‘Supervised professional experience is at the heart of all our Initial Teacher Education courses and the Faculty will find appropriate placements to suit the needs of your course. Placements will usually be arranged for the scheduled placement period in the professional experience calendar, although this may not always be possible.’
INTRODUCTION

The Professional Experience Program (PEP) provides Pre-Service Teachers with the opportunity to integrate University study with the realities of the classroom. It is an ideal situation for gradually inducting Pre-Service Teachers into the honoured and demanding profession of teaching.

Principals, Directors, School Coordinators, Mentor Teachers and School/Centre communities are vital to the continued development of dedicated professional graduates from ACU in Queensland. (ACU acknowledges the gifts and expertise of the Mentor Teachers who work with our Pre-Service Teachers).

This handbook offers some guidelines and structure for the PEP for Pre-Service Teachers, school/centre communities and ACU staff. Together our dedication and desire to maintain excellence in our profession will influence the quality of graduating teachers from ACU. ACU appreciates and values this opportunity to work in partnership with you in supporting the professional development of our future teachers.

HOW TO USE THIS HANDBOOK

This handbook contains general information needed for the Professional Experience Programs (PEP) in all ACU Education courses, Early Childhood, Primary and Secondary.

Each individual PEP unit has a booklet outlining the Pre-Service Teacher requirements and reports (PEP Unit Booklet).

It is the Pre-Service Teacher’s responsibility to provide a copy of the appropriate PEP Unit Booklet to their Mentor Teacher.

PEP Unit Booklets can be found on our website at www.acu.edu.au/PEPQLD
### PROFESSIONAL EXPERIENCE PROGRAM (PEP) COORDINATORS AND SEQUENCE OF UNITS

**Bachelor of Education (Primary)**

**EDFX110**  
Ms Katie O’Brien  
Ph: 07 3623 7274  
Email: katie.o'brien@acu.edu.au

**EDFX212/213/310/413/415**  
Ms Carmel Turner  
Ph: 07 3623 7264  
Email: carmel.turner@acu.edu.au

**Bachelor of Education (Early Childhood & Primary)**

**EDCX202**  
Mr Anthony Shearer  
Ph: 07 3623 7220  
Email: anthony.shearer@acu.edu.au

**EDFX215/318**  
Ms Laurien Beane  
Ph: 07 3623 7220  
Email: laurien.beane@acu.edu.au

**EDFX315/316/319/413**  
Ms Carmel Turner  
Ph: 07 3623 7264  
Email: carmel.turner@acu.edu.au

**Bachelor of Teaching/Bachelor of Arts (Secondary)**

**EDFX271/312/313/473/414**  
Dr Michael Chambers  
Ph: 07 3623 7204  
Email: michael.chambers@acu.edu.au

**Graduate Diploma in Education (Secondary)**

**EDFX531/EDFX532**  
Dr Gerard Effeney  
Ph: 07 3623 7443  
Email: gerard.effeney@acu.edu.au

**Master of Teaching (Secondary)**

**EDFX511/EDFX512/EDFX513**  
Dr Gerard Effeney  
Ph: 07 3623 7443  
Email: gerard.effeney@acu.edu.au

**PEP Administration Officers**  
Fax: 07 3623 7247  
Email: FEA.PlacementsQLD@acu.edu.au

Angelika Vox (Primary)  
Bernadette O’Malley (Early Childhood and Secondary)  
Phone: 07 3623 7151  
Phone: 07 3623 7442

**PEP website for general information and PEP Unit Booklets:** [www.acu.edu.au/PEPQLD](http://www.acu.edu.au/PEPQLD)

Professional Standards for Queensland Teachers Graduate Level can be found at: [http://www.qct.edu.au](http://www.qct.edu.au)
ROLES OF PARTICIPANTS

ACU PROFESSIONAL EXPERIENCE PROGRAM COORDINATORS

- The PEP coordinators are University Academics with a strong background in teaching
- Responsible for course development and the effective management of their professional experience unit in accordance with Faculty and University policies

ACU PROFESSIONAL EXPERIENCE PROGRAM ADMINISTRATION OFFICERS

- Supports the Professional Experience Coordinator in the effective development, administration, and evaluation of programs
- Maintains ongoing liaison and communication between the ACU Professional Experience Office and Schools, Centres, Coordinators, Directors, Mentor Teachers, Pre-Service Teachers and ACU Representatives

ACU PROFESSIONAL EXPERIENCE VISITORS

A Professional Experience Visitor is an experienced teacher who works on behalf of the University to oversee the professional experience of Pre-Service Teachers in one or more partnership Centres and/or Schools. The role involves monitoring of progress of individual Pre-Service Teachers and consultation with School Coordinators/Directors/Principals, Mentor Teachers and PEP Unit Coordinators as part of the collaborative enterprise of preparing beginning teachers.

Tasks of the Professional Experience Visitors

- Supports the work of the Mentor Teachers and Pre-Service Teachers
- Receives the Pre-Service Teacher’s teaching timetable for the block
- Exchanges contact details in preparation for visits to the School/Centre during the professional experience block.
- Provides (to Pre-Service Teachers) written and verbal feedback after observing lessons taught
- Reports back to the Professional Experience Coordinator wherever there are potential or actual problems (using the ‘At Risk’ process).
- Assists in the Pre-Service Teacher assessment process

SCHOOL PROFESSIONAL EXPERIENCE COORDINATOR

The school PEP coordinator is usually a senior Teacher/Deputy Principal. They are responsible for:

- The induction of Pre-Service Teachers into the School/Centre community
- The contact person between the School/Centre and the University
ACU PROFESSIONAL EXPERIENCE ADVISORY COMMITTEE:

The ACU PEP Advisory committee is comprised of Representatives from ACU, independent, state and private schools, Early Childhood centres, QCT and Unions and the committee:

- Evaluates current practices and procedures for the improvement, revitalisation and maintenance of standards.
- Monitors the responsiveness of the ACU Professional Experience Program to the needs of all stakeholders, including Mentor Teachers, Pre-Service Teachers, School/s/Centre/s, employing bodies and the University.
- Welcomes input from stakeholders and members of the wider educational community via the various sector representatives.
MENTORING TEACHER

General Responsibilities of the Mentoring Teacher

The Mentoring Teacher has a significant contribution to make towards the professional development of the Pre-Service Teacher. Specific areas of assistance include the following:

Introduction:

- Welcome and orient the Pre-Service Teacher to the School/Centre learning context
- Promote a positive and respectful relationship between the Pre-Service Teacher, Teachers, Teacher-aides and School/Centre office staff
- Provide space in the classroom/staffroom for the Pre-Service Teacher i.e. table, chair
- Include Pre-Service Teacher in whole School/Centre activities
- At conclusion of PEP, sign Pre-Service Teacher’s attendance sheet

Planning:

- Provide explicit guidelines for planning, including current School/Centre curriculum, programs and classroom teaching requirements through the modelling of teaching and learning approaches
- Discuss with the Pre-Service Teacher the nature of administrative tasks that are carried out by the teacher
- Provide assistance with interpretation of curriculum documents
- Decide on appropriate planning/teaching time with regards to the particular PEP unit and the Pre-Service Teacher’s development
- Discuss and demonstrate management procedures and strategies in use in the learning and care context
- Determine a tentative plan for incorporating the Pre-Service Teacher into the program with consideration to the individual PEP unit requirements
- Outline the School’s/Centre’s involvement in the religious education program, any sacramental programs, liturgies, Centre activities, assemblies and community activities
- Provide advice and guidance before planned experiences and/or teaching sessions are implemented

Mentoring Teacher and Feedback:

- Facilitate positive interaction with children in the classroom/centre
- Provide opportunities for Pre-Service Teacher to demonstrate some autonomy, as appropriate
- Use PEP unit booklets, report forms (as well as this General Information PEP Handbook) available from the PEP website: www.acu.edu.au/PEPQLD
- Support classroom experiences within which Pre-Service Teachers could participate and/or observe on a flexible basis
- Provide and discuss both verbal and written feedback on Pre-Service Teacher’s performance
- Comment on and guide Pre-Service Teacher’s self-evaluation
- Ensure that Pre-Service Teachers are assessed at a Pre-Service Teacher level and not at a practicing Teacher level
- Liaise with the ACU school visitor in week 1 to arrange a mutual date and time to view the Pre-Service teacher.
Formal Communication with Australian Catholic University and the Pre-Service Teacher:

- Provide the University with an exit report on the Pre-Service Teacher’s progress should the Pre-Service Teacher withdraw from the PEP before completing the practicum
- Comment and guide Pre-Service Teacher's self-evaluation, including written weekly review of teaching
- At the completion of the PEP provide the University with a report on the Pre-Service Teacher's progress. The Pre-Service Teacher should receive a copy of this report with the School/Centre stamp and necessary signatures.
- PEP reports are available from the PEP website: www.acu.edu.au/PEPQLD
- The interactive reports can be completed online and printed. Security does not allow a completed or partially completed report to be saved. However, the blank report can be saved onto a computer then completed and printed.
- Ensure each report is stamped with the School/Centre stamp (top right hand side of the form) and signed by the Mentor Teacher, Pre-Service Teacher and Principal/Director
- The student will submit the report to the University at the conclusion of the Professional Experience.
PRACTICUM FLOW CHART FOR MENTORING TEACHERS

Step 1:
- Welcome and orient the Pre-Service Teacher to the School/Centre learning context prior to the commencement of the practicum
- Initial Planning

Step 2:
- Observation and early teaching, planning and early feedback

Step 3:
- Teachers provide support and planning structures for Pre-Service Teachers as well as mentoring and on-going feedback
- Interim report used to monitor progress

Step 4:
- Teachers provide support and planning structures for Pre-Service Teachers as well as mentoring and on-going feedback
- Teaching expectations increase
- Interim report completed
- Determine if the student is “At Risk” – refer page 19

Step 5:
- Teachers provide support and planning structures for Pre-Service Teachers as well as mentoring and on-going feedback
- Teaching expectations increase
- Final report used as a reference to monitor progress

Step 6:
- Mentor teacher and Pre-Service teacher discuss final report
- Final report signed off by Principal, Mentor Teacher and Pre-Service teacher

Step 7:
- Student submits final report and attendance sheet within 5 days of completing the practicum
PRE-SERVICE TEACHER

Responsibilities of the Pre-Service Teacher

The Pre-Service Teacher works at all times under the supervision of the Mentor Teacher, other teachers or the Principal/Director. Throughout the PEP the Mentor Teacher maintains her/his responsibility for the welfare and progress of the children in her/his class/group. The Pre-Service Teacher will be involved in the responsibilities attached to staff membership, such as sharing playground duties, following staff room procedures and other matters arising from general School/Centre activities.

As Pre-Service Teachers are not legally responsible for children at the School/Centre, it is important that they are not left solely in charge of children nor be asked to assist with providing private transport for children to venues beyond the School/Centre grounds. The ultimate responsibility for the children assigned to the Pre-Service Teacher rests with the Mentor Teacher.

Pre-Service Teachers should not be employed at the School/Centre in any capacity during the period of PEP. Such employment will immediately result in the Pre-Service Teacher being withdrawn from the PEP unit and risking failure.

Whilst at the School/Centre, Pre-Service Teachers are accepted by courtesy of the Principal/School Coordinator/Director and staff. It is expected that, at all times, Pre-Service Teachers will behave in a professional manner and adhere to the required professional conduct of ACU students as outlined in the current ACU Handbook. It would be appreciated if School/Centre policies were communicated clearly to the Pre-Service Teachers at the commencement of the PEP.

On request Pre-Service Teachers must provide personal details including any health management plans, e.g. asthmas, diabetes etc., and next-of-kin details. The Field Experience Emergency Contact Form provided in the Appendix section of this Handbook can be used.

Professional Conduct

- Attend both formal briefing and online de-briefing sessions prior to, and immediately after each PEP block.
- Participate fully within the life of the School/Centre in order to embrace the range of experiences and best practice the Schools/Centres have to offer.
- Work actively in the settings, initially as observers and contributors to the management of the environment, then through working with small groups of children and, where appropriate, in whole class/group planning and implementation.
- Contribute to the development of School/Centre based resources and learning environments.
- Adhere to all requirements outlined in the PEP Unit Booklet relating to the specific PEP unit they are completing.
- Any variation to PEP sequences as outlined in the annual university calendar must be organised and approved by the relevant PEP Unit Coordinator. Pre-Service Teachers should not initiate any changes to set dates with Mentor Teachers, Schools or Centres.
- Professional behaviour requires the use of good manners and common courtesies. If there is a problem, this should be openly explored with the Mentor Teacher initially. Any further action should be worked through using correct channels. Good communication is essential for professional growth.
- Be appropriately dressed, befitting a professional career. Early childhood centres and schools will have Workplace Health and Safety requirements that must be adhered to – e.g. covered in shoes, sun-smart clothing and broad brimmed hats. Please check the information provided by particular systems, schools and centres.
- Return all school/centre resources at the end of your practicum

Please be aware that professional misconduct can lead to an immediate practicum dismissal
Professional Practice

- Be present in the classroom at least 15-30 minutes before and after School/Centre starting times in order to organise Mentor Teacher resources and to be available for discussion and planning with Mentor Teacher. Remain with the Mentor Teacher until final duties are completed. Generally Pre-Service Teachers are expected to attend staff meetings.
- Prepare thoroughly for all aspects of your professional responsibilities. Before and after School/Centre 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 any planning or documentation to your Mentor Teacher prior to your teaching/planned learning experience or planned interactions with children (The timing of this should be discussed with the Mentor Teacher). Mentor Teachers should sight this documentation in sufficient time to allow you to address suggested/required changes. Mentor Teachers have a responsibility for the children in their group/class and, consequently, many believe that the Pre-Service Teachers should share (in detail) with Mentor Teachers what they are doing. In many contexts a collaborative team approach is used in developing plans for individuals and groups.

Professional Support

- Contact the Professional Experience Visitor allocated to the School/Centre with information regarding the timetable of lessons to be taught and observed/learning experiences to be planned and implemented.
- Be open to and appreciative of the professional expertise of your more experienced colleagues. Regardless of the specific qualifications of your Mentor Teacher and other School/Centre staff, each individual you work with will have knowledge, experience and expertise from which Pre-Service Teachers can learn. Pre-Service Teachers are in a privileged position in sharing socially and professionally with qualified experienced staff and members of an established community. They should demonstrate a professional ethic and be circumspect with words to and about children, families, peers and staff members. To be considered professional members of the School/Centre community Pre-Service Teachers must demonstrate professionalism.

Professional Documentation

- Each Pre-Service Teacher will have the following available at all times for the Mentor Teacher and ACU Professional Experience Visitor:
  - PEP Folder
  - Appropriate planning materials and observational documentation for use by the Mentor Teacher and visiting supervisor while learning experiences are being observed.
- Pre-Service Teachers are responsible for organising the return of the following items if relevant to particular PEP units (see unit booklets for details):
  - Checklist of required documentation
  - Attendance Register
  - PEP Report(s)
  - Mentor Teacher’s weekly comment forms
  - Pre-Service Teacher’s weekly reflection forms
  - Weekly Planner
  - ACU Professional Experience Visitor observation comments

The items that relate to the PEP unit the student has undertaken should be collated in a plastic sleeve and returned to the University at the conclusion of the placement.

⚠️ It is the responsibility of the Pre-Service Teacher to submit all paperwork within 10 business days of completing their practicum placement. If this deadline is not met a FAIL GRADE will be awarded for the unit and the student will need to repeat the placement in subsequent semesters.
Attendance Policy

Pre-Service Teachers' hours of duty are the same as those of supervising teachers/staff. An attendance register is provided to Pre-Service Teachers. Pre-Service Teachers should sign the attendance record daily. These records are required for PEP accountability and for School/teacher Workplace Health and Safety purposes. In Long Day Care Centres it is expected that Pre-Service Teachers experience a range of shifts.

If Pre-Service Teachers are absent from the School/Centre, they are expected to notify both the Principal/Director of the School/Centre and the University PEP Administration Officer as early as possible. Punctual and regular attendance is expected. If there is a problem, please contact the relevant PEP Coordinator.

Pre-Service Teachers are expected to be at the School/Centre for the number of allocated days and in the required blocks. A doctor’s certificate is required for any full day of absence. The original must be attached to the Attendance Register. Pre-Service Teachers are required to make up any absences. Pre-Service Teachers should not negotiate any changes to the PEP timetable with the School/Centre or Mentor Teacher.

Pre-Service Teachers are expected to be at the School/Centre in time to be ready for the start of the day and remain for the entire day (Pre-Service Teachers at Early Learning Centres should attend in accordance with the times of their Mentor Teacher).
Teaching is a profession where every individual must work effectively and independently, as well as working co-operatively as a member of a team. As a result, it is an expectation that Pre-Service Teachers will accept advice and be diligent in their efforts of group collaboration and preparation.

In the event that a Pre-Service Teacher is showing an attitude that is unworthy of the profession, the ACU Course Co-ordinator will be notified. Pre-Service Teachers found to be not working satisfactorily within the School/Centre will be provided with support and counselled in order to determine their appropriateness for the profession.

Rights of Pre-Service Teachers

- Pre-Service Teachers have the right to obtain regular, specific and constructive feedback about their teaching and other professional duties. During the PEP the minimum expected is daily feedback.
- In some PEP units Pre-Service Teachers will be provided with an interim report (see individual PEP Unit Booklets). These reports provide feedback on their teaching performance at the midpoint of their professional experience block. This report is completed by the supervising teacher, discussed with the Pre-Service Teacher and then forwarded to the PEP Administration Officer either by email or fax (07 3623 7247). The PEP Administration Officer will pass these reports on to the appropriate PEP Coordinator.
- During most professional experience, Pre-Service Teachers can, under most circumstances, expect a one hour visit from an ACU Professional Experience Visitor to observe a lesson or involvement in learning experiences and classroom engagement. Feedback, including support and teaching strategies, should be given after the observations. Any problems should be communicated immediately to the relevant year level PEP Coordinator.
- Pre-Service Teachers identified as "At Risk" will be told as early as possible that they are "At Risk". This is done in consultation with the ACU Professional Experience Visitor and the relevant PEP Coordinator.
- A Pre-Service Teacher has the right to discuss their Final Report with the relevant PEP Coordinator.

Teaching Experience Planning Tasks

(Specific details for each PEP unit will be provided in the Unit Booklets)

- All planning and documentation must be neatly organised and professionally presented.
- Lesson plans/documentation of learning experiences are to be completed in a manner that demonstrates depth of planning, monitoring of students’ learning and consideration for the individual needs of the students.
- Teaching notes for continuous sessions must be detailed and sequential. The notes must include time allocation, details about lesson/learning experience content, teaching strategies, management and organisation strategies, resources and transitions.
- A written evaluation of each lesson plan/learning experience or continuous session that was planned and implemented is to be recorded. Each week/day reflective self-reviews must be completed.
- Pre-Service Teachers are encouraged to collaborate with the Mentor Teacher in order to plan and implement learning experiences that align with the Mentor Teacher’s curriculum and practice and the needs of the students.
- Pre-Service Teachers, wherever possible, should be active participants in the Mentor Teacher’s planning times.

Collaboration Before The Teaching Experience

- Pre-Service teachers are expected to take every opportunity to meet with and engage in pre-planning prior to the commencement of the PEP placement. In the case of remote and regional placements this can be done electronically.
- A Pre-Service Teacher who does not collaborate with their Mentor Teacher in preparation for the block teaching experience may not be permitted to complete the professional experience.
- If the Mentor Teacher indicates to the relevant PEP Coordinator that the Pre-Service Teacher’s planning is not satisfactory, a Pre-Service Teacher may not be permitted to participate in the professional experience.
BLUE CARD REQUIREMENTS FOR WORKING WITH CHILDREN

All students enrolled in an Education degree and entering a Classroom/School/Centre must have a valid “Blue Card” in accordance with The Commission for Children and Young People Act (2000).

Pre-Service Teachers should apply for a Blue Card through the Faculty of Education Qld office. Identification documentation will need to be provided at the time of application. There is no fee involved and applications can take up to 10 weeks to be processed by the Commission for Children and Young People and Child Guidance.

⚠️ It is the students’ responsibility to ensure they have a “Blue Card” and that it is valid. Students without a valid Blue Card are prohibited from entering classrooms/child care centres.

Students who have a valid blue card through an external organisation need to complete an 'Authority to Confirm' form which is available from the Faculty of Education Qld Office.

DUTY OF CARE

Pre Service Teachers have a legal responsibility to do all they can reasonably do to ensure the safety and wellbeing of their students. The standard of care required is that of a reasonable, qualified teacher. Engagement in professional judgment is an essential element of duty of care. If a Pre-Service Teacher has taken on the full management of the class/group, it is expected that this will, at all times, be under the supervision of the Mentor Teacher or qualified staff member. However, it is expected that Pre-Service Teachers will engage in a level of duty of care appropriate to their level of experience and as a reasonable adult. Negligence on the part of any Pre-Service Teacher could result in the Pre-Service Teacher being held responsible, especially if harm had been reasonably foreseeable.

CONFIDENTIALITY

Pre-Service Teachers need to be aware of the importance of confidentiality when working with children/students and their families. Any specific School/Centre policies or procedures relating to confidentiality should be clearly communicated to Pre-Service Teachers prior to the PEP placement beginning.

Relationships with Children/Students (Including Appropriate Use of Electronic Communication)

Relationships established with children/students must be professional at all times. Such relationships are based on respect and trust, and must give consideration to the best interests of the child/student. Pre-Service Teachers must not engage in, or encourage, personal relationships with students during or after the Professional Experience Program (PEP).

The following is an extract from the Brisbane Catholic Education Code of Conduct:

Employees must be conscious that their position places extra obligations on them and they should exercise discretion and caution if and when engaging in social activities with students outside of School. Employees are to seek guidance from their Principal if a personal relationship exists with a student’s family. In Schools where there are many relationships between employees and students’ families, the Principal may wish to give a general directive to employees at the beginning of each School year.

Examples of situations when employees are to seek guidance from their Principal include:

• visiting students at their home;
• inviting students to visit the employee’s home;
• making telephone calls of a personal nature to students;
• sending emails of a personal nature to students;
• sending SMS (text) messages to students.

Codes of Ethics/Ethical Conduct

Pre-Service Teachers working in educational settings must be aware of and adhere to the relevant code of ethics/ethical conduct which guides practice required of teachers/staff in the particular setting. Examples:
Brisbane Catholic Education Code of Conduct (available through BCE Schools)
ECA Code of Ethics
QCT Code of Ethics for Teachers in Queensland

PRE-SERVICE TEACHER PROFESSIONAL CONDUCT

When ACU students are participating in professional practice, their professional conduct should be exemplary. Students need to be aware of Statute 10 which refers to misconduct during professional experience. Under this statue, a student’s PEP may be suspended by the school’s Professional Experience Co-ordinator, Deputy Principal or Principal. A suspension takes place immediately and the student must comply with such a decision. The student should remove themselves from the school and contact the ACU PEP co-ordinator as soon as possible -

WORKPLACE HEALTH AND SAFETY

All workplaces should have Workplace Health and Safety policies. At the School/Centre based induction, Pre-Service Teachers should become familiar with these policies. Pre-Service Teachers may be required to sign off on their understanding of the Fire Evacuation Procedure.

DEPARTMENT OF EDUCATION AND TRAINING REQUIREMENTS
FOR TEACHER EDUCATION STUDENTS

These requirements will be discussed further in the briefing sessions for 3rd & 4th year PEP. It is the student’s responsibility to check the requirements for DET. Further information can be found at;
http://education.qld.gov.au/hr/recruitment/teaching/forms-guides.html
PEP EVALUATION

Pre-Service Teacher Self Evaluation

Self-evaluation is an important aspect of professional growth and autonomy of the Pre-Service Teacher. A number of structures are used to promote the Pre-Service Teacher reflection on practice. Proforma for the Pre-Service Teacher’s Weekly Planning/Reflective Report can be found in relevant PEP Unit Booklets.

Mentor Teacher

During the professional experience, there will be ongoing formative evaluation in both verbal and written form from University staff and Mentor Teachers in a team approach. However, the major responsibility for this will sit with the Mentor Teachers due to their close and frequent contact with the Pre-Service Teacher.

Formal Evaluation
- Written weekly review
- Interim Report
- Final report

Informal Evaluation
- Daily feedback (verbal and written)

ACU Professional Experience Visitors

An ACU Professional Experience Visitor will observe and provide written comment on the Pre-Service Teacher’s teaching, providing constructive comment and offering, where necessary, advice on teaching strategies. They will also discuss the Pre-Service Teacher’s progress with the Mentor Teacher. It is expected that the Pre-Service Teacher and the ACU Professional Experience Visitor will communicate through email on a regular basis.

Formal Evaluation
- Written feedback

Informal Evaluation
- Verbal comment

A Pre-Service Teacher who obtains a “Not Evident” rating in one of the key areas will be provided with necessary support as determined by the relevant PEP Unit Coordinator.

PEP FILE

It is an expectation that each Pre-Service Teacher will compile a PEP Folder.

The folder should be an A4 (a lever arch is recommended) that must have clearly labelled dividers (Please Do NOT use plastic sleeves for lesson/learning experience plans).

Pre-Service Teachers will be given specific instructions for the requirements and organisation of the folder for each PEP Unit.

Documents for the PEP Folder

- Emergency Contact Form (handed to placement School’s/Centre’s office in a sealed envelope and collected when the Pre-Service Teacher completes each Professional Experience.
- Lesson observations/documentation of individual child observation and classroom observations
- Weekly planners/timetables
- Classroom and School observation tasks and peer observations (where applicable)
- Self-assessment and evaluations (Pre-Service Teachers reflect on and evaluate each lesson or learning experience/activity.)
- Pre-Service Teachers Weekly Planning/Reflective Report
- Weekly Review of Teaching by the Mentor Teacher
- PEP curriculum lesson plans/learning plans where relevant (planning required prior to commencement of block Professional Experience)
- Additional general learning experience plans, lesson plans and unit planning.
• Assessment items, assessment criteria sheets, record of student progress and achievement.
• Attendance register
• A copy of the final PEP Report (to help you meet expectations)
• A copy of the Interim Report (where applicable)

(This folder must be available to Mentor Teachers and ACU Professional Experience Visitor at all times).
**ASSESSMENT**

Details of Assessment and specific assessment criteria for each PEP Unit will be provided in each PEP Unit Booklet.

**Pass**

The following are indicators of a PASS grade:

- The Pre-Service Teacher is demonstrating competence in the following areas in accord with their phase of Pre-Service Teacher education:
  - A collaborative and effective approach to the implementation of a range of learning opportunities appropriate to individual students/children and the group context;
  - Ethical, respectful and diverse approaches to curriculum development and pedagogy;
  - Professional skills and strategies to understand children/students, manage the learning environment, and guide behaviours;
  - Capacity to provide detailed, clearly expressed, prepared and presented planned learning experiences.

- The Pre-Service Teacher engages in thoughtful and perceptive self-evaluation and reflection.
- The Pre-Service Teacher is aware of areas that require further refinement to enhance his/her overall teaching performance and interpersonal skills.
- The Pre-Service Teacher is initiating alternative strategies based on self-reflection and feedback from Mentor Teacher and/or university supervisor.
- The Pre-Service Teacher displays an appropriate attitude and capacity to relate to children and staff.
- The Pre-Service Teacher submits their PEP paperwork within 10 business days of completing their practicum placement, in line with professional conduct expectations.

**Fail**

The following are indicators of a FAIL grade:

- A ‘Fail’ will be awarded to any Pre-Service Teacher who is not performing satisfactorily in terms of a professional standard of preparation, set PEP tasks, management responsibilities, self-reflection and the capacity to respond to feedback.
- A Pre-Service Teacher may ‘Fail’ due to an attitude of poor motivation, a lack of commitment and an inconsistent endeavour to raise the level of his/her professional approach.
- A Pre-Service Teacher who demonstrates an inability to relate professionally and effectively with children/students, families and/or School/Centre staff may ‘Fail’.
- A Pre-Service Teacher who demonstrates a lack of content knowledge appropriate to the PEP tasks required for the particular PEP placement may ‘Fail’.
- A Pre-Service Teacher who fails to submit their completed PEP paperwork within 10 business days of completing their practicum placement, regardless of performance.

When a Fail is awarded, the Pre-Service Teacher will be required to attend a meeting with the PEP Coordinator to evaluate the circumstances leading to the Fail grade. The PEP Coordinator may then require the Pre-Service Teacher to attend mentoring sessions prior to commencing any subsequent practicums.

The Pre-Service Teacher will be required to repeat the PEP unit at the next available Professional Experience time on the ACU academic calendar and will be blocked from attempting more advanced practicums in line with published pre-requisite requirements.

**Determining a Grade**

The expectation is that the relevant School/Centre staff member recommends a PASS/FAIL grade for the Pre-Service Teacher’s performance.
The final award of the grade will be the responsibility of the University.

Pre-Service Teachers should contact the ACU Professional Experience Visitor and/or the relevant PEP Coordinator to discuss any concerns with regard to the practicum. If University staff is not aware of such problems during the practicum, it may be too late at the end of the practicum to reach an amicable solution.

**At Risk (Risk of Failure)**

- If a Mentor Teacher is concerned that a Pre-Service Teacher's progress is unsatisfactory, the relevant ACU PEP Coordinator or PEP Office should be contacted immediately. The Mentor Teacher must also alert the Pre-Service Teacher of the concern and possibility of being placed ‘At Risk’.

- It is necessary for the Mentor Teacher to commutate their concerns as soon as possible as it is necessary a visit by an ACU Professional Experience Visitor. Therefore, if possible, the Pre-Service Teacher and the relevant ACU PEP Coordinator should be alerted to possible risk of failure.

- In consultation with the Mentor Teacher, the ACU Visiting Supervisor will complete the appropriate ACU Professional Experience Visitor Report Form providing details of the concerns and strategies for improvement (refer to ‘At Risk’ Form available in this booklet and online).

- It is expected that Pre-Service Teachers will have sufficient time (5 days minimum) to demonstrate improvement and resolve any outstanding issues before the end of the practicum. Pre-Service Teachers who are not able to complete a successful professional experience will be offered support. The Pre-Service Teacher will be required to work closely with the PEP Mentor to address identified concerns, and to strengthen teaching strategies.

- Campus Ministry and Student Services Counsellors are available for additional support and care of the Pre-Service Teacher.

**REPORT FORMS**

**Report Forms**

Report forms required for each practicum are available from the ACU Faculty of Education and Arts, School of Education (Qld) website at: [www.acu.edu.au/PEPQLD](http://www.acu.edu.au/PEPQLD)

Each practicum has an individual report form indicated by the relevant Unit Code. Please ensure that the correct report form is selected for your student. The report forms can be completed online and printed for stamping and signing or alternatively can be saved to your local PC, completed and saved at any time, then printed and signed and returned to the University.

NB: When choosing a rating for each aspect of performance set out on the report form, Mentor Teachers are asked to compare the performance of their Pre-Service Teacher with other Pre-Service Teachers at the same stage of development. The awarding of an ‘Evident’ rating does not mean there is no room for improvement; it simply means that the particular capacity is evident to the extent one might expect to find in Pre-Service Teachers at that particular stage of their program.
“At Risk” Flow Chart

Step 1:
- Teacher discusses concern with Pre-Service teacher regarding attainment of practicum outcomes
- “At Risk” process may be activated at any time within reason during the practicum

Step 2:
- Mentor Teacher contacts ACU visitor to arrange for the visitor to view Pre-Service teacher

Step 3:
- Mentor Teacher, Pre-Service teacher and ACU visitor complete the “At Risk” form www.acu.edu.au/PEPQLD

Step 4:
- Mentor Teacher support the Pre-Service teacher in the acquisition of stated skills and strategies on the “At Risk” form for a minimum of 5 days

Step 5:
- ACU Visitor returns to observe Pre-Service teacher
- If the strategies and skills listed in the “At Risk” form have been addressed the practicum can continue

Step 6:
- If Mentor Teacher and Visitor agree that stated strategies and skills have not been addressed the Visitor will contact the ACU coordinator

Step 7:
- ACU PEP coordinator negotiates a time to visit the Pre-Service Teacher to discuss the outcomes of the practicum and the final report
“AT RISK” FORM

Australian Catholic University

Pre-Service Teacher: _____________________  Unit Code: EDFX _____________________
Semester: _______________________________  Date: _______________________________
School: _____________________________________________________________
Mentor Teacher/Coordinator: _______________________________________________

Pre-Service teacher progress: At Risk ☐
(Please provide details below and notify the ACU PEP Administration Officer immediately)

Concerns: _______________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Strategies for Improvement: _________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

ACU Professional Experience Visitor: ___________________________  Date: __________
Mentor Teacher: _______________________________________________  Date: __________
Pre-Service teacher: ___________________________  Date: __________

Please return a copy of this report to the ACU PEP Administration Officer

Australian Catholic University
1100 Nudgee Road, Banyo Qld 4014 PO Box 456, Virginia Qld 4014
Telephone 07 3623 7100 Facsimile 07 3623 7247 ABN 15 050 192 660
CRICOS Registration: 0004G
FIELD EXPERIENCE EMERGENCY CONTACT FORM

Pre-Service Teacher's Name: .................................................................

Pre-Service Teachers are requested to complete this form, place it in a sealed envelope marked with (Insert Name), ACU Pre-Service Teacher, Emergency Contact Details, ‘Confidential’ then, on the first day of the professional experience, leave it with the School/Centre administration for the duration of the practicum. Pre-Service Teachers can collect the form on the last day of the practicum.

In case of an emergency, the School will contact the designated person(s).

<table>
<thead>
<tr>
<th>Contact Person(s):</th>
<th>Name:</th>
<th>Relationship: E.g. Mother</th>
<th>Phone Number(s):</th>
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</table>

In case of an emergency, I, .................................................................give the School where I am placed for professional experience permission to seek medical assistance or call an ambulance if deemed necessary.

Pre-Service Teacher’s Signature: ............................ Date: .................

Medicare Number: .................................................................

Ambulance Subscription: .................................................................

Name of Doctor: .................................................................

Doctor Phone No: .................................................................

Please list any allergies or important medical information (e.g. asthma, diabetes)

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Privacy Statement
Australian Catholic University is committed to ensuring the privacy of all information it collects. Personal information supplied in this application form will only be used for administrative and educational purposes of the institution. Personal information collected by the University will only be disclosed to third parties with the written consent of the person concerned, unless otherwise prescribed by law. For further information, please see the University’s Statement on Privacy, which is available at http://www.acu.edu.au/451562
29 October 2015

To Whom It May Concern:

‘Organisation’ those who provide unpaid industry experience or volunteer community engagement for students of Australian Catholic University

The purpose of this letter is to advise organisations that provide unpaid industry experience or a volunteer community engagement experience to students of Australian Catholic University in relation to course requirements, that the following insurance covers have been arranged by the University:

1. General & Product Liability
   Policy Number: ACU 16 GPL
   Period of Cover 01/11/2015 to 31/10/2016

2. Professional Liability
   Policy Number: ACU 16 PL
   Period of Cover 01/11/2015 to 31/10/2016

3. Students Work Experience Personal Accident
   Policy Number: 02.PAE. 110727
   Period of Cover 01/11/2015 to 31/10/2016

I can be contacted on (02) 9739 2945, if you require further information

Rajan Wijey
Financial Accountant
Mentor Teacher Allowance

- Mentor Teachers are paid for PEP block practicums.
- Payment Claim Forms for payment of the Mentor Teacher allowance should be completed, giving all details, noting day(s) of absence of Pre-Service Teacher and/or Mentor Teacher where applicable. The form is available from the following website: www.acu.edu.au/PEPQLD
- If the Mentor Teacher’s paying authority does not fall under the Catholic Diocese grouping (for GST purposes) the Mentor Teacher will need to complete a bank/tax details form available from www.acu.edu.au/PEPQLD
- In order to expedite procedures for payment, please complete the form(s) and return them to the PEP Administration Officer at the conclusion of the Professional Experience Program (PEP).

Mailing Address:

PEP Administration Officer
Australian Catholic University
School of Education Qld
PO Box 456
VIRGINIA 4014

Fax: (07) 3623 7247

Email: FEA.PlacementsQLD@acu.edu.au

- Payment will be made through the relevant pay authorities or directly into your bank account.
- Teachers who share a Pre-Service Teacher will need to complete separate claim forms.
- The current daily allowance for Early Childhood & Primary Mentor Teachers is $23.40 and for Secondary Mentor Teachers it is $21.05 (as per the Award).
- TLC School Coordinators are eligible to claim an allowance of $1.49 x TLC student x per day.
- Teachers supervising Pre-Service Teachers in the classroom for the TLC Program are not eligible to claim payment, however, they are eligible to claim up to 20 days when the Pre-Service Teacher returns in Semester 2 for 5 individual days and a 3 week block.
- "At Risk" Pre-Service Teachers may require continued support and additional experience in the classroom. Additional days negotiated between the Mentor Teacher and the University will be paid in accordance with the Award.
- Mentors are not eligible to claim payment for Internships.

Basis for Deductions

- Where a Mentor Teacher is absent or unavailable there will be a deduction of 1 day of payment for each day of absence or unavailability.