



SCHOOL OF EDUCATION

Professional Experience
Handbook 2024

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Welcome



Edith Cowan University School of Education has been a leader in the field of teacher education for the past 120 years. There are many elements to being a graduate teacher. Professional experience provides Pre-Service Teachers a great opportunity to gain classroom experience whilst undertaking studies. Professional experience links theory and practice and is an essential component of preparing ECU Pre-Service Teachers for the requirements of the profession.

Professional experience provides a valuable opportunity for Pre-Service Teachers to undertake a positive learning experience and collaborate with mentor teachers. The mentoring and experience of teachers and school leaders ensure that best practice can be demonstrated and inspire the next generation of teachers.

Professional experience in schools and early learning centres is not only a regulatory requirement for Initial Teacher Education courses, it also provides a positive introduction to the profession.

The impact of teachers on young people's lives is significant and the professionalism and dedication demonstrated by teachers when Pre-Service Teachers undertake professional experience is critical to positive outcomes.

I hope you find the professional experience placement a worthwhile and rewarding experience as part of an introduction to the teaching profession.

Should you require any further information after reading this handbook, please do not hesitate to contact the Professional Experience Office.

Associate Professor Paula Mildenhall
Associate Dean Teaching and Learning, School of Education.

This handbook provides information related to Professional Experience for all ECU Pre-Service Teachers, School of Education academic staff, and school partners. It should be read in conjunction with the [Professional Experience web page](#) and Professional Experience Guidelines specific to the Pre-Service Teacher's course.

*Please note that some of the links contained within this document may only be accessible to School of Education staff and enrolled Pre-Service Teachers.

Overview of the School of Education



The teachers of tomorrow choose ECU's School of Education because we are leaders in education and education research, in WA and nationally. ECU produce graduates who are both classroom and world ready.

Our experienced team are passionate about education and strive to find better ways to help Pre-Service Teachers become qualified teachers through pioneering research and outstanding community-based partnerships with schools and early childhood learning centres.

Our courses are accredited by the Teacher Registration Board of Western Australia. Early Childhood Studies courses have also been approved by the Australian Children's Education and Care Quality Authority.

Important Contacts

Academic Coordinator of Professional Experience (Early Childhood Studies)

Beverly Adkin
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Academic Coordinator of Professional Experience (Primary)

Gail Berman
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Academic Coordinator of Professional Experience (Secondary)

Tammy Green
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Team Leader, Professional Experience Office

Sandy Fraser
Email: s.fraser@ecu.edu.au

Professional Experience Team

Pre-Service Teacher Clearances

Email: clearanceseducation@ecu.edu.au

Professional Experience Placements

Email: placementseducation@ecu.edu.au

University Supervisor Coordination

Email: supervisioneducation@ecu.edu.au

Assessment and Evaluation Forms

Email: formseducation@ecu.edu.au

Mentor Teacher Payments

Email: paymentseducation@ecu.edu.au

Professional Experience Summary

Professional Experience is a vital component of Pre-Service Teacher education at ECU. The experience involves a coordinated and extensive practical program in a range of schools and early learning centres, enabling Pre-Service Teachers to put theory into practice. Under the guidance of a Mentor Teacher and University Supervisor, the Pre-Service Teacher will develop the knowledge and skills of a beginning teacher in authentic teaching environments.

Our Professional Experience team guide and support students through the Professional Experience program, arranging and coordinating school and early learning centre placements.

Professional Experience placements provide an opportunity for Pre-Service Teachers to develop skills and understandings in a supportive and supervised environment. Pre-Service Teachers learn to teach and understand the work of a teacher through undertaking sequentially developed experiences that require increasing levels of responsibility for planning, teaching and assessing.

Learning through critical reflection is an important part of each Professional Experience placement. Pre-Service Teachers are required to engage in critical reflection through which personal beliefs and underlying assumptions are challenged. Additionally, Pre-Service Teachers become accustomed to giving and receiving feedback and engaging in professional teaching and learning conversations with peers, colleagues and supervisors.

Professional Experience placements are also designed to provide Pre-Service Teachers with a wide range of experiences in diverse settings. Each Professional Experience setting has unique organisational and cultural structures, demographics, size and pedagogical practices. Individual teachers have different practices and philosophies of teaching. Experiencing this diversity is vital to becoming a classroom-ready, world-ready teacher.

Each Professional Experience placement is informed by the [Work Integrated Learning Policy](#) and is conducted in accordance with this booklet and [guidelines](#) specific to the Pre-Service Teacher's course and level of study. For each placement each Pre-Service Teacher is allocated a University Supervisor, a Mentor Teacher/s and is supported by both professional and academic staff, which includes the relevant Professional Experience Unit Coordinator.

The Professional Experience Unit Coordinator is responsible for overseeing Pre-Service Teachers and the Professional Experience placement at the school or early learning centre. Additionally, they ensure the Pre-Service Teacher meets the necessary educational outcomes.

The roles and responsibilities of all people involved in Professional Experience placements are detailed in [page 10](#) of this document. ECU retains responsibility for all liaison with schools in the placement of students on Professional Experience.

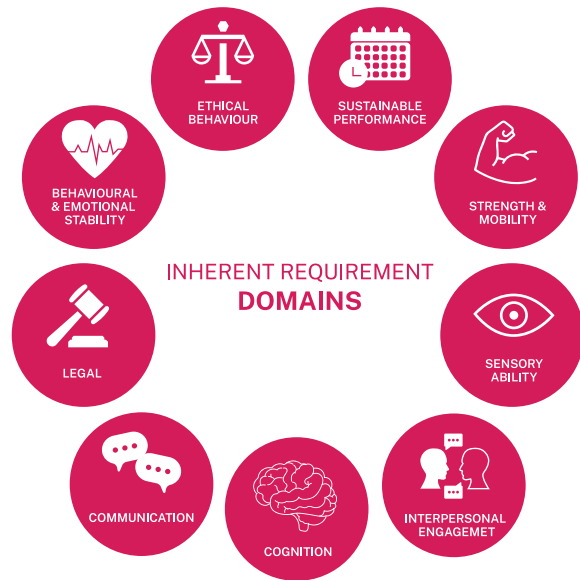


Inherent Requirements

Inherent requirements are the essential components of a course or unit that demonstrate the abilities, knowledge and skills required to achieve the core learning outcomes of the course or unit, while preserving the academic integrity of the university's learning, assessment and applicable professional accreditation processes. [Inherent requirements](#) are the abilities, knowledge and skills needed to complete the course that must be met by all students.

The School of Education is committed to making reasonable adjustments to teaching and learning, assessment, professional experience, and other activities to enable Initial Teacher Education students to participate in their course. Reasonable adjustments however must not fundamentally change the nature of the inherent requirement. Pre-Service Teachers who require reasonable adjustments to meet the inherent requirements should discuss their individual situation with their Professional Experience Unit Coordinator. The study and practice of an Initial Teacher Education course undertakes respect for diversity, knowledge of theories, awareness of and compliance with applicable legislation, policies and procedures, effective communication, inter-personal skills, critical thinking and problem-solving skills and stamina.

Successfully completing an accredited Initial Teacher Education course enables graduates to apply for teacher registration through the Teacher Registration Board of Western Australia. Students and prospective students should note the Initial



Teacher Education Course Accreditation Program Standards and being able to meet the Australian Professional Standards for Graduate Teachers requires the successful completion of a prescribed number of Professional Experience placement days in a variety of contexts. Students are required to undertake learning and practical activities over the duration of their course in a range of diverse and complex education and community settings, in environments, which reflect Australian social and educational contexts.

The [inherent requirements](#) provide a guide for students and staff when deciding whether an individual is able to meet these requirements and the type of reasonable adjustments that could be put in place to allow students to complete the course without compromising the academic integrity of the course.

Step by step guide to inherent requirements at ECU:

<p>INHERENT REQUIREMENT COMPONENTS</p> <p>If you are intending to enrol in an initial teacher registration course with the ECU School of Education, you should look at these Inherent Requirement statements and think about whether you may experience challenges in meeting these requirements.</p>	<p>Level 1</p> <p>Introduction to the Inherent Requirement</p>	<p>Level 2</p> <p>Description of the Inherent Requirement</p>	<p>Level 3</p> <p>Explanation of why this is an Inherent Requirement of pre-registration</p>	<p>Level 4</p> <p>The nature of any adjustments that may be made to help you meet the Requirement</p>	<p>Level 5</p> <p>Examples of tasks that show you have met the Requirement. These are examples only and are not a comprehensive list</p>
	<p>DOMAINS: INHERENT REQUIREMENT STATEMENTS</p> <p>The statements are clustered under eight domains. In cases where it is determined that the Inherent Requirements cannot be met with reasonable adjustments, guidance will be provided regarding other study options.</p>				
<div style="display: flex; flex-wrap: wrap; justify-content: space-around; text-align: center;"> <div style="width: 15%;"> <p>SUSTAINABLE PERFORMANCE</p> </div> <div style="width: 15%;"> <p>SENSORY ABILITY</p> </div> <div style="width: 15%;"> <p>COGNITION</p> </div> <div style="width: 15%;"> <p>LEGAL</p> </div> <div style="width: 15%;"> <p>ETHICAL BEHAVIOUR</p> </div> <div style="width: 15%;"> <p>STRENGTH & MOBILITY</p> </div> <div style="width: 15%;"> <p>INTERPERSONAL ENGAGEMENT</p> </div> <div style="width: 15%;"> <p>COMMUNICATION</p> </div> <div style="width: 15%;"> <p>BEHAVIOURAL & EMOTIONAL STABILITY</p> </div> </div>					

Program Information

Bachelor of Education (Early Childhood, Primary and Secondary)

ECU Bachelor of Education courses are nationally accredited Initial Teacher Education courses dedicated to producing classroom-ready and world-ready early childhood, primary and secondary graduate teachers.

A key feature of the Bachelor of Education courses is the range and number of professional experiences offered to Pre-Service Teachers, ensuring they can make the essential connection between theory and practice, while building both professional and generic employability skills in real teaching environments.

ECU Bachelor of Education courses are four years full-time, or equivalent part-time, courses which include between 85-112 days of supervised Professional Experience.

Graduate Certificate of Education (Early Childhood Studies)

The ECU Graduate Certificate of Education (Early Childhood Studies) course offers qualified teachers the opportunity to obtain an additional specialised qualification in a flexible way. The course is designed to meet the needs of practicing primary teachers who wish to have a recognised qualification, as well as the skills and pedagogical understandings to teach in early childhood settings (Birth to Pre-Primary).

The ECU Graduate Certificate of Education (Early Childhood Studies) course is a one semester full-time, or equivalent part-time, course which includes 40 days of supervised Professional Experience.

Master of Teaching (Early Childhood, Primary and Secondary)

ECU Master of Teaching courses are nationally accredited Initial Teacher Education courses designed to meet the needs of graduates who have already obtained a Bachelor degree, or an equivalent qualification, in an area other than Education and aspire to become eligible to be registered as early childhood, primary or secondary teachers.

The range and number of professional practice experiences are a key feature of the Master of Teaching courses. These experiences ensure students make the essential connection between theory and practice whilst building both professional and generic skills in real teaching environments.

ECU Master of Teaching courses are two year full-time, or equivalent part-time, programs which include between 75-90 days of supervised Professional Experience.

Graduate Diploma of Teaching (Primary and Secondary)

ECU Graduate Diploma of Teaching courses are designed to meet the needs of graduates who hold a bachelor's degree or an equivalent qualification, in an area other than Education and aspire to become primary and secondary teachers for provisional registration in WA schools.

A key feature of the course involves professional experience placements between 50-55 days to ensure students make the essential connection between theory and practice whilst building both professional and generic skills in real teaching environments.

Nested within ECU's nationally accredited Master of Teaching courses, the Graduate Diploma of Teaching course enables students to graduate after one year and teach in WA schools with a provisional registration. ECU encourages a continuation of study to complete the master's course which meets state and national requirements for full registration to teach in primary or secondary schools.



Professional Experience Schedule

ECU School of Education Calendar 2024

SCHOOL OF EDUCATION																	
Weeks Beginning Monday	CMIS wk	DoE Term Dates	ECU observed Public Holidays	B Ed Yr 1 ECS	B Ed Yr 2 ECS	B Ed Yr 3 ECS	B Ed Yr 4 ECS	Grad Cert ECS	Master of Teaching Yr 1 ECS	Master of Teaching Yr 2 ECS	B Ed Yr 1 Primary	B Ed Yr 2 Primary	B Ed Yr 3 Primary	B Ed Yr 4 Primary	Teach		
1-Jan	7		New Year's Day	Summer School													
8-Jan	8																
15-Jan	9																
22-Jan	10		Aust Day														
29-Jan	11	1.1	31-Jan														
5-Feb	12	1.2						1	Orientation								
12-Feb	13	1.3		Orientation				1	2	1	Orientation				0		
19-Feb	14	1.4		1	1	1		TPA4100	2	2	1	1	1	TPA4100	2		
26-Feb	15	1.5	Term 1	2	2	2			3	3	2	2	2		3		
4-Mar	16	1.6	Labour Day	3	3	3			4	4	3	3	3		4		
11-Mar	17	1.7		4	ECS	4			5	5	4	4	4		5		
18-Mar	18	1.8		5		5			6	6	5	5	5		6		
25-Mar	19	1.9	28-Mar	6		6			7	7	6	6	6		7		
1-Apr	20		Easter Monday	MID SEMESTER BREAK/RECHARGE WEEK					ECE6240								
8-Apr	21			Study Week	Study Week	Study Week	8		8	8	Study Week	Study Week	Study Week	8			
15-Apr	22	2.1	15-Apr	7		7			9	9	7	7	7				
22-Apr	23	2.2	Anzac Day	8		8			10	10	8	8	8		ATP4440		
29-Apr	24	2.3		9		9			Study Week		9	9	9		(5 planning days or equivalent from Week 2 Sem 1)		
6-May	25	2.4		10	ECS1240	10			Exams		10	10	10				
13-May	26	2.5	Term 2	11		11			ECE6140	ECE6160	11	11	11				
20-May	27	2.6		12		12					12	12	12				
27-May	28	2.7		Study Week	Study Week	Study Week					Study Week	Study Week	Study Week				
3-Jun	29	2.8	WA Day	Exams	Exams	Exams					Exams	Exams	Exams				
10-Jun	30	2.9		Exams	Exams	Exams	TPA Written Due			TPA Written due	Exams	Exams	Exams	TPA Written Due			
17-Jun	31	2.10					TPA Oral Due			TPA Oral Due				TPA Oral due			
24-Jun	32	2.11	28-Jun														
1-Jul	33			Progression Panel													
8-Jul	34																
15-Jul	35	3.1	15-Jul								Orientation						
22-Jul	36	3.2		1	1	1	1	1	1	1	1	1	1	1			
29-Jul	37	3.3		2	2	2	2	2	2	2	2	2	2	2			
5-Aug	38	3.4		3	3	3	3	3	3	3	3	3	3	3			
12-Aug	39	3.5	Term 3	4	4	4	4	4	4	4	4	4	4	4			
19-Aug	40	3.6		5	5	5	5	5	5	5	5	5	5	5			
26-Aug	41	3.7		6	6	6	6	6	6	6	6	6	6	6			
2-Sep	42	3.8		7	7	7	7	7	7	7	7	7	7	7			
9-Sep	43	3.9		8	8	8	8	8	8	8	8	8	8	8			
16-Sep	44	3.10	20-Sep	9	9	9	9	9	9	9	9	9	9	9	Exams		
23-Sep	45		King's Bday	Study Week	Study Week	Study Week			10	10	Study Week	Study Week	Study Week				
30-Sep	46			10	10	10			Study Week	Study Week	10	10	10				
7-Oct	47	4.1	7-Oct	11	11	11			Exams	Exams	11	11	11				
14-Oct	48	4.2		12	12	12			ECE6180 (JP)		12	12	12				
21-Oct	49	4.3		Exams	Exams	Exams					Exams	Exams	Exams				
28-Oct	50	4.4		IPP1260 (Child Care)	IPP2260 (K/PP)	IPP3260 (JP)					PPA1260	PPA2360	PPA3260		WPL6 (4 weeks)		
4-Nov	51	4.5	Term 4														
11-Nov	52	4.6															
18-Nov	53	4.7					TPA Panel			TPA Panel				TPA Panel			
25-Nov	54	4.8															
2-Dec	55	4.9		Progression Panel													
9-Dec	56	4.10	12-Dec														
				Thurs		Wed			Wed	Wed	Thurs	Wed	Wed				
				Dist Days		Dist Days			Dist Days	Dist Days	Dist Days	Dist Days	Dist Days				

Professional Experience Schedule

ECU School of Education Calendar 2024 continued

CALENDAR 2024 VERSION 3										16 January		
B Ed Yr 3 Primary	B Ed Yr 4 Primary	Master of Teaching/Grad Dip Teaching Yr 1 Primary	Master of Teaching Yr 2 Primary	B Ed Yr 1 Secondary	B Ed Yr 2 Secondary	B Ed Yr 3 Secondary	B Ed Yr 4 Secondary	Master of Teaching/Grad Dip Teaching Yr 1 Secondary	Master of Teaching Yr 2 Secondary	Post Grad	Accelerated Online	Weeks Ending Friday
Summer School												5-Jan
											AC1- O Week	12-Jan
											Unit Start	19-Jan
												26-Jan
												2-Feb
												9-Feb
												16-Feb
												23-Feb
											3 Mar End date	1-Mar
											AC2 - O Week	8-Mar
											Unit Start	15-Mar
												22-Mar
												29-Mar
MID SEMESTER BREAK/RECHARGE WEEK												5-Apr
												12-Apr
												19-Apr
											28 April End Date	26-Apr
											AC3 - O week	3-May
											Unit Start	10-May
												17-May
												24-May
												31-May
												7-Jun
												14-Jun
											23 June End Date	21-Jun
												28-Jun
Progression Panel											AC4 - O Week	5-Jul
											Unit Start	12-Jul
												19-Jul
												26-Jul
												2-Aug
												9-Aug
												16-Aug
											25 Aug End Date	23-Aug
											AC5- O Week	30-Aug
											Unit Start	6-Sep
												13-Sep
												20-Sep
MID SEMESTER BREAK												27-Sep
												4-Oct
												11-Oct
											20 Oct End Date	18-Oct
											AC6 - O Week	25-Oct
											Unit Start	1-Nov
												8-Nov
												15-Nov
												22-Nov
												29-Nov
Progression Panel												6-Dec
											15 Dec End Date	13-Dec
Wed		Wed										16/01/2024
Dist Days		Dist Days										

Roles and Responsibilities

Associate Dean Teaching and Learning (ECU based)

The Associate Dean (Teaching and Learning) provides strategic leadership on all aspects of Professional Experience within the School of Education. This leadership extends beyond the School of Education and includes partnerships with schools, early childhood centres and professional bodies.

Academic Coordinators of Professional Experience (ECU based)

Academic Coordinators of Professional Experience oversee all academic aspects of Professional Experience in their related discipline: early childhood, primary or secondary.

Professional Experience Unit Coordinators (ECU based)

Professional Experience Unit Coordinators provide academic support to Pre-Service Teachers, as they undertake planning, reflection and assessment. In addition, they provide pastoral support and professional guidance to Pre-Service Teachers during placements. Professional Experience Unit Coordinators oversee unit assessment and moderation processes.

Professional Experience Team Leader (ECU based)

The Professional Experience Team Leader oversees the management, administration and delivery of professional experience placement services.

Professional Experience Team (ECU based)

The Professional Experience Team reports to the Professional Experience Team Leader. Together they provide support to ECU based staff and Pre-Service Teachers. They manage the administration and delivery of Professional Experience placements on behalf of the School of Education.

University Supervisors

University Supervisors represent ECU within one or more placement settings. Their role includes, supervising and supporting Pre-Service Teachers during a placement, collaborating with all stakeholders within the setting and assuming overall responsibility for the assessment and moderation process in accordance with the relevant [Professional Experience Guidelines](#). University Supervisors are required to participate in ongoing professional learning on an annual basis.

Mentor Teachers (School or Early Learning Centre based)

Mentor Teachers host Pre-Service Teachers and facilitate their Professional Experience placement in the placement setting in accordance with the relevant [Professional Experience Guidelines](#). Mentor Teachers mentor and support Pre-Service Teachers through modelling, coaching and providing feedback empowering Pre-Service Teachers to become confident, reflective and collaborative teachers. Mentor Teachers also work in collaboration with the relevant University Supervisor to assess the Pre-Service Teacher's performance. A Pre-Service Teacher may have more than one Mentor Teacher whilst on a Professional Experience placement. The Mentor Teacher retains responsibility for curriculum delivery and the duty of care during the placement.

Pre-Service Teacher

The Pre-Service Teacher is the person undertaking the Professional Experience placement. Professional Experience placements develop sequentially and complement the stage of the Pre-Service Teacher's degree. The Pre-Service Teacher must commit each placement in a full-time capacity and conduct themselves in accordance with the relevant [Professional Experience Guidelines](#).



Professional Requirements

Legal Requirements

All prospective Pre-Service Teachers must supply ECU with evidence of the following checks before being eligible to participate in Professional Experience:

- [Nationally Coordinated Criminal History Check \(NCCHC\)](#); and
- [Working with Children Check \(WWCC\)](#)

Please note that the NCCHC is not the same as a State or Federal police clearance. Further information and applications are available from the [Department of Education WA](#) website. This process can take up to six weeks.

Vaccination Requirements

Some early learning centres require specific vaccinations (see below) as a requirement:

- Whooping cough (Pertussis)
- Annual flu vaccine
- Measles, mumps, rubella (MMR)
- Or a certificate of exemption for medical reasons from a GP or specialist doctor

Not having the necessary vaccinations could affect your ability to participate in Professional Experience.

Pre-Service Teachers failing to provide evidence of vaccinations or a certificate of exemption for medical reasons by placement deadlines, will not be permitted to attend Professional Experience placement.

Proof of vaccination documentation must be uploaded into the Pre-Service Teacher's SONIA profile prior to the semester deadline for the relevant Professional Experience placement.

Specific industry partners may require certificates to be cited prior to students commencing placements or require additional induction or infection awareness training be completed prior to a placement. It is the responsibility of each student to ensure this is done prior to commencing the relevant Professional Experience placement.

Disclosures

Conflicts of Interest

Pre-Service Teachers must recognise, declare and manage any potential and real conflicts of interest upon enrolment in the Professional Experience. Examples of different types of conflicts of interest that typically arise with respect to Professional Experience include, but are not limited to:

- Having a spouse/partner/family members/ close friends employed at the site;
- Having children or children of family members enrolled at the site;
- Currently or recently holding employment at the site in any capacity (limited registration teaching position, education assistant, OSHC worker, casual teacher of music, drama, sports, etc.).

Conflicts of interest are to be declared by the student through updating their profile on the Student Placement Management System (SONIA database) every time a Professional Experience unit is undertaken.

LANTITE (Literacy and Numeracy Test for Initial Teacher Education)

[LANTITE is the Literacy and Numeracy Test](#) for Initial Teacher Education (ITE) students, introduced by the Australian Government in 2016 to assess ITE students' personal literacy and numeracy skills.

All ITE Pre-Service Teachers must meet the LANTITE standards before completing their final Professional Experience. Students are not permitted to continue with Professional Experience in the last year of their degree if they have not met both standards.

Regulations, Legislation and Policies

Pre-Service Teachers must read and understand information pertaining to regulations, legislation and policies specific to the placement setting and the broader regional context. These may include, evacuation and other safety procedures at the school or early learning centre. This information will be provided and explained during the placement induction conducted by the school/centre-based Professional Experience Coordinator.

Limited Registration

ECU's School of Education and the Teacher Registration Board of Western Australia (TRBWA) value the importance of well-structured and supervised professional experience placements in shaping competent and confident teachers and trust Limited Registration (LR) Pre-Service Teachers understand the importance of adhering to our ITE accreditation requirements. Refer to the [Limited Registration guidelines](#) here.

Learning and Reasonable Adjustment Processes

ECU provides a free, confidential service to support participation and success in study for students who live with permanent or temporary disability, medical condition, mental health condition or have primary carer responsibilities of a family member with a disability.

[Accessibility Advisors](#) will work in partnership with each student to create a Learning Access Plan, tailored to support their needs so they can participate in their studies. Pre-Service Teachers who require reasonable adjustments should discuss their individual situation with their Professional Experience Unit Coordinator.

During Professional Experience Placement

Attendance

The Professional Experience components of the course requires a full-time commitment. This cannot be varied because of work arrangements, childcare or other responsibilities. Alternative arrangements for work, study and personal commitments will need to be made for the duration of the Professional Experience placement.

Pre-Service Teachers on placement are required to attend the site for a full 'school/work' day, this can include before and after school duties, staff meetings and professional learning opportunities.

When placed in an early learning centre, Pre-Service Teachers will be expected to undertake the same workday as a regular staff member, and this may involve some early starts and late finishes.

Duties other than teaching (DOTT)

Pre-Service Teachers will engage in activities related to responsibilities of their Professional Experience.

Absences

Absence from Professional Experience placements is only acceptable in the event of illness. Any other absence must be approved by the Academic Coordinator of Professional Experience, this may include bereavement or compelling personal circumstances.

Pre-Service Teachers who are absent from the placement site for any reason on a scheduled day must:

- Phone the school/site.
- Notify the Mentor Teacher and the University Supervisor via email as soon as possible and attach all relevant documentation for the day.
- Complete the [Absence Form](#) and email to the University Supervisor and Unit coordinator.
- Supply a medical certificate if absent for more than one day to the relevant Professional Experience Unit Coordinator and University Supervisor.
- Make-up days may be required and will be negotiated between the University and the school/site.

Pupil free days

Pre-Service Teachers are expected to attend the site and be involved in pupil free day programs when the pupil free day falls within the Professional Experience placement.

School Camps and Excursions

School camps and excursions are considered legitimate activities for Pre-Service Teachers to undertake as part of the Pre-Service Teacher Program. However, Pre-Service Teachers are the responsibility of the legally qualified teacher of the host school/centre at all times.

Dress

The dress code for attending a school or early learning centre is a professional dress code. Pre-Service Teachers are required to dress conservatively and respectfully.

Workplace Health and Safety

All workplace sites have a Workplace Health and Safety Policy and a Risk Management Policy, which Pre-Service Teachers should become familiar with during induction. Pre-Service teachers may be required to sign off on understanding the site policies. Some sites require Pre-Service Teachers to attend special health and safety induction. Familiarise yourself with the school's emergency protocols before your professional experience placement begins.

Pre-Service teachers should ensure they provide their workplace site with their contact details for health and safety purposes.

Insurances

All Pre-Service Teachers, whilst on Professional Experience placement are covered by ECU's Personal Accident, Public Liability, Professional Indemnity and Medical Malpractice insurance policy.

For more information about ECU's insurance, please click [here](#). Additional details and insurance policies can be found [here](#).

Incidences

Our [guide](#) will help you respond to critical incidents during your professional experience.

If Pre-Service Teachers experience an accident at the school or early learning centre, or during a site-related activity off campus, they must report the incident and submit a Site Incident Report, to their Unit Coordinator and Professional Experience Team Leader.

During Professional Experience Placement

Duty of Care

Mentor teachers retain the legal responsibility for the physical and intellectual well-being of their Pre-Service Teachers while undertaking legitimate Professional Experience activities in accordance with their course or Professional Experience requirements. This duty of care is non-delegable.

Confidentiality

Schools/centres deal with confidential information about students and their families. Pre-Service Teachers are expected to maintain confidentiality at all times.

Pre-Service Teachers will need to collect samples of learners' work during their placements in order to demonstrate their impact on learning. They need to be aware that they must meet privacy and confidentiality requirements when collecting evidence. A key ethical principle for the teaching profession is to ensure student confidentiality. Pre-Service Teachers must de-identify evidence of learners' work.

Social Media

Pre-Service Teachers are comprehensively inducted on their digital footprint and use of social media. Pre-Service Teachers are advised not to leave themselves open to criticism or censure by making unprofessional comments or posting photos/videos in any online forum.

Student Code of Conduct

Pre-Service Teachers working in educational settings are bound by [The ECU Student Code of Conduct](#) which shapes and guides the standards of practice required.

Discontinuation of a Professional Experience Placement

Placements can be discontinued by the school or early learning centre, ECU or the Pre-Service Teacher. If the Professional Experience placement is terminated at the request of the host school/centre, after consultation with the University Supervisor and the Professional Experience Academic Coordinator, the Pre-Service Teacher may receive a Fail grade for the professional experience. This may result in an exclusion from the course by the School Progression Panel.

If a Pre-Service Teacher discontinues a Professional Experience placement, they must:

- Immediately inform Academic Coordinator in writing.
- Contact the ECU student hub for assistance in the withdrawal process

Professional Experience Assessment

In order to meet the required outcomes for the Professional Experience unit, the Pre-Service Teacher must successfully fulfill all requirements as set out in the [Professional Experience Guidelines](#) for their course. Please read the guidelines carefully as they detail what is required of all participants (Pre-Service Teachers, Mentor Teachers etc.) for the Professional Experience placement.

Pre-Service Teachers at Risk

The University Supervisor must be notified as soon as possible if a Pre-Service Teacher is identified as being "at-risk" of not satisfactorily meeting the expectations of the Professional Experience. The University Supervisor will liaise with the Unit Coordinator to assist the Pre-Service Teacher who is experiencing difficulty moving towards "satisfactory achievement" of the Professional Experience placement.

Quality Teaching Performance Assessment

The [QTPA](#) is an approved assessment tool used to assess the practical skills and knowledge of Pre-Service Teachers against the Graduate Teacher Standards/ Australian Professional Standards for Teachers. It is undertaken in the final year, after the final Professional Experience placement, of Initial Teacher Education courses and is a national accreditation requirement for graduation for all ECU Pre-Service Teachers from 2020. It is a course requirement of all Initial Teacher Education courses at ECU. Pre-Service Teachers may not undertake the QTPA until they have successfully completed their final Professional Experience placement.

The QTPA comprises four elements:

- Component A: A Personal Teaching Statement
- Component B: Planning for Teaching and Learning
- Component C: Demonstration of Impact
- Component D: Oral Presentation.

Professional Experience Placement Processes

The administration and logistics of placements are coordinated by the Professional Experience Team in the School of Education. Placement arrangements are made between the relevant school/centre, Professional Experience Coordinator, and the ECU Professional Experience team, not with individual mentor teachers at schools/centres.

Pre-Service Teachers are not permitted to approach a school or early learning centre directly for a placement. Placements are negotiated and managed according to the Professional Experience unit requirements and the individual school or early learning centre obligations.

Timing of Professional Experience

The dates for Professional Experience are set in the School of Education Calendar ([Page 8](#)). Different units can be scheduled at different times. Pre-Service Teachers cannot complete their Professional Experience at a different time from the scheduled dates. Exceptions may arise when Pre-Service Teachers are being placed interstate or internationally and school term dates differ from those in Western Australia. Pre-Service Teachers must start their placement as soon as the school calendar in that state or country allows. The School of Education Calendar can be found on the [Professional Experience web page](#) in the School of Education site.

Allocation Process

ECU Pre-Service Teachers will be allocated a placement by the Professional Experience team according to the home address registered in their ECU profile, in addition to offers that ECU may have received from schools or early learning centres. The Pre-Service Teachers are required to update the SONIA student placement management database with any conflicts of interest so the team can allocate appropriately.

Rural, Remote and Regional Placements

Pre-Service Teachers can undertake a Professional Experience placement in a regional, rural and remote community. All applications will be considered by the Professional Experience Unit Coordinators. External students living in regional, rural and remote settings will be placed within reasonable proximity to their home address as listed with ECU.

ECU does not manage or facilitate accommodation and funding. Students are liable for meeting the financial obligations associated with transport, accommodation and living expenses. A student travel approval (STA) form must be completed and approved prior to undertaking travel as part of their ECU degree in relation to an intrastate professional experience placement.

Funding sources

The Department of Education WA and the Catholic Education Office offers Professional Experience Grants to support Pre-Service Teachers to undertake Professional Experience in a rural or remote Western Australian School. All inquiries with regards to these opportunities should be directed to the [Department of Education](#) or [Catholic Education Office](#) web page for details and criteria, as funding is limited.

Workplace Health and Safety

It is important that Pre-Service Teachers are prepared for their placement, as many regional, rural and remote settings offer exciting but challenging experiences. In many regional, rural and remote settings schools are located in small, close-knit communities where the school is the 'hub' of the community. Pre-Service Teachers will be expected to join in community activities and act professionally at all times, including on weekends and after hours. Preparation is the key to a successful regional, rural or remote Professional Experience.

Interstate Placements

Interstate placements are any placement that occurs outside of Western Australia. This includes:

- External Pre-Service Teachers living in a State or Territory other than Western Australia and completing Professional Experience in that State or Territory;
- Pre-Service Teachers who reside in Western Australia but wish to undertake Professional Experience in another State or Territory.

Pre-Service Teachers must submit an application of their intent to complete Professional Experience outside of Western Australia on enrolment in the Professional Experience unit. Pre-Service Teachers need to be aware that interstate placements are very competitive, and it can take some time to organise a Professional Experience placement. Professional experience cannot be undertaken at a site where a conflict of interest exists.

Pre-Service Teachers must comply with the relevant State or Territory requirements for Working with Children Checks and Nationally Coordinated Criminal History Checks. Please note these vary considerably across the country and can take up to 3 months to organise. Details of placements will only be released to Pre-Service Teachers once the appropriate clearances are supplied and verified by the Professional Experience team.

Professional Experience Placement Processes

Interstate Placements Cont'd

Pre-Service Teachers who are applying for a regional, rural or remote placement in another State or Territory must complete the Regional, Rural and Remote Application Form. External Pre-Service Teachers who reside in a rural, regional or remote setting in another State or Territory, and this address is listed as their residential address with ECU, do not need to complete the form. This form only applies to Pre-Service Teachers traveling away from the residential address listed to complete Professional Experience in a regional, rural or remote community.

Payments for Mentor Teachers and School Professional Experience Coordinators (WA)

Mentor Teachers are paid an allowance for their supervision of Pre-Service Teachers during Professional Experience placements. The agreed rate is \$25.00 per day. The School Professional Experience Coordinator will be issued with a claim form and processed according to internal procedures.

The School Professional Experience Coordinator's allowance as per the Industrial Agreement, is \$1.30 per day, per Pre-Service Teacher.



Glossary of Terms

At-risk

Pre-Service Teachers are deemed to be 'at risk' when they are not meeting the expectations of the Professional Experience. A student can be deemed to be 'at risk' at any stage throughout their Professional Experience.

Australian Professional Standards for Teachers (APSTs)/ Graduate Teacher Standards (GTSS)

The APSTs make explicit the elements of high-quality teaching. They comprise seven standards which outline what teachers should know and be able to do at the four professional career stages: Graduate, Proficient, Highly Accomplished and Lead. The standards are grouped into three domains: Professional Knowledge, Professional Practice and Professional Engagement. Graduates of Initial Teacher Education programs are required to meet APSTs at the Graduate Level, in this instance the APSTs are referred to as Graduate Teacher Standards (GTSS).

Initial Teacher Education

Refers to courses that are accredited by the Teacher registration Board to prepare and graduate students who are eligible to register as teachers in Western Australia. Graduates of Initial Teacher Education programs are required to meet APSTs at the Graduate Level, in this instance the APSTs are referred to as Graduate Teacher Standards (GTSS).

Mentor Teacher

Refers to a registered teacher who accepts responsibility for a Pre-Service Teacher during the Professional Experience placement and who mentors the Pre-Service Teacher in the field and guides Pre-Service Teachers professional attributes.

Pre-Service Teacher

Refers to a student from the University who is placed in an educational site for Professional Experience. They are called Pre-Service Teachers as recognition of their development and learning in the field.

Professional Experience

Refers to workplace learning integrated with academic preparation and educational studies. It is typically located in a workplace such as a school, early learning centre or site, relating to the university course being undertaken. The terms teaching practice, field experience, professional practice, practicum or work integrated learning (WIL) have often been used synonymously to refer to the same experience. Quality Teaching Performance Assessment (QTPA)

refers to the nationally mandated requirement that requires Pre-Service Teachers to be reflective practitioners with the capacity to critique their own performance and to benchmark it against the graduate level of the Australian Professional Standards for Teachers (APSTs). The Quality Teaching Performance Assessment follows the successful completion of the final professional experience placement.

School Professional Experience Coordinator

Refers to the member of staff from the host site who is responsible for liaising with the University, coordinating the Pre-Service Teachers and their Mentor Teachers and providing professional induction to Pre-Service Teachers.

School and Early Learning Centre

Refers to any early learning centre, school or any other setting where a Professional Experience placement is undertaken.

University Supervisor

Refers to the member of staff who represent ECU within one or more placement settings. Their role includes, supervising and supporting Pre-Service Teachers during a placement, collaborating with all stakeholders within the setting and assuming overall responsibility for the assessment and moderation process in accordance with the relevant [Professional Experience Guidelines](#).



Useful and Important Sites for ECU Pre-Service Teachers

Professional Experience

- Essential information for Professional Experience
- Criminal History Check
- Working with Children Check



Nationally Coordinated Criminal History Check

Issued by the Department of Education for all Pre-Service Teachers going on professional experience.



Student Support

Discuss issues like your studies, your health, careers and jobs and much more with people who care about your life at ECU.



Student Intranet - Dates and Events

ECU Academic Calendar and School of Education Academic Calendar



School of Education

Essential information and overviews on everything related to the School of Education.



Academic Skills Centre

Support with assignments, grammar, exam preparation, referencing and more.



LANTITE

Literacy and Numeracy Test for Initial Teacher Education students.



Library

The Library offers a range of workshops and facilities to support you reach your study goals.



Click or scan the QR Codes above

Connect with Professional Experience

Professional Experience Office

Email: placementseducation@ecu.edu.au

Phone (Emergency): 0417 358 985

Website: <https://www.ecu.edu.au/schools/education/professional-experience>

If your query is regarding Professional Experience in relation to your specific course, please contact the Academic Coordinator of Professional Experience for your course:

Early Childhood Studies

Beverly Adkin

b.adkin@ecu.edu.au

Primary Education

Gail Berman

g.berman@ecu.edu.au

Secondary Education

Tammy Green

t.green@ecu.edu.au

Information contained in this handbook was correct at the time of printing and may be subject to change

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