement the Teacher Education Student will:

- take with them, the original copy of the *Professional Experience Report Form* and the *Attendance Register* on the last day of the placement (ensure that it has been signed, dated and stamped with school stamp);
- ensure all borrowed resources are returned to the school/centre/agency;
- contact or be contacted by the Office for Professional Learning if the result for their professional experience placement is Unsatisfactory.

## The Professional Experience Liaison Officer (PELO)

PELOs are UNE's qualified educational representatives employed by the Office for Professional Learning who are assigned to Teacher Education Students to support them during a placement. This can be by way of phone, face-to-face, virtual or email contact. A PELO is not responsible for assessing the TES to determine a pass or fail grade for the placement. Their main role is to provide informed support and mediate when required.

### Before the commencement of the placement, the PELO will:

- Make 'Introductory' phone contact with the Teacher Education Student and Supervising Teacher.
- Provide a 'Courtesy' phone call to the Teacher Education Student before the mid-point of the placement.
- Where possible, schedule a face-to-face visit to the school/centre or alternatively, arrange a virtual connection or email communication.

### During the placement the PELO will:

- Assist both the Teacher Education Student and Supervising Teacher by clarifying expectations and the process for assessment during the professional experience placement.
- Support the Teacher Education Student in their efforts to meet a successful outcome for the placement by providing them with guidance about planning, presentation, resources, classroom management, organisation and interactions as well as strategies for managing the demands of professional experience.
- Contact the OPL should the Teacher Education Student or Supervising Teacher have concerns and ensure the school/ centre follows due process.

### After the placement the PELO will:

- Provide the OPL with a written report relating to the student's progress during their placement (except in the case of Early Childhood degree professional experience units, this report is for OPL use only).
- Liaise with the OPL regarding the visit or the student's or Supervising Teacher's contact about the professional experience.

## The Office For Professional Learning

The Office for Professional Learning has administrative responsibility for all educationally based professional experience placements.

### Before the commencement of the placement the Office for Professional Learning (OPL) will:

- negotiate with industry partners to enhance access to quality opportunities in schools, services, centres and agencies in a variety of geographic locations;
- ensure Teacher Education Students are appropriately placed and supported while on site with qualified staff and with quality documentation and procedures;
- ensure clear communication lines for university and school/centre/agency staff and Teacher Education Students in relation to any issues relating to professional experience;
- ensure all Teacher Education Students have complied with statutory regulations such as a Working with Children clearance, Department of Education Child Protection and Awareness Training module, and ASCIA Anaphylaxis Training, and are prepared for their placement;
- monitor Teacher Education Students' pattern of experiences to ensure a diversity of settings and reduce potential issues associated with conflict of interest and fairness in relation to access to placements.

**During the placement the Office for Professional Learning (OPL) will:**

- make initial contact with the Supervising Teacher by email, phone or SMS to check the Teacher Education Student is settled and working appropriately;
- provide support to the school/centre/agency and to the Teacher Education Student where they have been identified as being 'At-Risk of Failing' a professional experience placement.

**After the placement the Office for Professional Learning (OPL) will:**

- ensure all documentation is submitted to the University and checked (i.e. *Professional Experience Report Form*, *Attendance Register*, claim form/s and tax declaration/s);
- process payment to supervisors;
- provide support and guidance to Teacher Education Students who either did not pass their placement or experienced difficulties during the placement;
- The Office for Professional Learning does not teach or oversee the development of content knowledge relating to specific curriculum areas of students on placement.

# General Information

## Conflict of Interest

*Conflict of Interest* on a professional experience placement is any situation where there could be perceived or actual favouritism or over-familiarity towards a Teacher Education Student undertaking professional experience.

An example of *Conflict of Interest* includes members of the supervisory relationship being linked through family/relative status or close friendships at the placement school or centre. This includes a family member working at the school/centre/agency or one's own children attending that school/centre/agency. Such situations may introduce an actual or perceived conflict between personal interests and university regulations. UNE's Code of Professional Conduct, including

the requirement to declare any such conflicts of interest, binds supervisors as contracted UNE assessors of professional experience units. Where a Teacher Education Student is granted permission to teach at a school/centre/agency where their spouse or children attend, they should not teach, work with or supervise any of these family members (or close friends) under any circumstance.

**Please note:** All potential *Conflicts of Interest* MUST be declared before the placement commences and approval is reliant upon discussions between the OPL and the school/centre/agency. This can be achieved by way of a letter from the Principal/Director to include with the Placement Form.

## Attendance and Make-Up Days

Teacher education students must attend all required days in order to successfully complete each professional experience placement. This rule applies to all Teacher Education Students across all Education degrees, without exception. They must comply with the attendance schedule for their placements in order to meet both degree and accreditation requirements. Completion of 'make-up' days will be in negotiation with the OPL and the Supervising Teacher.

Teacher education students are required to notify the OPL of make-up days and must submit new dates to the Office for Professional Learning as soon as possible. The make-up day should occur immediately following a placement, or **within two weeks** of the final day of the placement.

Waiving of attendance for public holidays and natural disasters for Teacher Education Students is at the discretion of the OPL. Days missed from a professional experience cannot be added to a following, different professional experience.

When a Teacher Education Student is absent for three (3) or more days due to illness, a doctor's certificate will be required.

Attendance at any days that are considered mandatory by the Supervising Teacher or principal/director as part of the professional experience placement will count as days not needing to be 'made up'. Examples of days that do not need to be 'made up' could include but are not limited to: professional development days, athletics/swimming carnivals or cross-country events. More information regarding sports days and excursions can be found in the section titled Excursions.

Repeated absences from placement, whether they are explained or unexplained, can affect classroom continuity and student learning. A placement may require termination if a Teacher Education Student's lack of attendance affects student outcomes, regardless of reason. For more information please see read the section titled Grounds for Exclusion.

## Medical Certificate

A medical certificate is required when the Teacher Education Student is absent for more than three (3) days during the placement. The Teacher Education Student should note the absence on

the Attendance Register and submit the medical certificate to the OPL via AskUNE at the end of the placement.

## Absences due to natural disasters and other extenuating circumstances

Events such as natural disasters, pandemics such as COVID-19 and other unforeseen anomalies may impact upon a Teacher Education Student's attendance during a professional experience

placement. Any waivers issued against the required days for a professional experience due to such an event will be put-into-effect at the discretion of the Office for Professional Learning.

## Excursions

Excursions often occur while a student is on professional experience and are excellent opportunities for Teacher Education Students to garner further information about the running of a school/centre/agency. Excursions may include:

- associated sporting events;
- camps;
- short excursions leaving the school/centre/ agency grounds while assisting with the supervision of a class/group.

Under the University's Student Personal Accident policy and General and Product Liability insurances, Teacher Education Students are covered, providing:

- the professional experience placement is a mandatory requirement of the Teacher Education Student's university course; and
- the excursion is recognised and undertaken as a component of the Teacher Education Student's university-endorsed professional experience placement.

Excursions must not exceed any more than one quarter of a placement. For any days outside this rule, consultation must be sought with the Office for Professional Learning. During an excursion, Teacher Education Students should not be left alone to attend to or supervise students under any circumstance.

## Dress Code

Teacher education students are required to be appropriately dressed, befitting a professional career. Individual schools/centres/ agencies will have particular requirements with which the Teacher Education Student must comply, for example, covered-in shoes, sun-smart clothing, broad brimmed hats, ties, covered tattoos or removal of some piercings. Teacher education

students must honour the requirements of the dress code of the school/centre/agency where they are completing placement. Should there be no policy for staff dress code at the school/centre/ agency, reasonable, appropriate dress should be discussed and agreed to by the Teacher Education Student, the Supervising Teacher and/or the principal/director.

## Collaboration

### Before Professional Experience

All Teacher Education Students are expected to contact their Supervising Teacher well in advance of the period of placement. They are encouraged to take every opportunity to meet with and engage in pre-planning prior to the commencement of the professional experience placement. This communication may need to occur by phone

or electronically. A Teacher Education Student who does not contact their Supervising Teacher in preparation for the teaching experience may not be permitted to complete that professional experience at the discretion of the OPL in consultation with the school/centre/agency.

### During Professional Experience

Throughout the professional experience placement, it is expected the Teacher Education Student and the Supervising Teacher will

collaborate over planning, effective teaching, classroom management, etc. and meet weekly to discuss the completed the Weekly Review Sheet,

to ensure that the Teacher Education Student is building upon their knowledge of a school/centre/agency. The *Weekly Review Sheet* is an effective

document for this as it can help identify teaching strengths and areas for improvement. For more information, see the section titled *Assessment*.

## Expectations for the Teacher Education Student

While on placement, all Teacher Education Students are expected to adhere to the following requirements:

- Participate fully within the life of the school/centre/agency in order to embrace the range of experiences and best practice it has to offer and be open to and appreciative of the professional expertise of staff;
- Remember they are a guest in the placement school or centre and should, listen, learn, show respect, and be professional. Teacher education students should acknowledge they have been provided with a unique learning opportunity.
- Work actively in the setting, initially as contributors to the management of the environment, then through working with small groups of children and, where appropriate, in whole-class planning and implementation;
- Contribute to the development of school/centre/agency-based resources and learning environments;
- Professional behaviour, including the use of good manners, clear communication and common courtesies. If there is a problem, this should be openly discussed with the Supervising Teacher (any further action should be addressed by contacting the OPL or the allocated PELO). The intent to develop these skills is essential for professional growth;
- Arrive at the classroom/school/centre at least 15–30 minutes before school/centre/agency starting times, and remain after finishing times in order to organise resources and to be available for discussion and planning with the Supervising Teacher;
- Remain with the Supervising Teacher until final duties are completed. Teacher education students are expected to attend staff meetings and should forward-plan with their work/family commitments in order to meet these requirements for the duration of the placement;
- Prepare thoroughly for all aspects of the placement. Before and after school/centre/agency times are preparation time. Time should not be taken from interactions with children/students to photocopy or prepare plans/materials, or to write up observations/reflections;
- Present planning or documentation to the Supervising Teacher prior to the teaching/planned learning experience or planned interactions with students (the timing of this consultation should be negotiated with the Supervising Teacher). Supervising teachers will need to sight this documentation in sufficient time to allow changes to be made.

## Withdrawal from a Professional Experience Placement by the Teacher Education Student

There are some circumstances that may require a Teacher Education Student to withdraw from the professional experience placement.

Applications for withdrawal without penalty must be in writing. Any claim for special consideration must be supported by documentary evidence.

Any Teacher Education Student who withdraws from a placement, irrespective of the reason, MUST advise the following, in writing, immediately:

1. Principal of the school or Director of the centre or the Practicum Co-ordinator;
2. Office for Professional Learning.

**Please note:** A Teacher Education Student who voluntarily withdraws from a placement before its completion will be deemed to have failed the placement. The exception to this is where an application for special consideration is submitted to the Office for Professional Learning and grounds for special consideration have been accepted. In this case, permission will be granted for the Teacher Education Student to repeat the placement in full. The decision for special consideration may be made in conjunction with the Course Coordinator.

This process applies especially to Teacher Education Students who have been identified as 'At-Risk of Failing' their professional experience placement and who have been given additional support through the implementation of the *Action Plan* contained within the 'At-Risk' *Action Plan*.

Should a Teacher Education Student 'At-Risk of Failing' withdraw from the school/centre/agency before the completion of the placement and, therefore, not meet the requirements of the *Action Plan*, they will be deemed to have failed the placement as incomplete

## Assistance

### Supervising Teacher

If at any time a Supervising Teacher is having difficulties while supervising a Teacher Education Student, they should contact the Office for Professional Learning for support or advice as soon as possible.\* Assistance may be required with:

- further clarification of guidelines;
- advice regarding assessing a Teacher Education Student; or
- clarification of when to fail a student.

Contact details for the Office for Professional Learning can be found in the front of this handbook and at [une.edu.au/opl](http://une.edu.au/opl)

\* Supervising teachers are requested not to liaise about student concerns solely with the visiting PELO (Professional Experience Liaison Officer). It is important to directly notify the Office for Professional Learning in the first instance.

### Teacher Education Student

The Office for Professional Learning is always willing to provide support and advice. Teacher education students who are experiencing difficulties are encouraged not to 'suffer in silence' but to make use of all personnel who are in a position to help.

The following can be approached in the event difficulties are being experienced:

1. Supervising Teacher;
2. Practicum Coordinator;
3. School Principal/Centre Director;
4. Office for Professional Learning;
5. Professional Experience Liaison Officer.

# Assessment

## Assessing the Teacher Education Student

There are two important documents that need to be used in order to accurately evaluate a Teacher Education Student's progress and suitability to teaching. These are:

- weekly completion of the Weekly Review Sheet; and
- completion of the Professional Experience Report at the end of the placement.

## Assessment Criteria

UNE Teacher Education Students are assessed against the Australian Professional Standards for Teachers or the Early Childhood Qualification Guidelines. The descriptors contained in these Standards or Guidelines form the basis for evaluation in the *Professional Experience Report*.

Teacher education students are to be assessed against each Standard Descriptor at the level relevant to their progress in their teacher education course. The grading system is as follows:

### Early placements:

- E: Exceeds expectations;
- C: Competent;
- D: Developing;
- AN: Attention Needed;
- N: Not Developed.

### Graduating, final placements:

- E: Exceeds expectations;
- D: Developed;
- N: Not Developed.

If a Standard Descriptor cannot be at least partially demonstrated, please provide an explanation in the appropriate comment section on the report. For the final, graduating placement it is expected that Teacher Education Students will be operating at the Graduate Level and demonstrating they are mostly 'Developed' throughout the placement.

If you require further clarification about the assessment criteria, please do not hesitate to contact the Office for Professional Learning.

To help guide your assessment of a Teacher Education Student's demonstration of the descriptors, see the Assessment Continuum from the Professional Experience Framework document. It indicates the range of evidence you can use when making your assessment of each Standard Descriptor. It can be viewed on the website of the Office for Professional Learning:

[une.edu.au/opl](http://une.edu.au/opl)



# Clarification of Assessment Marking Criteria

## Early Placements

### **E: Exceeds Expectations**

When the development of a Standard Descriptor is graded at a very high level for the placement, taking into account the Teacher Education Student's level and knowledge of teaching and acknowledging they are not yet at the Graduate Level.

This grading should be indicated if the Supervising Teacher believes the Teacher Education Student is performing well above the level of Teacher Education Students at the particular stage of their course.

### **C: Competent**

When the Teacher Education Student is meeting the placement's requirements, taking into account their level and knowledge of teaching and acknowledging they are still in the early phase of their teacher training and not yet at the Graduate

Level. This grading is for Teacher Education Students who are demonstrating a consistent level of confidence and consolidated understanding against a Standard Descriptor.

### **D: Developing**

When the development of a Standard Descriptor indicates the Teacher Education Student is working towards continued improvement in this area and their level of teaching is sound, taking into account their current level and knowledge of teaching and acknowledging they are still in the early phase of

their teacher training and not yet at the Graduate Level. This grading is for Teacher Education Students who demonstrate they are building their knowledge and skills against the criteria of a Standard Descriptor.

### **AN: Attention Needed**

When the development of a Standard Descriptor requires further attention, considering the Teacher Education Student's current level of teacher training.

Where this grade is indicated, the Supervising Teacher should consider the specific Standard Descriptor and how this will impact future placements if the skills required to meet this criterion are not addressed at this point. This grading is for Teacher Education Students who need to focus on and implement feedback presented to them before they can achieve the criteria of a Standard Descriptor.

**Please note:** Should a Supervising Teacher have concerns regarding the number of 'AN' ratings, they should contact the OPL for further consultation. For the Professional Experience Report, issuing students with predominantly 'AN - Attention Needed' may indicate that further consideration should follow as to whether the Teacher Education Student is deemed competent enough to pass the placement. If a decision is made that the Teacher Education Student has not met requirements and is to be presented with an Unsatisfactory Result, it is important that due process has been followed up to this point (i.e. completing and submitting the relevant documents to the OPL).

### **N: Not Developed**

When the development of a Standard Descriptor is unsatisfactory for the placement at the Teacher Education Student's required level of competence. This rating means the Teacher Education Student has definitely not met the required level.

Any concerning areas that may be building to an 'N - Not Developed' on the *Professional Experience Report*, need to be addressed with the Teacher Education Student to develop ways to ensure they can attempt to meet the requirements for the professional experience before its end. If major

concerns are warranted, or feedback is not being implemented, an '*At-Risk*' *Action Plan* should be completed through a collaboration between the Supervising Teacher and Teacher Education Student.

For the *Professional Experience Report*, the Office for Professional Learning does not stipulate a particular number of 'N' ratings as automatically failing a Teacher Education Student. However, if a large number of 'N' ratings have been recorded on the report, please carefully consider the final grade.

## **Graduating, Final Placements**

### ***E: Exceeds Expectations***

When the development of a Standard Descriptor is graded at a very high level for a final and graduating placement. This grading should be indicated if the Supervising Teacher believes the Teacher

Education Student is performing well above the level of Teacher Education Students at the Graduate Level stage of their course.

### ***D: Developed***

When the development of a Standard Descriptor has been achieved for a final and graduating placement. This grading is for a Teacher Education Student at the Graduate Level who

is demonstrating consistent competency with their knowledge and skills against the criteria of a Standard Descriptor.

### ***N: Not Developed***

When the development of a Standard Descriptor is unsatisfactory for a final and graduating placement.

This rating means the Teacher Education Student has definitely not met the required level for a Graduate Level professional experience.

Any concerning areas that may be building to an 'N - Not Developed' on the Graduating Professional Experience Report, need to be addressed with the Teacher Education Student to develop ways to ensure they can meet the requirements for the

placement before its end. If major concerns are warranted, or feedback is not being implemented, an 'At-Risk' Action Plan should be completed through a collaboration between the Supervising Teacher and Teacher Education Student.

For the Graduating Professional Experience Report, if more than one 'N' rating is indicated, please carefully consider if the Teacher Education Student's level of competency meets the Graduate Level Standards.

# Completing Evaluation For Teacher Education Students

## Feedback

Feedback plays an integral part in the development of a Teacher Education Student's teaching practice. Through professional discussion, verbal cues, written notes and formal evaluation, the Supervising Teacher should provide regular, constructive feedback.

For lesson evaluations, the Lesson Evaluation Sheet has been provided to assist the Supervising Teacher with observing, reporting, reflecting and commenting on individual lessons taught by the Teacher Education Student. The Supervising Teacher may wish to refer to this feedback when composing the Professional Experience Report. As required, lesson plans must be written

and presented prior to the lesson. The Lesson Evaluation Sheet is underpinned by the Australian Professional Standards for Teachers.

In addition to the Lesson Evaluation Sheet, Supervising Teachers are asked to schedule weekly meetings with the Teacher Education Student using the Weekly Review Sheet, to discuss the progress of the placement and to establish goals for continued improvement. Formal weekly feedback gives an opportunity to ensure the placement is progressing satisfactorily or to raise concerns with the Teacher Education Student or Office for Professional Learning regarding placement progression.

## Evaluation

**Please note:** Placements five (5) days in length or shorter do not use all assessment documents mentioned in this handbook. Should there be any issues or concerns regarding a Teacher Education Student placed at your school/centre on a five-day placement that need to be addressed further, please contact the Office for Professional Learning immediately for assistance.

The documentation included as part of the evaluation for Teacher Education Students is as follows:

- *Lesson Evaluation Sheet*;
- *Weekly Review Sheet*;
- *Assistance Request Form*;
- *'At-Risk' Action Plan* and *Placement Requires Termination* forms.

The Office for Professional Learning's evaluation for Teacher Education Students has been designed to:

- a. track the progress of the Teacher Education Student throughout their placement;
- b. provide constructive feedback based on the Australian Professional Standards for Teachers or Early Childhood Qualification Guidelines;
- c. provide an opportunity for the Teacher Education Student to formally reflect upon

their teaching practice and consider ways to improve their skills;

- d. alert the Teacher Education Student, school/centre and OPL if a Teacher Education Student is 'At-Risk of Failing'; and
- e. terminate a placement, if required.

Any areas that cannot be met on a placement or have not been demonstrated by the Teacher Education Student due to lack of opportunity in that educational setting can be left blank and on the *Professional Experience Report* a comment explaining the reason for not indicating achievement must be made in the box provided.

**Please note:** All of the assessment documents are important in the reporting process for a Teacher Education Student's placement. The information about the Teacher Education Student documented in these reports should be used to assist with the completion of the *Professional Experience Report*. The *Assistance Request Form* can be submitted to the OPL at any time throughout the placement should the Supervising Teacher wish to alert the OPL about concerns relating to the Teacher Education Student's progress, professional conduct or suitability to teaching.

## The Teacher Education Student is progressing Satisfactorily

If the Teacher Education Student is meeting all requirements for the placement, the following steps are taken:

1. The Supervising Teacher will complete weekly the Weekly Review Sheet:
  - a. If throughout the placement the Teacher Education Student is progressing satisfactorily, the Supervising Teacher is to complete the Weekly Review Sheet at the end of each week, in consultation with the Teacher Education Student.
  - b. The Supervising Teacher will outline areas of strength and target areas for improvement to enable the Teacher Education Student to achieve a satisfactory result by the end of the placement.
2. Continue using the Weekly Review Sheet as a feedback tool and for assessment of the Teacher Education Student:
  - a. A copy of this is presented to the Teacher Education Student to aid with improvements to their teaching.
3. Use the Weekly Review Sheet to assist with writing the Professional Experience Report at the completion of the placement.

## The Teacher Education Student is 'At-Risk of Failing'

If at any time during the placement the Teacher Education Student is not meeting the required outcomes for their level of teacher education, they may be considered 'At-Risk of Failing'. In this case, the following steps MUST be taken by the Supervising Teacher immediately, in order to support the Teacher Education Student:

1. The Supervising Teacher requests that another educator in the school/centre provides a second opinion (preferably the principal/director, head teacher, assistant principal or staff member in a supervisory role) by observing and evaluating the Teacher Education Student's performance (this evaluation should be based on the requirements for the Teacher Education Student's level of training).
2. If collective judgement deems the Teacher Education Student to be 'At-Risk of Failing', the Supervising Teacher submits the *Assistance Request Form* to the Office for Professional Learning immediately.
  - a. The Supervising Teacher contacts the OPL by emailing the Assistance Request Form expressing concerns about the Teacher Education Student's progress.
  - b. The OPL Team will email the Supervising Teacher the 'At-Risk' Package.
3. A member of the OPL Team will contact the Supervising Teacher and/or the Teacher Education Student regarding the placement. Immediate communication should occur between the OPL and the relevant members of school/centre staff to decide whether the placement should proceed with the implementation of an Action Plan or whether the placement should be terminated.
3. The Supervising Teacher, with the Teacher Education Student, will complete an 'At-Risk' Action Plan and submit the document, signed by both parties, to the OPL for record keeping.
4. Supervising teachers will monitor the progress of the 'At-Risk' Action Plan for re-assessment on the date negotiated. Supervising teachers are encouraged to contact the OPL at any time to discuss any concerns with a placement.

The initial decision to recommend the grade of 'Unsatisfactory' on the Professional Experience Report is made by the school/centre, however, this may require some consultation with the Office for Professional Learning. The Office for Professional Learning then applies this grade to the Teacher Education Student's academic record.

## Due Process

The school/centre must ensure, using the steps outlined in this section, that if the Supervising Teacher deems a Teacher Education Student as 'Unsatisfactory,' due process has been followed (as outlined in the 'At-Risk' package). In line with

the OPL's [Professional Experience Policy](#), the OPL will have the final decision over the awarding of the grade but would not normally overturn the Supervising Teacher's judgement unless due process was not followed.

If due process is not followed, the Teacher Education Student has the right to appeal and, if successful, will be granted a repeat professional experience placement without academic penalty.

Teacher education students whose appeals are upheld will always be required to repeat the entire professional experience placement and will not be granted approval to complete only part thereof.

### **Implementing the 'At-Risk' Action Plan**

The *'At-Risk' Action Plan* has been designed to allow a direct discussion around areas of the Australian Professional Standards for Teachers that are not being achieved by the Teacher Education Student while on the placement. For any questions, please contact the Office for Professional Learning.

There are five sections of the *'At-Risk' Action Plan*, as outlined below:

- Section A: Identified areas and/or Graduate Descriptors for improvement
- Section B: Action Plan
- Section C: Teacher Education Student Response/Plan for Action

- Section D: Further Action Plan goals and concerns
- Section E: Teacher Education Student Response/Plan for Action

The following steps are to be followed when establishing the 'At-Risk' Action Plan:

- 1.** Supervising teacher completes Section A and Section B of the 'At-Risk' Action Plan.
- 2.** A date for implementation is given by the Supervising Teacher.
- 3.** Teacher education student completes Section C.

# Evaluating the *Action Plan*

By the date for evident improvement, the supervising will evaluate the progress of the Teacher Education Student to meet the goals of the *Action Plan*. There are three criteria to this evaluation:

- The *Action Plan* has been adequately addressed;

- The *Action Plan* has been adequately addressed but further areas for concern have been identified; or
- There has been insufficient improvement and so the placement requires termination.

## The *Action Plan* has been adequately addressed

The negotiated goals in the *Action Plan* have been met and the placement can be further assessed by following the Handbook documentation and the *Weekly Review*.

The Supervising Teacher will recommence and continue the placement to completion and submit the '*At-Risk*' *Action Plan* documents to the OPL for record keeping.

## The *Action Plan* has been adequately addressed yet further areas for concern have been identified

Further goals will be required to achieve a Satisfactory grading for the placement. This may mean a placement requires extension; negotiation with the Office for Professional Learning and the Teacher Education Student will need to occur.

1. The Supervising Teacher will contact the OPL to discuss further action.

2. If agreed that further improvement can be made with a *Further Action Plan*, the Supervising Teacher will complete Section D.
3. The Supervising Teacher will set a date for improvement to be evident.
4. The Teacher Education Student will complete Section E.

## There has been insufficient improvement and so the placement requires termination

If the Teacher Education Student is unable to achieve the goals negotiated in the *Action Plan* (part of the '*At-Risk*' *Action Plan*), the Supervising Teacher will be required to terminate the placement.

1. The Supervising Teacher notifies the OPL at the earliest sign that the Teacher Education Student will not meet the required targets of the *Action Plan*.
2. The Supervising Teacher notifies the Teacher Education Student that progress has not been made on the *Action Plan*, or it is unlikely the candidate will meet the requirements for the relevant level of teacher education.

3. The Supervising Teacher completes and submits the *Placement Requires Termination* form to the OPL.
4. The Teacher Education Student will receive official confirmation from the OPL stating that placement has been terminated and remediation must occur.

The Supervising Teacher should not feel obliged to pass the Teacher Education Student if all goals in the *Action Plan* have been achieved but they are still not meeting the overall requirements for the professional experience unit.

## The Professional Experience Placement requires termination

A Teacher Education Student's placement will be terminated if they breach any of the rules stated in the *Grounds for Exclusion* section of this handbook.

A termination should not be based on personal bias but on a situation where the wellbeing of others in the school/centre and/or education of the students is seriously compromised due to conduct of the Teacher Education Student (or if every means taken to assist the Teacher Education Student to achieve a satisfactory result has not been successful).

If situations such as these arise, the following steps must be taken:

1. The Supervising Teacher should first consult with the school principal/centre director and then alert the Office for Professional Learning as soon as a decision has been made to terminate the placement.
  - a. The Supervising Teacher submits the *Placement Requires Termination* document to the OPL.
2. *Grounds for Termination* box should be marked and Reasons for Terminating the Placement section completed.
  - a. The Teacher Education Student is notified by the OPL that the placement will be

terminated and the reasons should be stated clearly as to why this has occurred;

3. The Teacher Education Student must leave the school/centre immediately.

**Please note:** If a Teacher Education Student's practicum is terminated, and the *Placement Requires Termination* form has been sent to the OPL, the *Professional Experience Report* does not require completion. However, it will need to be stated on the *Placement Requires Termination*, in the section provided, why the placement was terminated.

In the event that a Teacher Education Student's placement is discontinued at the request of the Supervising Teacher or principal/ director, the Teacher Education Student MUST leave the school/centre immediately and must NOT make further contact with the school/centre/Supervising Teacher or anyone else relating to the placement, including school/centre students. The Teacher Education Student will be contacted by the OPL and an interview will be scheduled (face-to-face or by telephone) for further support and clarification about the termination.



# Completing the Professional Experience Report

The *Professional Experience Report* is the document that Teacher Education Students will present to prospective employers and requires assessment against the Australian Professional Standards for Teachers or the Early Childhood Qualification Guidelines.

It is important to complete each section in this report, not only with an appropriate grade but by also providing written evidence/examples in the relevant section of how the descriptor has been demonstrated by the Teacher Education Student.

1. The Supervising Teacher must complete the *Professional Experience Report* and present the Teacher Education Student with either a Satisfactory or Unsatisfactory result on the final day. A copy of the *Professional Experience Report*, whether Satisfactory or Unsatisfactory, must be scanned and emailed to [oplreports@une.edu.au](mailto:oplreports@une.edu.au) by the Supervising Teacher and the original should be given to the Teacher Education Student on the final day of the placement.

2. If the grade is Unsatisfactory, the Teacher Education Student will be contacted by the OPL team to arrange appropriate support.

**Please note:** *Professional Experience Reports* are considered professional reference documents and should be presented in a professional manner, with all sections completed including comments sections.

Reports regarding a Teacher Education Student's progress while on professional experience are recommendations made to the University of New England regarding their progress as assessed against the relevant standards. The final decision and application of grades regarding the assessment of the Teacher Education Student lie with the university as per the UNE Assessment Rule. It is important that clear documentation is maintained with Teacher Education Students 'At-Risk of Failing' to ensure clear and specific communication, including completion of the Action Plan, and honest appraisal of a Teacher Education Student's ability is maintained.

## Satisfactory Result

A Teacher Education Student will receive a 'Satisfactory' result upon meeting the criteria applicable to their level of teacher education. The *Professional Experience Report* should reflect the ongoing use of assessment documentation in the grading of their teaching against the Standards and

comments regarding their suitability to teaching. If, throughout the placement, the Teacher Education Student has been receiving sound results or has shown suitable improvement by listening to critical feedback, the Teacher Education Student should be deemed 'Satisfactory' and pass the placement.

## Unsatisfactory Result

A Supervising Teacher who records the result on the *Professional Experience Report* as 'Unsatisfactory' will have followed due process by previously indicating to the Teacher Education Student, through the use of the relevant assessment documentation and implementation of an *Action Plan*, that issues or concerns had arisen and required attention.

An Unsatisfactory Result on the *Professional Experience Report* should not come as a surprise to a Teacher Education Student but instead be the final evaluation from the Supervising Teacher when, after support and following the correct process of completing the 'At-Risk' *Action Plan*, the Teacher Education Student has been unable to fulfil the requirements of the *professional experience unit*. Supervising teachers or principals are asked to

promptly liaise with the Office for Professional Learning when the Teacher Education Student has been assessed as Unsatisfactory so support for the Teacher Education Student can be arranged.

Teacher education students who for whatever reason fail a professional experience placement must complete an additional support program, at the discretion of the OPL, prior to repeating a placement.

**Please note:** The University acknowledges that the process of assessing a Teacher Education Student 'At-Risk of Failing' is demanding and potentially stressful. The University sees support of Supervising Teachers and principals/directors as a priority so contact with the OPL is an important part of this support.



# Grounds for Exclusion

In some instances, the principal/director and/or the University may require a Teacher Education Student to leave the school/centre/agency and discontinue the professional experience placement. This situation can occur even if the Teacher Education Student has not been identified as 'At-Risk of Failing' under the normal provisions for professional experience.

Teacher education students may be excluded from a school/centre/agency and thus fail the professional experience placement for any of the following reasons:

- Inability to reasonably cooperate with staff and work effectively in the school/centre/agency environment;
- Demonstrated attitudes and actions antithetical to the profession of teaching;
- Absence from the professional experience placement without satisfactory explanation, approved leave or the necessary documentation or continual explained absences which hinder the learning of the classroom students and the learning outcomes of the Teacher Education Student;
- Deficiencies in their knowledge and understanding of their subject disciplines, the NSW or Australian Curriculum and/or planning for learning;
- An inability to meet the requirements of one or more of the Fundamental Skills Assessment;
- Breaches of University regulations, policies and/or procedures or code of conduct for students;
- Deficiencies in their communication skills;

- Breaches of departmental/system/school/centre/agency/university regulations or the law.

Teacher education students who have been excluded from a school/centre/agency, and thus failed, or had the professional experience placement terminated, may be precluded from pursuing opportunities for further professional experience or entry to schools/centres/agencies. If a Teacher Education Student demonstrates serious deficiencies or misbehaviour in one or more of the above during a school/centre/agency placement, they may be liable for further action under the 'Show Cause' provisions of the University. This policy may also apply when a student has failed a professional experience more than once.

**Please note:** The School of Education reserves the right not to place a Teacher Education Student in a school/centre/agency or other professional experience setting in any instance where the performance, personal conduct or professional conduct of the Teacher Education Student does not meet the required standard, regardless of whether the Teacher Education Student is enrolled in a professional experience unit or component.

Teachers and principals/directors are accountable to parents and school/centre/agency systems to provide quality learning opportunities and outcomes for their students and need to be confident that any Teacher Education Students placed in their schools/centres/agencies can support and maintain teaching programs and standards.

# Extension of Placement

In some cases, where the Supervising Teacher does not believe they have had sufficient opportunity to gauge the Teacher Education Student's development and cannot, therefore, assess the Teacher Education Student as meeting the placement requirements, the Supervising Teacher may negotiate with the Office for Professional Learning and Teacher Education Student an Extension of Placement.

An example is if a Teacher Education Student is only starting to undertake the required teaching load in the fourth week of a 20-day placement because of school camps, NAPLAN, school musicals, etc, or if the Teacher Education Student will not meet the requirements in 20 days but has the potential to achieve a Satisfactory outcome with further teaching. In this case an Extension of Placement may be granted. This situation includes a student

who may have been noted as 'At-Risk of Failing' yet has shown improvement in their teaching as per the requirements of the Action Plan and requires further experience to meet these goals.

A request for an Extension of Placement must be made with reasonable notice to the Teacher Education Student and the Office for Professional Learning. All parties must be aware of a potential need to extend a placement in advance of the final day of the placement and the Teacher Education Student must be aware of the reasoning behind the extension request.

A Teacher Education Student who withdraws from a placement before completing a negotiated Extension of Placement (after having agreed to complete extra days) will be deemed to have failed the placement as incomplete.

# Supporting Visits from UNE

## Role of Professional Experience Liaison Officers

The School of Education, in accordance with the 'Professional Experience Framework', employs external liaison officers to visit Teacher Education Students during their professional experience placement. Professional Experience Liaison Officers (PELOs) are experienced educators who undertake the responsibilities of university liaison during professional experience placements. When feasible, a PELO or a School of Education lecturer will visit a Teacher Education Student during their placement in order to:

- observe;
- support;
- provide quality feedback;
- evaluate;
- make professional judgements;
- liaise with the Supervising Teacher; and
- advise schools/centres/agencies about using the Progress Guides to identify if a Teacher Education Student is 'At-Risk of Failing'.
- advise the Office for Professional Learning about any issues that may have been identified regarding a Teacher Education Student's placement.

The PELOs are adept at assessing how Teacher Education Students conduct themselves in the classroom and surrounding environment. Through conference with the Supervising Teacher and the Teacher Education Student, a PELO gauges how the Teacher Education Student:

- maximises their professional experience through effective planning, communication and organisation;

- commits to the ethos of the school/centre/agency;
- builds meaningful and appropriate rapport with staff, students and the school/centre/agency community;
- imparts their skills and knowledge relating to specific contexts and curriculum content;
- makes use of or creates resources in order to inspire students to learn;
- identifies and targets various learning styles or needs and calls upon suitable pedagogy;
- accepts constructive advice and criticism from a Supervising Teacher and strives to improve.

**Please note:** PELOs are assigned their visits by the Office for Professional Learning. Visits are scheduled for all placements at the discretion of the OPL and not based on requests from Teacher Education Students. If geographical constraints prevent a visit from being scheduled a phone call will replace this process.

**Please note:** UNE representatives, after consultation with the Supervising Teacher and after viewing relevant documentation regarding a Teacher Education Student's placement, can assist with assessing a Teacher Education Student but are not responsible for making the final decision about whether or not the Teacher Education Student should pass the professional experience placement. They can, however, support the Teacher Education Student and Supervising Teachers through an 'At-Risk of Failing' process, should it be requested.

# Legal Policies and Procedures

## Privacy Laws

Students who are on professional experience must not post any information or pictures regarding their school/centre/agency (including but not limited to: class, Supervising Teacher, staff, principal/director or other professional experience

students) on Social Media. All Teacher Education Students who are enrolled at UNE must adhere to the Australian Privacy laws and all relevant UNE policies.

## Insurance

### Accident Insurance

The following information is provided to assist Teacher Education Students should there be any accident while undertaking professional experience placements.

Under its insurance program the University of New England maintains a Student Personal Accident Policy. This policy provides cover for accidental injury for students engaged in activities directly related to an approved course which includes Practical and/or Community Placement, Fieldwork and all other associated activities relevant to the approved course which are authorised by

the University. The cover for accidental injury is subject to strict policy conditions, and various exclusions apply. This policy does not cover pandemics and natural disasters. Also, Illness Insurance (including COVID related illness) is not covered under UNE's insurances

Accidents/Incidents occurring whilst in pursuance of the approved course should be reported by the Teacher Education Student, in writing, within 48 hours to both the Office for Professional Learning ([peo@une.edu.au](mailto:peo@une.edu.au)) and UNE Insurance ([insurance@une.edu.au](mailto:insurance@une.edu.au)).

### Workplace Health And Safety (WHS)

Each setting in which a Teacher Education Student is undertaking placement is expected to observe appropriate Workplace Health and Safety regulations. Teacher education students have the responsibility to ensure they have the intellectual, physical, psychological and social competence to successfully complete the professional experience placement. Teacher education students should only apply for a professional experience placement if they are confident they are capable of completing it successfully.

Teacher education students should ensure they are familiar with the expectations of the setting in terms of lifting, exposure to infection, posture and positioning for computer use and/or other repetitive tasks in a school/centre/agency or setting. Teacher education students should observe correct hygiene and safety practices to protect themselves, and the staff and students with whom they are working. Teacher education students who are, or may become, pregnant

before or during their professional experience placement should consult their doctor before commencing a placement regarding potential health risks and inform the Professional Experience Office and the school or centre of their pregnancy. Most placement settings have their own policies regarding staff who are pregnant and Teacher Education Students are required to abide by those policies. Teacher education students should contact the Office for Professional Learning with any specific queries in relation to their pregnancy and professional experience.

To safeguard Teacher Education Students in case of an accident, they must provide personal details including any health management plans, e.g., asthma, diabetes, etc, and next-of-kin details.

Teacher education students are expected to adhere to all WHS policies and laws of the school/centre/agency at which they are undertaking professional experience.

# Glossary

<b>ACECQA</b>	The Australian Children's Education & Care Quality Authority.
<b>Action Plan</b>	The Action Plan is contained within the Progress Guides. It should be used as a working document to create goals for the Teacher Education Student to improve their teaching practice.
<b>At-Risk</b>	When the Teacher Education Student is not meeting requirements at their level of teacher training.
<b>Australian Professional Standards for Teachers</b>	The assessment framework agreed to by the national accrediting bodies to assess teachers at all stages of their careers. These standards are used for any pre-service teacher working in a school setting.
<b>Early Childhood Qualification Guidelines</b>	Guidelines developed for Teacher Education Students undertaking professional experience placements in an early childhood centre.
<b>Graduate Professional Experience Report</b>	A report completed by the Supervising Teacher at the completion of the final placement in conjunction with the Specific Professional Experience Requirements.
<b>Office for Professional Learning (OPL)</b>	The Office for Professional Learning has administrative responsibility for all educationally based professional experience placements. It is located in the School of Education, University of New England.
<b>Placement</b>	Abbreviated wording of professional experience placement.
<b>Practicum or Placement</b>	See Professional Experience.
<b>Professional Experience</b>	'On the job' preparation for teaching undertaken by a Teacher Education Student in a school or centre or agency. Professional experience allows Teacher Education Students to make essential links between theory and practice.
<b>Professional Experience Liaison Officer (PELO)</b>	An experienced educator employed by the University of New England to visit Teacher Education Students during their Professional Experience placement. They will visit a Teacher Education Student in order to observe, support, provide quality feedback, evaluate, make professional judgements, and liaise with the Supervising Teacher.
<b>Professional Experience Report</b>	A report completed by the Supervising Teacher at the completion of the placement in conjunction with the Specific Requirements for Professional Experience.

<b>Progress Guides</b>	<p>Support documentation that allows for continual assessment of the Teacher Education Student throughout the placement. The Progress Guides are broken into smaller components as follows:</p> <ul style="list-style-type: none"> <li>• Lesson Evaluation Sheet</li> <li>• Weekly Review Form</li> <li>• Assistance Request Form</li> <li>• At-Risk Action Plan Form</li> <li>• Placement Requires Termination Form</li> <li>• The Progress Guide — At Risk Action Plan can be submitted to the OPL at any time throughout the placement when issues are identified for the Teacher Education Student.</li> </ul>
<b>Student</b>	A person enrolled at and attending a school/centre/agency in which a Teacher Education Student is undertaking a professional experience placement.
<b>Supervising Teacher</b>	An educator working in a school/centre/agency who has been contracted by the University of New England to supervise a Teacher Education Student during a placement.
<b>Teacher education student</b>	A student who is enrolled in and studying a teacher education course at the University of New England.
<b>UNE</b>	University of New England







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