



FACULTY OF EDUCATION

School of Education

PROFESSIONAL EXPERIENCE IN EDUCATIONAL SETTINGS PROCEDURAL GUIDELINES

This document contains the Professional Experience Policy and Guidelines for the University of Tasmania's (UTAS) Faculty of Education degree courses including Bachelor of Education, Bachelor of Education In-Service, Bachelor of Teaching and Bachelor of Human Movement.

Further specific details pertaining to each degree course can be located at the relevant Professional Experience web site for each Program at <http://www.educ.utas.edu.au/profex/>

PROFESSIONAL EXPERIENCE IN EDUCATIONAL SETTINGS POLICY AND GUIDELINES

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UNIVERSITY OF TASMANIA FACULTY OF EDUCATION PROFESSIONAL EXPERIENCE IN EDUCATIONAL SETTINGS POLICY AND GUIDELINES

The University of Tasmania's (UTAS) Faculty of Education offers a variety of teaching degrees, namely:

- Bachelor of Education (a four year undergraduate degree);
- Bachelor of Education In-Service (a four year undergraduate degree);
- Bachelor of Teaching (a two year graduate entry degree); and
- Bachelor of Human Movement (a four year undergraduate degree).

The Faculty of Education is the sole provider of tertiary teaching qualifications in Tasmania and graduates are employed in educational or education-related settings throughout Australia and overseas. The Faculty is recognised as a quality provider of undergraduate and postgraduate teaching, research and supervision.

Each of the degree courses incorporates regular compulsory teaching and learning opportunities for pre-service and in-service teachers in school settings. Professional Experience units are sequential learning experiences designed to complement the pedagogical units and specialist studies completed as part of each degree course completed on campus at UTAS. Each Professional Experience is usually a pre-requisite for the next. The Professional Experience Program at UTAS is founded upon collaborative partnerships with schools and other professional educational settings. Such placements play a pivotal part in teacher preparation with school educators having a significant role in sharing professional knowledge and practices with less experienced Pre-service Teachers at different stages of their professional learning journey. Practicum placements assist Pre-service Teachers to develop broad understandings of teachers' work and provide unique opportunities for Pre-service Teachers to make sense of professional educational practices, by engaging them in deep reflection as they seek to develop and refine their own understandings linking theoretical aspects with practical applications.

1.1 GUIDING PROFESSIONAL EXPERIENCE AT UTAS

The Faculty of Education Professional Experience policy has been devised to provide clarity in direction and outcomes for the efficient and effective organisation of Professional Experience in all teacher preparation courses <http://www.educ.utas.edu.au/profex/>. The Faculty policy abides by UTAS regulations associated with Practicum Placement of Students (www.utas.edu.au/policy/vcpol/tp1.1.html)

This policy is to be read in conjunction with related information provided on the Professional Experience Website. Agreed understandings between the University and the placement agency, i.e. the school, are set out in the **Professional Experience Agreement (1998)**. This document has been designed to ensure relevance and coherence across teacher preparation courses within the Faculty. Currency of information is essential for the success of teacher education courses and for this reason clarity in the documentation of information and processes is integral to successful partnerships between UTAS and educational establishments supporting the Professional Experience Program across the Faculty. This document is a dynamic one that will be reviewed regularly to ensure currency of information to support collaborative partnerships between the Faculty and educational sites.

1.2 DEFINITION OF KEY TERMS

Colleague Teacher, also known as the Supervising or Mentoring Teacher, is a qualified, registered teacher who is a critical member of the Practicum supervision team and is responsible for the Pre-service Teacher's professional development and growth as a novice teacher at the educational site.

Director of Practicum is responsible for leading and coordinating the academic component of the Faculty of Education's Professional Experience Program across all courses. In this role the Director works with internal and external stakeholders in establishing a collaborative and coherent model for Practicum within all UTAS Faculty's courses.

PE4 is the final Professional Experience for Pre-service Teachers who have successfully completed all other units of study. During PE4 Pre-service Teachers undertake the responsibilities associated with the professional work of teachers, with support from their Colleague Teacher or a member of senior staff.

Please note: *If undertaking a Practicum in a Victorian setting the regulations state the term 'Internship' can only be used to refer to Pre-service Teachers who have undertaken at least 80 days of Practicum.*

University Practicum Co-ordinator is a designated lecturer in each Program responsible for issues related to Practicum (eg in BEd this is the respective Year Coordinator; in BHM it is the Academic Coordinator for Professional Experience; in BTch it is the Coordinator of Professional Experience). The Practicum Coordinator is the first point of contact for Pre-service Teachers wishing to discuss aspects related to their Professional Experience program. The Program Practicum Co-ordinator is also responsible for determining the eligibility of the Pre-Service Teacher for a Professional Experience placement.

Practicum Placement – "is a period of time when a Pre-service Teacher (teacher) is placed in an external organisation to undertake supervised work that forms a compulsory component of a unit or course of University study" (UTAS Procedures for Practicum Placement definitions, 2006).

University Practicum Supervisor is the academic representative liaising between the University, school, Colleague Teacher and/or senior staff and Pre-service Teacher. The Practicum Supervisor is allocated a set number of school sites where he/she is expected to undertake liaison and supervision roles.

Professional Experience refers to the theoretical and practical studies undertaken by Pre-service Teachers in the context of both the UTAS and educational settings where professional knowledge is gained and understanding is demonstrated about teaching and learning.

Professional Experience Project Officer is the first point of contact for Professional Experience queries for pre-service teachers, staff in educational settings and Faculty of Education staff. This Officer is responsible for allocating placements and determining the eligibility of Pre-service Teachers to undertake these placements.

Professional Experience Administrative Officer works collaboratively with the Professional Experience Project Officer to coordinate placements in all programs for Pre-service and In-service teachers and undertakes administrative duties related to these placements. In BHM Pre-service teacher placements are coordinated with the BHM Academic Coordinator for Professional Experience.

Pre-service Teacher is a student from the University of Tasmania (UTAS) who is placed in educational sites for the Professional Experience. The term Pre-service Teacher is used to recognise the professional growth of the Pre-service Teacher as a novice teacher. **However, the Pre-service Teacher is not fully qualified or registered and therefore can not be held legally responsible for any class of students during any Professional Experience placement.**

School based Professional Experience Coordinator is responsible for organising appropriate supervision for the Pre-service Teacher who has been accepted for teaching placement at that school. This may be the School Principal or his/her delegate.

1.3 PURPOSES OF PROFESSIONAL EXPERIENCE AT FACULTY OF EDUCATION (UTAS)

The purposes of the Professional Experience component of Faculty-wide programs for Pre-service Teachers at UTAS are based on the Graduate Standards laid down by the Tasmanian Teachers Registration Board, where Pre-service Teachers are required to:

- demonstrate current professional knowledge and understanding in teaching practice;
- understand the importance of, and demonstrate a capacity to, develop effective professional relationships within the school and pre-service communities;
- assess, plan and teach for the learning needs of a range of students;
- demonstrate the ability to plan for, and maintain a safe, inclusive and supportive learning environment.

These purposes are achieved through the Pre-service Teacher's participation in theoretical studies, which lead to gaining understanding of teaching and learning in the context of the Pre-service Teacher Education course being studied, and through application of this knowledge and understanding through supervised teaching experiences in educational contexts.

1.4 GENERAL EXPECTATIONS OF PROFESSIONAL EXPERIENCE AT UTAS

Prior to commencing any placement Pre-service Teachers must have undertaken a Good Character Check through the Tasmanian Teachers Registration Board (or equivalent, determined by the relevant State Education authority) and have received clearance allowing them to undertake their Practicum placement (see Clearance to Work with Students section below).

Pre-service Teachers are expected to behave in an ethical and professional manner whenever they are undertaking studies at educational sites. They are expected to abide by the Tasmanian Teacher Registration Board's Code of Professional Ethics for Teachers (www.trb.tas.gov.au) founded on the principles of dignity, respect, integrity, empathy and justice.

In addition, the Faculty of Education is bound by the UTAS Code of Conduct (www.utas.edu.au/universitycouncil/legislation/ord9), thus the Faculty's Code of Conduct for Professional Experience is based on both these policies and principles (see Code of Conduct section below). Failure to adhere to the Professional Experience Code will result in serious penalties, with exclusion from the degree course being possible.

All Pre-service Teachers are expected to demonstrate a professional approach to teaching and to the associated roles in educational settings. They are required to function in a responsible manner in the day to day operation of the school and its community. As Pre-service Teachers progress through their course they are expected to demonstrate increased competence and professional growth, both in their academic studies and in their in-school placements.

As Pre-service Teachers progress through their in-school placements during their degree course they are expected to engage in the wider life of the school or educational community. These responsibilities include observing and gradually undertaking a range of activities undertaken by practicing teachers within their local community.

1.5 PARTICIPANT ROLES & RESPONSIBILITIES IN PROFESSIONAL EXPERIENCE AT UTAS

Many people are involved in the collaborative Practicum process, including the Director of Practicum, the Professional Experience Project Officer; the Professional Experience Administrative Officer, the University Practicum Coordinator, the University Practicum Supervisor, the School based Professional Experience Coordinator; the Colleague Teacher, and the Pre-service Teacher. All parties need to work cooperatively to ensure each Professional Experience Program reaches its goals. The roles and responsibilities of those named above will be explored below.

1.5.1 THE DIRECTOR OF PRACTICUM

The Director of Practicum holds an academic position and is responsible for leading and coordinating the Faculty's Professional Experience Program across all courses.

RESPONSIBILITIES OF DIRECTOR OF PRACTICUM

- Work with internal and external stakeholders in establishing a collaborative and coherent model for Practicum within all Faculty's courses.
- Undertake the effective dissemination of policies and guidelines with attention being focussed on quality practices and outcomes in all aspects of Professional Experience.
- Provide advice to the Dean's Leadership Group to assist in the management process and structure for Professional Experience, Faculty-wide.
- Provide liaison between, and amongst, Faculty colleagues working in all areas of Practicum.
- Determine final decisions in matters related to Professional Experience.

1.5.2 PROFESSIONAL EXPERIENCE PROJECT OFFICER

The responsibilities of the Professional Experience Officer for the Bachelor of Education, Bachelor of Education In-Service, Bachelor of Human Movement and Bachelor of Teaching programs are outlined below.

RESPONSIBILITIES OF THE PROFESSIONAL EXPERIENCE PROJECT OFFICER

- Provide the first point of contact regarding Professional Experience queries for Pre-service Teachers, faculty staff, both academic and administrative, and school personnel.
- Initiate contacts with Tasmanian and mainland schools and other educational sites regarding the placement of Pre-service Teachers.
- Ensure the timely circulation of Practicum placement request information to Pre-service Teachers. These requests are completed online. The Professional Experience Project Officer then determines appropriate placements for Pre-service Teachers, balancing each Pre-service Teacher's request with the availability of placements in different school sites.
- Ensure the Pre-service teacher has the necessary pre-requisites, including a Good Character Check, before placement is confirmed.
- Match Pre-service Teacher requests for placements with availability of educational sites.
- Develop effective working partnerships with educational communities to ensure that Pre-service Teachers receive quality Practicum experiences.
- Provide educational sites with an on-line version of the Professional Experience booklet for that Practicum.
- Communicate effectively with all parties involved in the placement process, including School Coordinators, Pre-service Teachers and UTAS academic staff
- Check Reports and accompanying documentation (such as medical certificates) to ascertain that Pre-service Teachers have completed the stipulated number of days for that Professional Experience.
- Work collaboratively with the Professional Experience Administrative Officer in fulfilling the administrative demands of Practicum.

1.5.3 PROFESSIONAL EXPERIENCE ADMINISTRATIVE OFFICER

The responsibilities of the Professional Experience Administrative Officer are outlined below.

RESPONSIBILITIES OF THE PROFESSIONAL EXPERIENCE ADMINISTRATIVE OFFICER

- Provide administrative support relating to placements in all Programs in the Faculty.
- Undertake administrative duties related to placement, assessment and payment requirement associated with Professional Experience.
- Update and maintain Pre-service Teachers' files which include assessments reports and communication forms.

1.5.4 UNIVERSITY PROGRAM PRACTICUM COORDINATOR

The Program Practicum Co-ordinator at UTAS has some key responsibilities and these are outlined below.

- Ensure a relevant preparation program is provided for Pre-service Teachers prior to commencement of Professional Experience.
- Ensure all Pre-service Teachers have passed the relevant academic components before undertaking Practicum.
- Be available to discuss aspects of a Pre-service Teacher's Practicum placements with others.
- Liaise with the Professional Experience Officer/Director of Practicum regarding difficulties and concerns Pre-service Teachers may have with their placements.
- Ensure the supervision of Pre-service Teachers in schools is undertaken effectively as per the set guidelines for that course of study.
- Support Colleague Teachers in the supervision of the Pre-service Teacher as required, by cooperatively attending to any problems which arise during the Practicum.
- Respond to concerns regarding a Pre-service Teacher's performance and inform the Director of Professional Experience.
- Document and maintain any written records associated with Pre-service Teachers placed on At Risk status.
- Review Reports and finalise assessment grades for Pre-service Teachers at the completion of their Practicum.

1.5.5 UNIVERSITY PRACTICUM SUPERVISOR

The Practicum Supervisor at UTAS is the representative liaising between the University, Colleague Teacher and/or senior staff and Pre-service Teacher. Although each program has set guidelines for Practicum supervision which are specific to that program, there are some general principles related to the role of the University Practicum Supervisor and these are presented below.

- Undertake liaison and supervision roles at his/her allocated educational sites, through means such as phone or email communication.
- Complete visits to observe the Pre-service Teacher undertaking teaching if specified by the Program's Professional Experience guidelines.
- If school visits are required, spend time talking with the Colleague and Pre-service Teachers and senior staff members as required, taking note of the guidelines for school visits as administered by the Director of Professional Experience.
- On such visits discuss the Pre-service Teacher's progress and grading with the Colleague Teacher prior to the completion of the Final Report being completed by the Colleague Teacher.
- Seek the support of the University Practicum Coordinator for advice, especially where the Pre-service Teacher is at risk of failure.
- Complete the necessary documentation associated with the visit, including the Communication Form and if necessary, the At Risk form.

1.5.6 THE DESIGNATED SCHOOL BASED PROFESSIONAL EXPERIENCE COORDINATOR

The responsibilities in Professional Experience are sometimes shared between one or more members of senior staff at the school.

- Encourage teachers who display high level teaching abilities to undertake the supervision of Pre-service Teachers on Practicum.

- Organise appropriate supervision for the Pre-service Teacher who has been accepted for teaching placement at the School.
- Undertake administrative responsibilities for the Pre-service Teacher whilst on the school site.
- Ensure that for legal reasons the Pre-service Teacher is not left in sole charge of a class at any point in time during the Practicum placement, as legal responsibility for the class always remains with the Colleague Teacher.
- Liaise with the Professional Experience Officer concerning placement issues.
- Liaise with the Practicum Coordinator and/or Practicum Supervisor regarding the supervision and assessment of the Pre-service Teacher on his/her placement.
- Orient Pre-service Teachers to school policies and procedures.
- Alert the Practicum Coordinator regarding Pre-service Teacher absences or misconduct.
- Oversee the return of assessment reports to the Professional Experience Administrative Officer, as specified in the documentation.

1.5.7 COLLEAGUE TEACHER

The Colleague Teacher is a qualified, registered teacher with a degree or equivalent in education. The Colleague Teacher is a critical member of the supervision team and thus the quality of the supervision and support provided is significant in the professional growth of the Pre-service Teacher. The responsibilities of the Colleague Teacher are outlined below.

- Model best practice in planning, teaching and assessment.
- Act at all times in a way that demonstrates respect for the rights and privileges of the Pre-service Teacher with special reference to excellence in performance and freedom of expression.
- Engage in no physical relationships with Pre-service Teachers.
- Meet with Pre-service Teachers prior to the Professional Experience.
- Become familiar with the expectations for Pre-service Teachers on a Professional Experience as set out in the relevant Professional Experience documents.
- Introduce the Pre-service Teacher to all teaching and support staff.
- Provide advice and leadership regarding school procedures and protocols (including areas such as dress protocols; behaviour support procedures; responsibilities related to the overall operation of the school).
- Supervise all Pre-service Teacher's lessons.
- Expect to see and review written lesson plans daily.
- Expect Pre-service Teachers to write and discuss constructive self evaluations concerning their professional learning and development.
- Provide constructive oral and written feedback regularly to Pre-service Teachers on their teaching performance with specific guidelines for improvement.
- Provide constructive and collegial support to Pre-service Teachers.
- Retain legal responsibility for the class at all times when a Pre-service Teacher is in attendance.
- Consult with the Pre-service Teacher's Practicum Coordinator and /or Practicum Supervisor as required.
- Sign the **Leave of Absence Form** for the Pre-service Teacher on the day he/she returns to the school site following any absences from Practicum. Assist the Pre-service Teacher to fax this form to the Professional Experience Office.
- At the end of Practicum, if days have been missed, negotiate suitable times for completion of the allocated Practicum days with Pre-service Teacher. After the Pre-service Teacher has completed the details on the **Negotiated Days Following Absence Form** sign the Form so the Pre-service Teacher can forward it to the Professional Experience Office **before he/she commences** these days.
- Grade/evaluate the Pre-service Teacher on factors related to performance, effort, and level of achievement.
- Respond promptly to emerging problems with a Pre-service Teacher's teaching performance.
- Provide a written interim and/or a final report for the Pre-service Teacher against the Professional Experience Assessment criteria, as required by the applicable Practicum guidelines.
- In conjunction with the School Principal, exercise the right to terminate a placement if it is judged to be damaging to the welfare of pupils or the school.

- Claim supervisory allowance using the required UTAS forms and procedures. (NB Assessment forms need to be forwarded to, and received by, the Professional Experience Office in Launceston before payment can be made. From 2009, payment will be made through electronic fund transfer.

1.5.8 PRE-SERVICE TEACHER

There are a number of responsibilities that Pre-service Teachers have when undertaking a placement for Professional Experience and these follow.

- Be enrolled in the correct Practicum unit.
- Have successfully completed the previous Practicum.
- Have successfully completed the required academic pre-requisites, as specified on the Faculty website.
- Possess a Good Character Check and a clearance letter from the Teachers Registration Board, prior to commencing the placement.
- Be thoroughly conversant with the content of the Professional Experience website as it applies to their forthcoming Practicum.
- Make contact with the educational site prior to commencement of their placement.
- Model best practice in planning, teaching and assessment.
- Write lesson plans as required for their daily teaching responsibilities.
- Attend all professional development seminars (District / School based) as directed by Colleague Teacher(s) or Principal.
- Write and discuss constructive self evaluations with Colleague Teacher.
- Check personal email communications daily.
- Complete **Leave of Absence Form** on the day of return to school site following any absences from Practicum.
- At the end of Practicum, if days have been missed, negotiate suitable times for completion of the allocated Practicum days with Colleague Teacher and complete the details on the **Negotiated Days Following Absence Form** and forward to the Professional Experience Office **before commencing** these days.
- Respond to any communication from UTAS staff promptly.
- Ensure confidentiality regarding any information about the educational site, staff, or students involved.
- Ensure dress and general demeanour meets professional expectations.
- Be familiar with the specific requirements for specific programs as outlined on the website.

2. GETTING READY FOR A PRACTICUM PLACEMENT

2.1 CLEARANCE TO WORK WITH STUDENTS

All Pre-service Teachers must undertake a Police Check through the Tasmanian Teachers Registration Board (or State equivalent) which involves obtaining a Good Character Clearance before they are able to undertake a Practicum placement, regardless of which Australian State or Territory they will be undertaking their Professional Experience placement.

In Tasmania the process involves the Pre-service Teacher completing a Good Character Check form (www.trb.tas.gov.au), which includes a declaration signed in the presence of a Commissioner for Declarations. A payment is required with the application and this can be made at a Service Tasmania office or by cheque or credit card. The application needs to be posted to the Teachers Registration Board in Hobart with payment, where it will be forwarded to the Tasmanian Police and returned to the Teachers Registration Board after a Tasmanian Criminal History Check and a CrimTrac National Criminal History Check have been undertaken. It will either indicate no criminal record of conviction or will have a list of convictions in chronological order. The types of convictions that are of concern to the Teachers

Registration Board include crimes of violence, sex-related offences, serious drug offences and crimes involving dishonesty. Once a potential Pre-service Teacher's Good Character Check has been processed and cleared, the Teacher Registration Board will provide him/her with a Good Character Check Clearance letter, which will provide clearance for him/her to undertake a Practicum in Tasmanian schools. **This process can take between 4-6 weeks.** Failure to receive a clearance will mean the Pre-service Teacher will be precluded from participating in Practicum placements which will prevent them from graduating from the course.

The Pre-service Teacher must present their Good Character Clearance letter for viewing by the School Principal prior to undertaking any approved Practicum in a Tasmanian school. The Tasmanian Police notify the Teacher Registration Board, or equivalent, if a person who has previously undertaken a Good Character Check subsequently commits any criminal offence in Tasmania.

A Good Character Clearance will apply for the length of the course and will be valid for the duration of the degree (between two to four years, depending upon the degree course undertaken) for all school placements in that course, unless the clearance is withdrawn (as explained above). **Any Pre-service Teacher whose course of study extends beyond the set full-time duration of study for the degree course in which they are enrolled (eg 4 years for BEd, BEd In-service, BHM; or 2 years for BTch) will need to reapply for another Good Character Clearance.**

Good Character Clearances must be obtained from the Teachers Registration Board. No other form of Police Check is deemed appropriate for any Practicum placement.

Academic and General Staff within the Faculty can not give approval for any Good Character Clearance. All approvals come from the Tasmanian Teachers Registration Board.

Pre-service Teachers wishing to undertake a Practicum in another state or territory of Australia can use their Good Character Check Clearance from the Tasmanian Teacher Registration Board.

2.2 REQUESTING A PROFESSIONAL EXPERIENCE PLACEMENT

Professional Experience placements are undertaken in different educational locations and sites in Tasmania, Australia and Internationally. A wide variety of placement options are available for Pre-service Teachers undertaking studies at UTAS. This means that **Pre-service Teachers are strongly advised to undertake a variety of Practicum experiences**, such as a Practicum in a rural, remote, or international location, or in a Roman Catholic or independent school system, or in a school from a low socio-economic area. In this way Pre-service Teachers are able to experience teaching in diverse educational settings, thus adding to their professional skill and knowledge capacities. While all reasonable requests are considered, the Professional Experience staff make the final decision as to where a Pre-service Teacher is placed. The Policy associated with different placement options is presented below.

2.2.1 GENERAL GUIDELINES AND INFORMATION AROUND REQUESTING A PRACTICUM PLACEMENT

There are strict procedures associated with obtaining a placement for Professional Experience and each of these must be adhered to regardless of the degree course in which the Pre-service Teacher is enrolled.

Pre-service Teachers need to be aware that it is extremely difficult to secure sufficient placements for all pre- and in-service teachers, as not all schools are prepared to accept Pre-service Teachers. In 2007 in excess of 2,200 placements were made by the Faculty of Education. At some educational sites a change of teaching or leadership staff could also mean there is a change in the availability of placements in that school. Many schools have preferences for accepting placements for Pre-service Teachers at certain stages of their professional learning, whilst others only take a small number of Pre-service Teachers each year (i.e. one or two placements annually), and others prefer to accept Pre-service Teachers from specific courses or specialisations only.

- **Before requesting a Practicum placement Pre-service Teachers must be enrolled in the correct unit of study for that Practicum and completed all academic and placement pre-requisites.**
- **All Pre-service Teachers must hold a Good Character Check Clearance BEFORE they commence Practicum** (see Clearance to Work with Students section above).
- Requests for a Practicum placements need to be made by the Pre-service Teacher according to their Program's rules (see <http://www.educ.utas.edu.au/profex/>).
- Once requests are received the Professional Experience Officer will then work towards securing an appropriate placement for each Pre-service Teacher, balancing each Pre-service Teacher's request, with the availability of placements in different school sites.
- **Requests for specific educational sites by the Pre-service Teacher are not able to be accommodated.**
- Pre-service Teachers are strongly advised to give thoughtful consideration to the completion of their placement request forms because **once placements have been confirmed with the school they can not be changed.**
- **Pre-service Teachers who fail to attend their allocated Practicum placement will receive an automatic failure for that unit of study.**
- Some Pre-service Teachers with disabilities may require special Professional Experience placements (see the UTAS *Equal Opportunity for People with Disabilities Policy* (www.admin.utas.edu.au/hr/eeo/disab_policy))
- **Under no circumstances are Pre-service Teachers from any program to approach a school site to secure a Practicum placement.** Failure to adhere to this requirement may render the Pre-service Teacher ineligible for Practicum at that point in time.
- **UTAS Pre-service Teachers are not to request a placement in a school where there may be a conflict of interest (eg having worked at that site currently or in the past, or having a relative or friend working at, or attending that site) as this request can not be granted** (see UTAS Conflict of Interest Policy www.utas.edu.au/policy/docs/polcon)
- The only relaxation of this requirement may come into effect if the Pre-service Teacher wishes to return to work in an isolated school location where he/she undertook his/her own education.
- **Pre-service Teachers are not permitted to undertake their Professional Experience at a different time from the set dates on the Faculty Practicum Calendar.** However, flexibility in Practicum placements is available for those Pre-service Teachers enrolled in BEd In-service, and Pre-service Teachers undertaking a Bachelor of Teaching combined degree course may also require alternative times for Practicum placements.
- **A review of each Pre-service Teacher's academic performance will be completed by the University Practicum Co-ordinator, prior to Practicum, to ensure eligibility for undertaking that placement.**

2.2.2 ELECTING TO UNDERTAKE PRACTICUM IN AN AUSTRALIAN STATE OR TERRITORY OUTSIDE OF TASMANIA

Pre-service teachers are able to apply to undertake a Practicum placement in a State or Territory other than Tasmania. However, set procedures, as outlined below, apply.

Any Pre-service Teacher who has failed, or has a Not Complete or Withheld result for a previous Practicum, is ineligible to complete a Practicum interstate or overseas.

All Pre-service Teachers enrolled in Bachelor of Education, Bachelor of Teaching and Bachelor of Human Movement must complete a supervised Professional Experience in a Tasmanian school. For BEd this means PE3 or PE4, for BHM, PE2 or PE3 or PE4, for BTeach, PE2, PE3 or PE4.

- All Pre-service Teachers who wish to undertake a Practicum placement in another State or Territory, outside of Tasmania, **must make an appointment with the PE Placement Project**

Officer prior to completing a Placement Request Form online to discuss the relevant issues involved. Specific instructions for making an application will be provided according to the requirements. Information regarding alternative placements can be accessed on the Professional Experience website (www.educ.utas.edu.au/profex/).

- When the Application for Placement is received by the Placement Office it will be processed and the Pre-service Teacher will be notified formally of their placement in due course.
- **Failure to complete all these imperatives may jeopardise that Practicum placement request.**
- **Pre-service Teachers are not permitted to complete more than one Practicum placement at any school site.**

2.2.3 ELECTING TO UNDERTAKE AN ALTERNATIVE PRACTICUM

Some alternative Practicum options are available within the Faculty's Professional Experience Program for Pre-service Teachers interested in experiencing teaching in an isolated location in Tasmania or Western Australia, or in an international educational setting in Vanuatu. Information regarding these alternatives is presented below. **Pre-service teachers are only able to undertake one placement in an alternative setting over the course of their studies towards completion of their degree.**

2.2.4 IN A REMOTE LOCATION IN TASMANIA

The Professional Experience in Isolated and Rural Schools (PEIRS) program is a *Learning Together* initiative integral to the teacher recruitment strategy of the Department of Education, Tasmania. The initiative is supported by an annual State budget allocation. The PEIRS program encourages Pre-service Teachers to undertake Professional Experience 4 in participating rural and isolated schools by providing support for accommodation and travel. Participating schools manage the costs associated for each eligible Pre-service Teacher and are reimbursed for these costs at the end of the program. In addition, the PEIRS program includes funding for professional learning for Principals and Supervising Teachers to ensure that all parties involved in the program are clear on their roles and feel well-supported during the placement. The PEIRS program is managed by the Human Resources Management Branch in conjunction with the Learning Services Groups and representatives from the Faculty of Education, University of Tasmania. See this site for more information www.education.tas.gov.au/dept/employment/teachers/peirs

2.2.5 IN A REMOTE LOCATION IN WESTERN AUSTRALIA

Remote placements are available in Western Australia for Pre-service Teachers, enrolled in any education degree course, when undertaking Professional Experience 4. Pre-service Teachers wishing to request a placement in a remote location, in the Kimberley district in Western Australia need to contact the lecturer in charge of such placements in the Faculty. Specific requirements for undertaking such a placement are:

- Pre-service Teachers need to make contact with the lecturer in charge at the commencement of the academic year of their placement.
- Only Pre-service Teachers with an overall Credit level for their academic studies across their years of study can apply for such placements.
- Preference will be given to Pre-service Teachers who have undertaken a unit in indigenous studies.
- A satisfactory award must have been attained in all previous Practicum experiences undertaken.
- Availability of locations is limited and not all Pre-service Teachers who apply can be guaranteed of a remote placement.
- Students must apply in writing to be considered for a remote placement.
- Completion of Professional Experience 4 in a remote location will incur a financial cost to the Pre-service Teacher.

2.2.6 INTERNATIONAL

Placements are also available in international locations for Pre-service Teachers, enrolled in any education degree course, when undertaking Professional Experience 4. Currently, Pre-service Teachers can undertake their Professional Experience 4 in Vanuatu, in the Pacific. Pre-service Teachers wishing to request such a placement need to contact the lecturer in charge of such placements in the Faculty in the

first instance at the commencement of the academic year of their 4th Year placement. Specific requirements for undertaking such a placement are:

- At least 12 weeks prior notification should be given to the Professional Experience Office for arranging an overseas placement.
- Only Pre-service Teachers with an overall Credit level for their academic studies across their years of study can apply for such placements.
- A satisfactory award must have been attained in all previous Practicum experiences undertaken.
- Preference will be given to Pre-service Teachers who have studied a language other than English or have undertaken a liberal study or module in cultural studies, for example indigenous studies.
- Pre-service Teachers must display high level competence in written English.
- Completion of Professional Experience 4 in an international location, such as Vanuatu, will incur a financial cost to the Pre-service Teacher.
- Pre-service Teachers doing Professional Experience outside of Australia must arrange their own personal health and travel insurance.
- Students must apply in writing to be considered for an international placement.

Any Pre-service Teacher wishing to apply for an International Practicum placement in other international locations must complete the above requirements and then forward the written application to the Director of Practicum for approval.

Some variations to these procedures may occur in the BEd In-service Program.

3. REQUESTING A CHANGE OF DATES FOR PROFESSIONAL EXPERIENCE

The dates of Professional Experience can only be changed in **exceptional circumstances**. General sporting events, marriages and other family social events are **not** categorised as an exceptional circumstance. However, participation in national and international representative sports occasions could be seen to be an exceptional circumstance. Exceptional circumstances will need to be substantiated with a range of documentation and consultation processes. In the first instance the Pre-service Teacher needs to complete a written request to undertake the Practicum at a later date and forward this to the relevant Program Coordinator. The Program Coordinator will request a meeting with the Pre-service Teacher if further information is required. Subsequently the Program Coordinator will forward a recommendation to support or reject the Pre-service Teacher's request to the Director of Practicum. The final decision will rest with the Director of Practicum who will approve or decline the Pre-service Teacher's request.

4. GUIDELINES FOR INTERNATIONAL PRE-SERVICE TEACHERS

4.1 International Pre-Service Teachers on Exchange from Butler University.

Pre-service Teachers who are undertaking studies at UTAS Faculty of Education, as part of the Exchange Program from Butler University in Indiana, United States of America, may undertake a Professional Experience placement during Semester 1 of the third year BEd program, in a local primary school.

4.2 Pre-service Teachers from International Locations Studying at UTAS

The Faculty of Education attracts International Pre-service Teachers who wish to complete part, or all, of their teaching degree at UTAS. Special provisions are provided to prepare and support these Pre-service Teachers in the Professional Experience component of the course. To meet this need a designated Faculty member is available in each Program to assist with the International Pre-service Teacher's personal and professional preparation for the Professional Experience

5.0 DURING THE PRACTICUM

5.1. ACCIDENTS OR INJURIES ON PLACEMENT

- The Faculty of Education abides by UTAS regulations in this regard (see www.admin.utas.edu.au/hr/ohs/pol_proc/ohs) . All educational organisations have obligations under the Workplace Health and Safety Act, 1995 and UTAS specify if an accident or injury occurs to a Pre-service Teacher whilst on Practicum, in order to protect all parties involved, they must adhere to the following procedure:
- The Pre-service Teacher and School Principal must complete an Accident and Incident Form from that organisation, with a copy being forwarded to the Director of Practicum within 24 hours of the incident occurring.
- The Director of Practicum will then forward a copy of the Accident and Incident Form to the UTAS OH&S unit to ensure all parties are informed.
- Public liability indemnity is provided to Pre-service Teachers who suffer personal injury or property damage, whilst on Practicum placements.
- If medical treatment is required, costs incurred by Pre-service Teachers, beyond that covered by the Medicare scheme, may be claimed through the **UTAS Personal Accident Insurance** on 0363 243667.
- This insurance cover is administered by UTAS Student Organisations and all enquiries should be directed to the SA Financial Controller on 0363 243773.
- Pre-service Teachers must not claim costs through the educational site's Worker's Compensation Fund.

5.2. ATTENDANCE AND ABSENCES

Attendance for the total amount of stipulated days for the Practicum placement is mandatory, **regardless of prior teaching experiences, work and family commitments or unforeseen circumstances**. Pre-service Teachers are to adhere to School hours, in relation to the arrival and departure times set for staff at that School. Pre-service Teachers must be punctual at all times and must not leave the site early or arrive late unless this has been approved by the UTAS program coordinator and School Principal.

Please note: studying the course part-time still means the Pre-service Teacher must attend the School for full-days for Professional Experience.

Pre-service Teachers must attend for 100% of the allocated days with **all days missed** owing to illness or other unforeseen circumstances being required to be made up to complete the attendance requirements of the Practicum. However, public holidays are not required to be made up. Professional development days undertaken by the Pre-service Teacher at his/her allocated educational site are counted as part of the Practicum.

If industrial action is being taken by teachers at the educational site then the Pre-service Teacher still needs to report for duty. The Pre-service Teacher is advised to seek clarification of the situation at their site. At such times, the Pre-service Teacher can not be left in sole responsibility for any group of students who attend school during the strike action, but can use this time for planning purposes.

If, during the Professional Experience placement, the Pre-service Teacher requires leave of absence from Practicum then the **Leave of Absence Form** must be completed by the Pre-service Teacher on the first day he/she returns to the school following any absence. The form must then be faxed to the Professional Experience Office on (03) 6324 3453. The school is advised to keep the original copy of the *Leave of Absence* Form for the purpose of recording the accurate number of days completed by the Pre-service Teacher during the placement.

For **ALL** absences the Pre-service Teacher must contact the School Principal or School Coordinator and Colleague Teacher **before the teaching day commences, preferably the night before**.

A medical certificate or other evidence is required for absences longer than one day in duration.

In such situations the Pre-service Teacher needs to:

- inform the School Principal/Coordinator and Colleague Teacher of absences **before** the commencement of the first teaching day of absence.

- complete the **Leave of Absence Form** on the first day of return to the school site. The Form must then be faxed immediately, on (03) 6324 3453, to the Professional Experience Office.
- provide a medical certificate or other form of evidence for absence to the School Principal/Coordinator on return to the school. At the conclusion of the Practicum this documentation must be attached to the assessment form and returned to the Professional Experience Administrative Officer. This information is then filed in the Pre-service Teacher's personal records.
- negotiate with the Colleague Teacher to make up the appropriate number of days missed at the convenience of the School Principal/Coordinator and Colleague Teacher. All days missed are required to be made up. **Please note it is not possible to make up missed days when University lectures and tutorials are scheduled.** Failure to complete the specified days for each Practicum will result in the Pre-service Teacher being unable to fulfil registration requirements of a graduate teacher at the completion of the degree course being undertaken.
- complete the **Negotiated Days Following Absence Form** and send to the Professional Experience Office **prior to the commencement** of the negotiated days. For ease of delivery the Form can be faxed to the Office on (03) 6324 3453.

At times Pre-service Teachers can be called upon to complete **jury duty** at the same time as their Practicum placement. Being called for jury duty does not exempt the Pre-service Teacher from completing the Practicum placement. The Pre-service Teacher will be required to undertake the planned Practicum at a later date.

If a Pre-service Teacher has to take leave owing to the **illness of his/her child** the following special procedures need to be adhered to:

- inform the School Principal/Coordinator and Colleague Teacher of the illness of the child and his/her resulting absence, **before** the commencement of the first teaching day of absence.
- complete the **Leave of Absence Form** on the first day of return to the school site. The Form must then be faxed immediately, on (03) 6324 3453, to the Professional Experience Office.
- provide the medical certificate for the child to the School Principal/Coordinator on return to the school. At the conclusion of the Practicum this form is to be attached to the assessment form and returned to the Professional Experience Administrative Officer. This information is then filed in the Pre-service Teacher's personal records.
- negotiate with the Colleague Teacher to make up the appropriate number of days missed at the convenience of the School Principal/Coordinator and Colleague Teacher.
- complete the **Negotiated Days Following Absence Form** and send to the Professional Experience Office **prior to the commencement** of the negotiated days. For ease of delivery the Form can be faxed to the Office on (03) 6324 3453.

In negotiating missed days from Practicum BED, BHM and BTch Pre-service Teachers note: It is not possible to make up missed days when lectures and tutorials are scheduled.

If a Pre-service Teacher is **pregnant** a medical certificate is required from a medical practitioner stating the expected date of delivery of the baby and giving clearance for the Pre-service Teacher to undertake the Practicum placement. The medical certificate needs to be provided to the course coordinator two weeks prior to the commencement of the placement. In general, schools adhere to government policies which will not permit the Pre-service Teacher to undertake a placement six weeks prior to, or six weeks after, the birth of the child.

5.3 CODE OF CONDUCT

Pre-service Teachers have an obligation, under UTAS Ordinance 9, Student Discipline, (www.tas.edu.au/Universitycouncil/legislation/ord9.pdf) to meet behavioural requirements, including during Practicum placements. When undertaking a Practicum placement Pre-service Teachers are expected to develop behaviour practices in accordance with the educational organisation at which they are placed. The University deems certain behaviour to be inappropriate. These behaviours are those that demonstrate

disrespect for others or a lack of professionalism in interpersonal conduct. Certain actions are not tolerated by the University and these include, but are not limited to:

- physical contact (eg hitting, slapping, kicking, or pushing) with others, or the threat of such behaviours;
- the use of inappropriate language;
- sexual harassment or harassment based on age, gender, race, ethnicity, natural origin, religion, disability or sexual orientation;
- loss of personal civility including shouting, public or private humiliation, and displays of temper;
- discrimination of any form including teaching and assessment based on age, gender, race, ethnicity, national origin, religion, disability or sexual orientation.

Pre-service Teachers must be aware that the Code of Conduct (UTAS and TRB) applies to their own behaviour towards others, including Pre-service Teachers, Colleague Teachers, parents, students, and members of the school community. Further, Pre-service Teachers are advised that if they experience any of these behaviours themselves, they need to approach the individual(s) involved and tell them that their actions or words have been offensive. Generally when people are made aware of the situation they will correct the behaviour if given the opportunity to do so. Pre-service Teachers may elect to speak to their Practicum Supervisor or Coordinator for informal advice or counsel about these issues. Subsequently, the Practicum Coordinator may decide to speak to the School Principal about the issue. If no satisfactory solution is reached after these discussions then the matter can be brought to the formal attention of the Program Co-ordinator in writing (by letter or email specifying the allegations). Procedures related to Grievance Procedures can be found in the final section of this document. **Pre-service Teachers are not permitted to make statements to the media regarding Professional Experience matters.**

5.4 COMMUNICATION WITH UTAS

University staff, support Pre-service Teachers during their Practicum placements. During a placement the Pre-service Teacher may communicate personally or via phone or email with University staff responsible for that specific Practicum. It is advisable to seek assistance before any problem escalates.

5.5 CONFIDENTIALITY ISSUES

Whilst on Practicum placements, Pre-service Teachers can be exposed to students' personal records and undertake discussions relating to the education and well-being of students. This information must not be divulged or discussed in any manner which does not relate directly to the school.

During lecture or tutorial sessions in which discussions or debriefing relating to Practicum experiences occurs, students are reminded that their comments should not identify specific individuals or organisations. In addition, any comments relating to specific individuals or organisations are not to be repeated outside of the discussion or debriefing sessions (see www.utas.edu.au/universitycouncil/legislation/pol_privacy.pdf)

Photographs and student work samples cannot be taken, copied or retained without parental/student permission. If requiring such samples, please discuss the school's protocols with the colleague teacher and/or Principal.

In cases where a student needs to discuss further any issues raised in a session that relate to specific individuals or organisations, they should do so with a member of academic staff. Breaches of confidentiality can be subject to legal action. Criticism of educational personnel in a defamatory way, especially if such criticism becomes public knowledge, could result in civil court action being taken against the Pre-service Teacher by the person who believes he/she has been defamed.

Pre-service Teachers are required to complete a Conflict and Confidentiality Agreement as part of Requesting a Practicum placement online. Failure to complete the Agreement could result in a Pre-Service Teacher's Practicum placement request being delayed/denied.

5.6 COUNSELLING SERVICE

On occasions during the course and on Professional Experience placements Pre-service Teachers can experience a range of personal problems, including depression or anxiety, adjustment problems or loss and

grief. The counselling services at UTAS offer comprehensive professional, confidential and free counselling services to Pre-service Teachers that can assist in supporting them in such situations.

<http://www.studentservices.utas.edu.au/counselling/>

5.7. SCHOOL REQUIREMENTS

A number of important school related issues are listed below that require the Pre-service Teacher's attention and compliance prior to, and during, the Professional Experience placement. These include corporal punishment, dress protocols, photocopying issues, planning requirements, safety issues and school as drug, alcohol and smoke free zones.

5.7.1 Corporal Punishment

Pre-service Teachers need to be aware that corporal punishment is banned in all Tasmanian schools.

5.7.2 Dress Protocols

Every school has the right to accept or reject a placement based on that site's dress and personal presentation standards. These may relate to such things as visible tattoos, body piercings, wearing of jeans, mini-skirts, low cut pants or t-shirts, certain types of footwear and hair styling or colouring. Pre-service Teachers must meet the requirements of their school site for the duration of their Practicum. Pre-service Teachers are advised to lean towards conservatism in their dressing and personal presentation.

5.7.3 Duty of Care

School Principals and staff are responsible for the duty of care of all Pre-service Teachers who undertake Professional Experience placements in the School. Likewise, Pre-service Teachers have a duty of care to all students who are in the class/es taught. Accidents to school students which occur during activities being taken by a Pre-service Teacher are the responsibility of the Colleague Teacher supervising the lesson. All accidents incurred by students must be reported to the Colleague Teacher in the first instance. Pre-service Teachers have a responsibility to ensure they are familiar with all safety procedures (eg fire evacuation), and the location of safety equipment (eg first aid kits and fire extinguishers) at their Practicum site, as early as possible in their Practicum. Pre-service Teachers need to know where their Colleague Teacher is at all times and should be able to summon him/her immediately at all times. The Colleague Teacher retains legal responsibility for the class at all times.

Legally, Pre-service Teachers can not to be left in charge of any class of students, in any location, at any time during any Practicum.

5.7.4 Payment of Pre-service Teachers

A Pre-service Teacher can not be paid for undertaking any teaching role whilst on Professional Experience.

5.7.5 Photocopying Issues

Pre-service Teachers need to ensure they adhere to Copyright Laws when undertaking photocopying at their placement school and be informed about the procedures for photocopy use in that school. These procedures must be strictly adhered to at all times during the Practicum.

5.7.6 Planning Requirements

Before the start of each day Pre-service Teachers need to present their planning to their Colleague Teacher. During PE4 the Pre-service Teacher must provide the Colleague Teacher with all planning documents to be used, at least 24 hours before the lessons are to be taught. Failure to complete adequate planning or the total absence of planning may result in termination of the Practicum.

5.7.7 Schools are Alcohol, Drug and Smoke Free Zones

Pre-service Teachers must not be in possession, nor consume, alcohol or other illegal substances on educational properties. Such acts will result in immediate termination of the Practicum with the Pre-

service Teacher being requested to show why his/her candidature in the degree should continue. Smoking is prohibited on all school properties.

6. WITHDRAWING FROM PROFESSIONAL EXPERIENCE

6.1 Pre-service Teacher Self Withdrawal

- Each Pre-service Teacher is asked to inform the Professional Experience Officer **immediately** of a decision to withdraw or defer, so that UTAS staff can be courteous and professional in advising the school of this decision.
- **Withdrawing oneself from a Practicum once that placement has commenced will result in an automatic Failure for that Practicum.**
- **The Pre-service Teacher will then need to apply to complete this placement at a similar time in the following calendar year.**
- Failure to complete the correct withdrawal or deferment requirements may put future placements in jeopardy.

6.2 Withdrawal of Pre-service Teacher by University staff

Pre-service Teachers can in certain circumstances be withdrawn from the Practicum by University staff. They may be withdrawn from a placement where:

- they have demonstrated behaviour which is affecting the care and safety of self or others.
- they fail to demonstrate the level of competence and knowledge required to complete the Practicum they are undertaking.
- they fail to abide by the professional conduct required by the educational site at which they are placed.

On each of these occasions the Pre-service Teacher will receive a Fail award for that Practicum.

Where there are concerns about the Pre-service Teachers performance, the At Risk procedures need to be followed (see Section 8). If the Pre-service Teacher is withdrawn due to any of the above circumstances, they will receive a Fail (NN) award for that Practicum.

Pre-service Teacher can also be withdrawn when their personal health and well-being is seen to be compromised. In such cases the Pre-service Teacher will receive a Not Complete award for that Practicum. Approval for this needs to be granted by the Director of Professional Experience.

7.0 ASSESSMENT OF THE PRE-SERVICE TEACHER'S PROFESSIONAL EXPERIENCE

Within the Faculty of Education there is a variety of teacher education programs offered. However, the basic overall grade awarded for a Professional Experience is *Satisfactory, Not Complete* or *Fail*. The assessment documentation for the Pre-service Teacher is completed by the Colleague Teacher and/or the School Principal, or his/her representative, before the Pre-service Teacher completes his/her Practicum. As with all units offered at UTAS the Pre-service Teacher's academic award is finalised by the Program Coordinator, or his/her representative, with due consideration being given to all evidence provided.

At the completion of a Practicum the Colleague Teacher needs to photocopy the completed Assessment form and provide a copy for the Pre-service Teacher. Original copies of the completed Assessment form are not to be handed to any Pre-service Teacher for return to UTAS. At this time the completed Assessment form needs to be posted to the Professional Experience Office at Faculty of Education, Locked Bag 1307, Launceston, TASMANIA, 7250.

8.0 PROFESSIONAL EXPERIENCE AT RISK PROCEDURE

If during the Professional Experience placement there are concerns about a Pre-service Teacher being able to complete the Practicum successfully then the Colleague Teacher needs to advise his/her School Principal and the University Program Practicum coordinator of the situation. At this time the Pre-service Teacher will be placed on *At Risk* status. **Please note: It is most unlikely that a Pre-service Teacher will fail a Professional Experience without first being placed on *At Risk* status.**

As part of placing a Pre-service Teacher on *At Risk* status the following procedures must be undertaken.

1. As part of the daily feedback provided to the Pre-service Teacher regarding his/her teaching, the Colleague Teacher discusses areas of concerns advising of professional aspects in need of development.
2. After 3 work days, if no progress is shown by the Pre-service Teacher in the areas raised previously, the Colleague Teacher should contact the University supervisor/University Practicum Coordinator and together, with the School Based Professional Experience Co-ordinator and/or School Principal, a decision can be made to place the Pre-service Teacher on At Risk status. The Colleague Teacher then completes the *Professional Experience At Risk* form (see <http://www.educ.utas.edu.au/profex/>). The information provided on the form should clearly outline the areas of concern in respect to the Pre-service Teacher's professional performance.
3. Usually the *At Risk* procedure would be put in place midway through the Practicum, although earlier and later notifications would also be in order if the Pre-service Teacher's performance warrants this action to be taken. The procedure may be initiated by either the Colleague Teacher or the University supervisor.
4. The Colleague Teacher provides the Pre-service Teacher with the completed copy of the *At Risk* form.
5. The Colleague Teacher immediately emails/faxes this completed **At Risk** form to the relevant University Program Coordinator through the Professional Experience office (Fax number 03 6324 3453). University staff will consider this is a priority and respond promptly.
6. A meeting will then be held between the Pre-service Teacher and the Uni Program Coordinator/ Supervisor and Colleague Teacher to plan together to support the Pre-service Teacher in the area/s in which he/she needs to demonstrate improved performance. A written plan of action will be completed and signed by all parties involved.
7. Close contact will be maintained between University staff, school personnel and the Pre-service Teacher monitoring the Pre-service Teacher's progress. A follow up meeting between all parties should be arranged if deemed necessary.
8. Subsequently, if the Pre-service Teacher shows satisfactory improvement in the identified areas he/she would be expected to pass the Practicum.
9. If the Pre-service Teacher fails to make satisfactory progress to allow him/her to achieve a successful outcome for the Practicum then the Pre-service Teacher will fail the Practicum.
10. After receiving the Assessment Report from the Colleague Teacher, the Pre-service Teacher will make an appointment to discuss the situation with their relevant Program Coordinator to seek ways in which his/her professional practice could be enhanced prior to commencing another Practicum. **The Pre-service Teacher may repeat the Practicum when it is next offered on the University timetable.**
11. The University has a variety of counselling and career support services available which may assist the Pre-service Teacher at this time. <http://www.studentservices.utas.edu.au/counselling/>

9.0 SITUATIONS OF GRIEVANCE DURING THE PRACTICUM

A number of situations arise in Practicum experiences that can give rise to grievances. The Faculty of Education deems that Practicum experiences for Pre-service Teachers should have a set of standards that are common across all experiences offered. Thus, all Practicum experiences are assessed against the Graduate Teacher Standards from the Teachers Registration Board. The standards do not change across each Practicum, BUT it is expected that the level that the Pre-service Teacher reaches at each Practicum does. This means that the Pre-service Teacher needs to display developmental professional progress across his/her placements. **If a Fail award is received the Pre-service Teacher needs to meet with the Practicum Coordinator for their Program to discuss issues arising and to consider future pathways.** Further, it is the right of the Pre-service Teacher to appeal his/her award. If the Pre-service Teacher decides to appeal the award the following apply.

- Appeals must be undertaken through the normal appeal processes within the University and Faculty of Education (see www.admin.utas.edu.au/ac_serv/complaints_info.html)
- All efforts will be made to maintain confidentiality within the resolution process and to the execution of a prompt and fair investigation and/or resolution of the complaint.

- The Faculty of Education will not tolerate any form of retaliatory behaviour, by any person towards any parties, who undertake grievances in good faith.
 - All records of communications, as well as written reports, will be kept in the Faculty of Education's files.
-