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The Professional Experience Program (PEP) is unique in providing the pre-service teacher 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, demanding and complex profession of teaching in early childhood and primary environments.

The Australian Catholic University (ACU) acknowledges that the gifts and expertise of the Associate Teachers, Early Childhood Educators, Directors, Principals, School Coordinators, and school communities are vital to the continued development of dedicated professional graduates from ACU in Queensland.

This handbook offers some guidelines and structure in educating our pre-service teachers. 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.

**INTRODUCTION**

**CONTACT DETAILS FOR THE PROFESSIONAL EXPERIENCE PROGRAM**

<table>
<thead>
<tr>
<th>PEP Co-ordination (Early Childhood &amp; Primary)</th>
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<tbody>
<tr>
<td>1st Year – EDFX111  Louise Thomas  Ph: 07 3623 7578  Email: <a href="mailto:Louise.Thomas@acu.edu.au">Louise.Thomas@acu.edu.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PEP Administrative Officer</th>
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<tbody>
<tr>
<td>Ms Hazel Mulcahy  Phone: 07 3623 7151  Fax: 07 3623 7247  Email: <a href="mailto:Hazel.Mulcahy@acu.edu.au">Hazel.Mulcahy@acu.edu.au</a></td>
</tr>
<tr>
<td>Ms Bernadette O’Malley  (EDFX111 enquiries only)  Phone: 07 36237442  Fax: 07 3623 7247  Email: Bernadette.O’<a href="mailto:Malley@acu.edu.au">Malley@acu.edu.au</a></td>
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**PEP Website for general information and PEP Handbook and Forms:**
RATIONALE

REVISIONING THE FUTURE
The national framework for the Bachelor of Education (Early Childhood and Primary) Professional Experience Program (PEP) emerges from and is responsive to the needs of early childhood centres, schools, employers, pre-service teachers, students, Faculty and the broader educational community. The ACU PEP aligns with the focus of the University’s mission and Faculty’s core graduate attributes for pre-service teachers. These create a structure and an expectation for achievement across all academic and professional units offered in this course. Further, the design of the PEP is responsive to the sentiments expressed through key professional documents, such as *Teacher standards, quality and professionalism: Towards a nationally agreed framework* (ACE 2001), *Our profession – Our future* (Teaching Australia, 2006), *National professional standards: Development of advanced early childhood teaching*, (Teaching Australia, in progress), *Professional Standards for Queensland Teachers* (Queensland College of Teachers, 2006), *Early Childhood Australia Code of Ethics* (ECA, 2006). It is expected that pre-service teachers will to be able to:
- articulate a personal vision or philosophy;
- have a deep knowledge, critical understanding of, and enthusiasm for the intellectual content, discourses, and values associated with teaching and the specific contexts within which they teach;
- hold high expectations and professional goals;
- be able to inspire the learning of others;
- display adeptness and discernment in the utilisation of information technologies;
- value the individuality, diversity and contribution of others;
- display creative, constructive, and flexible thinking and
- value the relevance of life-long and life-wide learning.

Pre-service teachers often regard their professional experiences as the most important and challenging aspects of their course. The complexity of learning environments and communities requires competency in dealing with a multitude of diverse situations, interpersonal relationships, the individuality of students, a diverse range of teaching and learning programs, and classroom management issues (McInerney & McInerney, 2002). Effective professional experiences require that students engage in a gradual introduction to challenges relevant to their level of professional development and experience (Walkington, 2006). Professional experiences for pre-service teachers requires not only exposure to particular knowledge and expertise put into practice, but also exposure to the skill of effective reflection as an element of that practice (Walkington, 2006).

LEARNING CONTEXTS
Engagement in professional practice across a range of differing contexts, especially prior to school settings, schools, international, rural, remote, and community placements, is valuable. It is these experiences that build pre-service teachers’ conceptualisations of educational change within a national and global context, promote cultural understanding, and stimulate thinking about contemporary issues related to pedagogical practice. Through increased opportunities for study and comparison of diverse communities, educational systems and programs, pre-service teachers are challenged to develop new skills, become generators of knowledge rather than mere recipients, effectively respond to problems, and assume a proactive stance towards their own learning (Bourner, Katz & Watson, 2000).
BUILDING COMMUNITY

The PEP provides opportunities for pre-service teachers to apply and reflect upon a diverse range of educational practices in concert with the themes and issues emerging from related study within the Education Studies units. Expectations for each year differ and increase as pre-service teachers gain confidence, experience, and higher levels of expertise. Through engagement in these developmentally sequenced professional experiences, appropriately positioned throughout the four-year degree course, pre-service teachers are encouraged to participate in and contribute to the formation of dynamic communities of practice that value relationships with and contributions of all participants, including parents and carers. Through the on-going support of centres/schools and close collaboration between centre/school staff, ACU Representatives, and employing bodies, pre-service teachers are challenged to grow and learn within a supportive learning community. In this way, they come to appreciate the complexities of schools and centre communities, the essential qualities of effective teachers, and the commitment required of those entering the profession, including greater appreciation of the role of teachers in regard to ethical and legal responsibilities towards students.

OVERVIEW OF COURSE

The Bachelor of Education (Early Childhood and Primary) is a four-year qualification accredited by the Queensland College of Teachers and the Queensland Department of Communities. Students completing the four years of study may work in schools or early childhood setting with children from birth to 12 years of age. Students who enrol in this degree may exit after three years of full time study or the equivalent with a Bachelor of Teaching (Early Childhood). The PEP component of the course is designed to give students experiences in a range of settings that cater for children across birth to 12 years of age groups. The on campus units are organised to compliment and support students’ experiences in their PEP placements. The following presents the course map across a 4 year, full time study program:
## UNIT & PEP SEQUENCE - BEd (Early Childhood & Primary)
### WITH AN EXIT AT BTch (Early Childhood)
### Students commencing 2009 (as at 17.03.09)

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester One</th>
<th>Semester Two</th>
<th>Field Exp / Comm Engagement</th>
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<tbody>
<tr>
<td>One</td>
<td>EDFD127 Contexts for Learning and Development</td>
<td>EDCU101 Early Childhood Pedagogy and Curriculum.</td>
<td>Observational tasks</td>
</tr>
<tr>
<td></td>
<td>EDFD227 Partnerships for Learning</td>
<td>EDLA107 Linguistics for Literacy Education</td>
<td>Children birth - 2 years of age up to 20 days</td>
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<tr>
<td></td>
<td>EDLA108 Children’s Literature for Literacy Education</td>
<td>EDMA103 Exploring Mathematics 1</td>
<td></td>
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<td></td>
<td>EDST107 Science and Technology for Primary Teachers 1</td>
<td>EDFD136: The Ecology of Childhood</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDFX111 Professional Experience Early Childhood 1 (zero credit points) Students must first enrol in EDFX111 and EDFD136 concurrently</td>
<td><strong>Select one of:</strong> EDFX215 Professional Experience Early Childhood 2 (0cps) 20 days</td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td>EDFD221 Creating Safe, Inclusive and Supportive Schools</td>
<td>EDCU202 Building Curriculum Connections and Continuities.</td>
<td>Community Engagement Children with special needs</td>
</tr>
<tr>
<td></td>
<td>EDAC225 Family Studies and Disability</td>
<td>EDPH306 Personal Development, Health &amp; Physical Education</td>
<td>Supervised professional experience</td>
</tr>
<tr>
<td></td>
<td>EDAR308 Creative Arts Education 1</td>
<td>EDAB111 Indigenous Cultures and Peoples</td>
<td>Children 3 - 5 years of age</td>
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<tr>
<td></td>
<td><strong>Select one of:</strong> EDFX207 Community Engagement 10 days</td>
<td>EDFD314 Early Childhood Leadership</td>
<td></td>
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<tr>
<td></td>
<td>EDRE101 Religious Education 1 (Catholic/Anglican) OR EDU1010 Lutheran Education 1 OR Elective</td>
<td>EDFX215 Professional Experience Early Childhood 2 (0cps) 20 days</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDAC225 Family Studies and Disability</td>
<td><strong>Select one of:</strong> EDFX215 Professional Experience Early Childhood 2 (0cps) 20 days</td>
<td></td>
</tr>
<tr>
<td>Three</td>
<td>EDTS210: Teaching &amp; Learning Preparing for the Contexts of the Field</td>
<td>EDFD220 Teaching and Managing Learning Environments</td>
<td>Supervised professional experience Children in Prep - Year 3</td>
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<tr>
<td></td>
<td>EDLA204 Literacy Education 1</td>
<td>EDL309 Literacy Education 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDM202 Maths: Learning &amp; Teaching1</td>
<td>EDST204 Science &amp; Technology for Primary Teachers 2</td>
<td></td>
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<tr>
<td></td>
<td>EDMA309 Exploring Mathematics 2</td>
<td>EDAC314 Positive Behaviour Approaches</td>
<td></td>
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<tr>
<td></td>
<td>EDFX315 Professional Experience Early Childhood 3 10 days</td>
<td>EDFX316 EC Professional Experience Early Childhood 3 (0cps) 5 days plus 15 days</td>
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<tr>
<td>Exit point: Bachelor of Teaching (Early Childhood)</td>
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<tr>
<td>Four</td>
<td>EDFD452 Transition to the Profession and Professional Identity</td>
<td>EDMA310 Maths: Learning &amp; Teaching 2</td>
<td>Supervised professional experience Children in Years 4 - 7</td>
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<tr>
<td></td>
<td>EDST201 Science &amp; Technology Education</td>
<td>EDFD458 Catering for Diversity in the Classroom</td>
<td></td>
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<td></td>
<td>EDSS428 Connecting Society and Environment: Curriculum for Professional Learning</td>
<td>EDRE102 Religious Education 2 OR EDAR422 Creative Arts Education 2 OR EDU1011 Lutheran Education 2</td>
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<tr>
<td></td>
<td><strong>Select one of:</strong> EDFX413 Professional Experience 4 (0cps) 30 days</td>
<td><strong>Select one of:</strong> EDRE106 RE Studies 4 (Catholic/Anglican) OR THEO104 Church Life (Catholic/Anglican) OR EDU1008 Lutheran Schooling in Australia OR C52053 Ethics &amp; Contemporary Issues (Anglican) OR PHIL103 History of Western Philosophy</td>
<td></td>
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<tr>
<td></td>
<td>EDFX413 Professional Experience 4 (0cps) 30 days</td>
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<tr>
<td>Completion of Bachelor of Education (Early Childhood and Primary)</td>
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GLOSSARY OF TERMS

PRE-SERVICE TEACHER
The university student undertaking the PEP is referred to as a *pre-service teacher* as a way of acknowledging the beginning of their involvement in the teaching profession.

ASSOCIATE TEACHER
The *Associate Teacher* is the staff member at the centre/school who takes on the role of supporting, supervising and assessing the pre-service teacher during their PEP placement.

DIRECTOR
The *Director* of a centre/service where a pre-service teacher is undertaking the PEP has the responsibility of co-ordinating the placement and providing links with the university and university staff.

PRINCIPAL
The *Principal* (or at times Deputy Principal) of a school where a pre-service teacher is undertaking the PEP has the responsibility of co-ordinating the placement and providing links with the university and university staff.

ACU SUPERVISOR
The *ACU Supervisor* provides support to both pre-service teachers and centres/schools. This support is determined on a needs basis and will vary between different PEP units. The support is designed to enable school/centre staff and pre-service teachers the opportunities to discuss and reflect on experiences and where necessary, address concerns or difficulties as they emerge.

PEP CO-ORDINATOR
The *PEP Co-ordinator* is the university academic responsible for the management and implementation of the PEP unit.
ROLES OF PARTICIPANTS IN THE PEP

PRINCIPAL and CENTRE DIRECTOR
The Principal/Centre Director/School Coordinator shall have local responsibility for the implementation of the PEP of ACU, Queensland. Specific responsibilities shall include:

- Interpreting the aims of the program to school/centre personnel
- Working with the Associate Teacher to determine the management of required experiences for each pre-service teacher
- Arranging the initial orientation of pre-service teachers to the organisation of the school/centre
- Allocating pre-service teachers to appropriate Associate Teachers in consultation with ACU personnel, with due regard to timetabling within the school/centre and making alternative arrangements as may be necessary from time to time
- Co-ordinating the visits of the ACU supervisory staff with school/centre activities and the needs of the children and teachers
- Advising pre-service teachers and Associate Teachers on aspects of PEP
- Reviewing and consolidating the assessment of pre-service teachers' progress for transmission to ACU, which may involve observing pre-service teachers teach from time to time
- Ensure provision of appropriate experiences that link to required assessment tasks within the context of the school/centre.
- Maintain regular liaison with ACU Supervisor.
- Design involvement of pre-service teachers in centre/school based activities if appropriate.
- Meet with pre-service teachers to encourage reflection of experiences.
- Reflect with the pre-service teachers on classroom experiences and best practice.

SCHOOL COORDINATORS [in Teaching and Learning Consortium (TLC) Program]

- Oversee the school implementation of the TLC.
- Participate in dialogue with pre-service teachers, Associate Teachers and ACU supervisors regarding the experiences of the Consortium.

ASSOCIATE TEACHER
The Associate Teacher has a significant contribution to make towards the professional development of the pre-service teacher. Specific areas of assistance include the following:

- To welcome and orient the pre-service teacher to the school/centre learning context
- Discuss the current school/centre programs with the pre-service teacher
- Determine a tentative plan for incorporating the pre-service teacher into the program with consideration to the individual PEP unit requirements
- Discuss and demonstrate management procedures and strategies in use in the learning and care context
- Provide advice and guidance before planned experiences and/or teaching sessions are implemented
- Provide and discuss both verbal and written feedback on pre-service teacher’s performance
- Comment on and guide pre-service teacher's self-evaluation
- Support classroom experiences within which pre-service teachers could participate and/or observe on a flexible basis.
• Decide on appropriate planning/teaching time with consideration to the particular PEP unit and the pre-service teacher’s development
• Alert the pre-service teacher's attention to the nature of administrative tasks that are carried out by the teacher
• Outline the school's/centre's involvement in the Religious Education Program, any Sacramental programs, liturgies, centre activities, school assemblies, community activities
• 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 centre/school stamp and necessary signatures
• Provide the University with an exit report on the pre-service teacher’s progress when the pre-service teacher withdraws from the PEP before completing the practicum.
• PEP reports forms (as well as the PEP Handbook and other forms) are available from the PEP website (Go to the ACU website www.acu.edu.au click on About ACU, then Faculties, Institutes and Schools, then under Schools click on Education (Queensland) and then Professional Experience Program. http://www.acu.edu.au/about_acu/faculties_schools_institutes/faculties/education/schools/queensland/professional_experience_program/
• 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 the computer then completed and printed. Each report must be stamped with the school/centre stamp (top right hand side of the form) and signed by the Associate Teacher, Pre-service Teacher and Principal/Director. The student will submit the report to the University at the conclusion of the Professional Experience Program.

Associate teacher allowance
• Associate teachers are paid an allowance for supporting ACU pre-service teachers.
• The application form for payment for the Associate Teacher allowance should be completed giving all details, noting day(s) of absence of pre-service teacher and/or Associate Teacher where applicable.
• If the Associate Teacher’s paying authority does not fall under the Catholic Church grouping (for GST purposes) the Associate Teacher will need to complete a pay/tax details form.
• In order to expedite procedures for payment please mail/fax the form(s) to the PEP Administrative Officer at the conclusion of the Professional Experience Program.

PEP Administrative Officer
Australian Catholic University
School of Education
PO Box 456
VIRGINIA 4014
FAX: (07) 36237247

• Payment will be made through the relevant pay authorities or directly into your bank account if you are employed in a non-Catholic school or prior to school setting.
• Teachers who share a pre-service teacher will need to complete separate claim forms.
Basis for deductions
- Where an Associate Teacher is absent or unavailable there will be a deduction of 1 day of payment for each day of absence or unavailability.

Payment for associate teachers
- The current daily supervision allowance for all pre-service teachers is $23.40 (as per the Award).
- Payment is made for PEP Block periods not for single days.
- At times, "At Risk" pre-service teachers may require continued support and additional experience in the classroom. Extra days negotiated with the Associate Teacher will be paid in accordance with the Award.
RESPONSIBILITIES OF PRE-SERVICE TEACHERS

The pre-service teacher works at all times under the supervision of the Associate Teacher, other teachers or the Principal/Director. Throughout the PEP the Associate Teacher maintains her/his responsibility for the welfare and progress of the children in her/his class or 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 Associate Teacher.

Pre-service teachers will not be employed at the centre/school in any capacity during the period of PEP.

Whilst at the school/centre, pre-service teachers are accepted by courtesy of the Principal or Director, and staff. It is expected that, at all times, pre-service teachers will behave in a professional manner. It would be appreciated if centre/school 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 form provided in the Appendix section of this Handbook can be used.

General requirements of PEP:

- Participate fully within the life of the centre/school in order to embrace the range of experiences and practices.
- Work actively in the setting initially as observers and contributors to the management of the environment, then working with small groups of children and possibly in whole class/group planning and implementation.
- Contribute to the development of school/centre based resources and learning environments.
- Professional behaviour requires the use of good manners and common courtesies. If there is a problem, explore this honestly with the Associate Teacher initially. Work through 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, sunsmart clothing and broad brimmed hats. Please check the information provided by particular systems, schools and centres.
- Be present in the classroom 15-30 minutes before and after school/centre starting times in order to organise Associate Teacher resources as well as be available for discussion and planning with Associate Teacher. Remain with the 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 Associate Teacher prior to your teaching/planned learning experience or planned interactions with children (the timing of this should be discussed with the Associate Teacher). Associate Teachers should sight this documentation in sufficient time to allow you to address changes. Associate Teachers have the responsibility for their class’s growth and consequently many believe that the pre-service teachers should share with Associate Teachers in detail what they are doing. This entails the monitoring of pre-service teachers’ preparation and in many contexts a collaborative team approach is used in developing plans for individuals and groups.

- Be open to and appreciative of the professional expertise of your more experienced colleagues. Regardless of the specific qualifications of your Associate teacher and other centre/school staff, each individual you work with will have knowledge, experience and expertise from which you as a pre-service teachers can learn.

- You are in a privileged position in sharing socially and professionally with qualified experienced staff and members of an established community. Demonstrate a professional ethic and be circumspect about your words to and about children, families, peers and staff members. To be considered professional members of the school/centre community you must demonstrate professionalism.

- Each pre-service teacher will have available for the ACU Visiting Supervisor:
  - PEP Folder
  - Appropriate planning materials and observational documentation for use by the visiting supervisor while learning experiences are being observed.

- Pre-service teachers are responsible for organising the return of the following items relevant to particular PEP units:
  
  (i) Checklist  
  (ii) Attendance Register  
  (iii) PEP Report(s)  
  (iv) Weekly comment forms  
  (v) Weekly reflection forms  
  (vi) Weekly Planner  
  (vii) ACU Visiting Supervisor’s 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.

**Attitude**

Teaching is a profession where every individual must work effectively and independently. Teachers also need to welcome the opportunity to better their teaching skills and work cooperatively as a team member. 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 must 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.

**Attendance Policy**

Pre-service teachers’ hours of duty are the same as those of supervising teachers/staff. An attendance register is incorporated in the pre-service teachers’ PEP handbook. Pre-service
teachers should sign the attendance record daily. These records are required for PEP accountability and for centre/school Workplace Health and Safety purposes. In Long Day Care centres it is expected that pre-services teachers experience a range of shifts.

If pre-service teachers are absent from the centre/school, they are expected to notify both the Principal/Director and the University Administrative Officer (07 3623 7151) 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 centre/school for the number of allocated days. A doctor’s certificate is required for any absence. The original must be attached to the Attendance Register. Pre-service teachers are required to make up any absences.

RIGHTS OF PRE-SERVICE TEACHERS

• Pre-service teachers have the right to obtain regular, specific and constructive feedback about their participation, teaching and other professional duties. During the PEP the minimum expected is daily feedback.

• During Professional Experience Programs longer than a 1 Week Block, pre-service teachers can expect a one hour visit from the University Supervisor to observe their interactions in the setting. The requirements of these interactions will vary depending to the experience of the pre-service teacher and the particular setting. Feedback, including support and strategies, should be given after the observations. Any problems should be communicated immediately to the relevant PEP Coordinator.

• Pre-service teachers "At Risk" should be told as early as possible that they are "At Risk". This is done under supervision of the ACU Visiting Supervisor and the relevant PEP Coordinator.

• A pre-service teacher has the right to discuss their Final Report with the relevant PEP Coordinator.

LEGAL AND PROFESSIONAL RESPONSIBILITIES

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 on Form ‘S’ available from the website www.bluecard.qld.gov.au. Completed application forms together with identification documentation are to be submitted to the School of Education office. There is no fee involved and applications can take up to 8 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 current. Student may be required to provide a certified copy of this to centres/schools. Students without a current Blue Card are prohibited from entering classrooms/child care centres.

Students who already hold a current Blue Card, must complete an ‘Authorisation’ form and submit to the School of Education Office (Room GC.02) to be processed.
DUTY OF CARE

Associate 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 Associate teacher or responsible 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 student 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 centre/school 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.

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

WORKPLACE HEALTH AND SAFETY
All workplaces should have Workplace Health and Safety policies. At pre-service teacher 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.

RISK MANAGEMENT PLAN
Through the implementation of a Risk Management Plan the ACU School of Education endeavors to provide and reflect on guidelines for safe and effective partnerships with the following groups:
- PEP Coordinators
- Associate Teachers
- Children/School students
- Pre-service Teachers

The Risk Management process involves the following steps

- **Identification** of processes and procedures
- **Assessment** of these processes and procedures on a regular basis
- **Decisions** related to actions needed to minimize the level of risk
- **Implementation** of these actions
- **Monitoring** and review of practices

Risk will be identified in the following ways:
- ACU staff feedback
- Centre/school staff feedback
- PEP Advisory committee discussions
- PEP Unit student evaluations and feedback
- Content of student reports
- Debriefing sessions
SUPPORT FOR THE PRE-SERVICE TEACHERS

Pre-service teachers with personal circumstances that may affect their performance or participation in the PEP are encouraged to contact the staff below for advice and support as early as possible.

<table>
<thead>
<tr>
<th>PEP Coordination (Primary)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year (Semester 2) – EDFX111 Louise Thomas Ph (07) 36237578</td>
<td></td>
</tr>
<tr>
<td>2nd Year (Semester 1) – EDFX207 To be advised</td>
<td></td>
</tr>
<tr>
<td>2nd Year (Semester 2) – EDFX215 To be advised</td>
<td></td>
</tr>
<tr>
<td>3rd Year (Semester 1) – EDFX315 To be advised</td>
<td></td>
</tr>
<tr>
<td>3rd Year (Semester 2) – EDFX316 To be advised</td>
<td></td>
</tr>
<tr>
<td>4th Year (Semester 1) – EDFX413 To be advised</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT SERVICES</th>
<th>Mission Engagement/Campus Ministry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counsellor</strong></td>
<td>Mr Andrew Beiers 07 3623 7172 <a href="mailto:andrew.beiers@acu.edu.au">andrew.beiers@acu.edu.au</a></td>
</tr>
<tr>
<td>Ms Carolyn Toonen 07 3623 7237 <a href="mailto:carolyn.toonen@acu.edu.au">carolyn.toonen@acu.edu.au</a></td>
<td></td>
</tr>
<tr>
<td><strong>Disability Advisor</strong></td>
<td>Mr Eric Robinson 07 3623 7250 <a href="mailto:eric.robinson@acu.edu.au">eric.robinson@acu.edu.au</a></td>
</tr>
<tr>
<td>(Temporary and chronic medical conditions and disabilities)</td>
<td></td>
</tr>
<tr>
<td>Ms Tracey-Lee Little 07 3623 7248 <a href="mailto:disabilityadviser.mca@acu.edu.au">disabilityadviser.mca@acu.edu.au</a></td>
<td></td>
</tr>
<tr>
<td><strong>Indigenous Liaison Officer</strong></td>
<td></td>
</tr>
<tr>
<td>07 3623 7184</td>
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</tbody>
</table>
ASSESSMENT
The grades awarded to pre-service teachers participating in the PEP are PASS and FAIL. Pre-service teachers who receive two or more “Not Evident” ratings on the final report of the Professional Experience will be awarded a FAIL.

Pass
The following are indicators of a PASS grade:
- The pre-service teacher is demonstrating competence in relation to the Intellectual, Professional and Values based ACU Graduate Attributes (see Appendix Section) and the Queensland College of Teachers Professional Standards (see Appendix Section). This demonstration is in accord with their phase of pre-service teacher education. These include:
  - a collaborative and effective approach to the implementation of a range of learning opportunities appropriate to individual children and the group context;
  - ethical, respectful and diverse approaches to curriculum development and pedagogy;
  - demonstration of professional skills and strategies to understand children/students, manage the learning environment, and guide behaviours;
  - 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 Associate Teacher and/or university supervisor.
- The pre-service teacher displays an excellent attitude and capacity to relate to children and staff.

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 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.
- When a Fail is awarded, the pre-service teacher will be required to attend a meeting with the Course Coordinator to evaluate the circumstances leading to the Fail grade. The Course Coordinator will work closely with the pre-service teacher in readiness for the next PEP. The pre-service teacher will be required to repeat the PEP unit at the next available Professional Experience time on the ACU academic calendar.
For details of procedure in the case of a FAIL grade see Appendix Section.
Determining a Grade
The expectation from the perspective of the University is that school/centre staff recommends a 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 Visiting Supervisor 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.

PROCEDURES FOR RURAL/REMOTE PROFESSIONAL EXPERIENCE

Contact between the centre/schools and University will be offered throughout the Professional Experience. The following procedures will be followed:

- At the end of Week 1 of the rural/remote Professional Experience, the relevant Coordinator will contact the schools to discuss student progress.

- The relevant PEP Coordinator should be contacted immediately with any concerns regarding the pre-service teachers planning, teaching or professionalism.

- If further discussion is required, please contact the relevant PEP Coordinator.

- Pre-service teachers completing rural/remote PEP should attend the University's on-campus Briefing and Debriefing session that has been organised for them. Please check the PEP Blackboard site for dates, times and location.
EDFX111: PROFESSIONAL EXPERIENCE 1

Unit Description
This unit orients the early childhood pre-service teacher/carer to the profession by emphasising professional interaction, familiarisation and guided observation for children aged 0-2 and centres and staff working in them. It offers opportunities to develop an awareness of the needs of children and to promote an understanding of child development and well being. The unit will provide pre-service early childhood and primary educators with twenty days experience observing, documenting, planning, implementing and evaluating play and learning experiences, strategies, resources and environments for teaching and learning with children 0-2.

Overview of Professional Experience Program

<table>
<thead>
<tr>
<th>Number of Days</th>
<th>20 days</th>
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</thead>
<tbody>
<tr>
<td>Orientation Visits</td>
<td>Between 1-3 days prior to the commencement of your field placement (if less than 3 days are undertaken at this point these will need to be added at the end of the 12 single days).</td>
</tr>
<tr>
<td>Single days</td>
<td>12 single days are to be undertaken across Semester 2. Mondays are timetabled as PEP days for Year 1 BEd (EC&amp;P) students.</td>
</tr>
<tr>
<td>Week Block</td>
<td>A One Week Block is undertaken following the Examination Period.</td>
</tr>
<tr>
<td>Hours</td>
<td>As a guide, students are required to spend 8 hours at the centre each day.</td>
</tr>
<tr>
<td>Meal Breaks</td>
<td>Pre-service teachers are required to have meal breaks. The timing of this is to be negotiated with the Director (it is suggested that pre-service teachers have a half hour lunch break and short morning/afternoon breaks). Prior to leaving the room at any time students should confer with room staff.</td>
</tr>
<tr>
<td>Programming Time</td>
<td>The allocation of this time is to be in accordance with that provided for centre staff and done at a mutually agreed time.</td>
</tr>
<tr>
<td>Documentation/ observations/ planning</td>
<td>Pre-service teachers will engage in the process of documentation with individuals and/or groups of children with a focus on relationships. This process is to be developed across the period of single day visits. The aim is to develop in depth, rich understandings of the children, leading to the collaborative planning of appropriate learning experiences to be implemented in the week block.</td>
</tr>
<tr>
<td>Reflexivity</td>
<td>The pre-service teachers will reflect on documentation process as means of evaluation and enhancing their learning.</td>
</tr>
<tr>
<td>Make up days</td>
<td>Make up days are to be completed for days absent due to illness to ensure the full 20 days are completed. Make-up days are to be negotiated with your Associate Teacher and Director at your field site. Any make-up days should not interfere with other university commitments.</td>
</tr>
</tbody>
</table>
Learning Outcomes

On satisfactory completion of this unit, you should be able to:

- Reflect on the importance and value of effective and respectful partnerships in the work of early childhood education and care.
- Interact professionally and effectively with Director, other staff, children and families, and other members of the centre community.
- Demonstrate understanding of children’s socio-cultural contexts and partnerships with families and staff in collaborative learning contexts.
- Have an awareness of the importance of documenting observations of children in order to plan and implement individually and culturally relevant programs which are continuously evaluated.
- Begin to understand the processes involved when a teacher plans, manages and evaluates flexible, responsive, non-discriminatory, safe learning environments for young children.
- Collect and critique knowledge from a variety of sources, critically reflect on your own learning and communicate new understandings effectively.
- Respond professionally and reflectively to mentoring and feedback provided by the Director, Associate teacher and other centre staff.
- Link educational theory, mandatory policy, legislative and regulatory frameworks, and curriculum frameworks with high quality, ethical and responsive early learning and care practices.

Developing partnerships

The development of professional partnerships in early childhood education is a key focus of EDFX111. It is anticipated that pre-service teachers will be introduced to a broad range of professional partnerships and the importance of these partnerships in the care and education of young children. Through the PEP pre-service teachers will have the opportunity to experience the practicalities of the theory and literature on partnerships presented in the on-campus components of their course.

Professional Partnerships

It is acknowledged that partnerships will develop optimally through shared understandings and respect and open, positive communication. It is hoped that professional partnerships between the student and Associate Teacher/other staff will have mutual benefits. As a pre-service teacher ACU National students are required to act professionally and respectfully at all times. Again, mutual benefit will be supported through a collaborative approach.

Work with Peers

When two or more students are placed in a centre the opportunity exists to work collaboratively, not only with centre staff but also with pre-service peers. Peer support can be an important and useful process during the PEP placement. Students are encouraged to collaborate and support one another’s learning. Students from other institutions completing a similar or related course of study may be placed in centres during the same period, this provides a further opportunity to practice partnership strategies.
Preparation for Professional Experience Program (PEP)

Be organised

As a pre-service teacher the more organised you can be the more effective and rewarding your Professional Experience will be. Pre-service teachers need to engage in a broad range of preparation tasks prior to commencing their professional experience. Students will need to set up their professional experience folder prior to the PEP. The folder will be continually update throughout the professional experience program.

Another aspect of being organised is the co-ordination of all components of a pre-service teacher’s life. Students are encouraged and supported in the development of strategies on how to ensure that work, family and social commitments are managed to ensure focus on the PEP. It is essential that the necessary time can be devoted to the consuming role of pre-service teacher while on professional experience.

Know your Placement Centre

Pre-service teachers are encouraged to take every opportunity to become familiar with the centre and general community in which they will undertake their professional experience placement. Most centres (or organisations) can be researched online. Students will benefit from the sourcing of background information relating to their centre.

Attendances and Absences

Pre-service teachers must attend the centre for 20 days. A ‘Record of Days’ (see the form attached to this document) should be signed by the Supervising Teacher and the Pre-service Teacher. A copy should be retained by each party.

Pre-service teachers must notify their Director if they are unable to attend due to illness or an emergency. Any missed days must be recorded and made up as soon as possible. Public holidays must be made up either before or after the professional experience.

The final report should not be submitted until the total number of days (that is, 20) is complete.

If, by the end of the single day visits, a student has five (5) or more days to make up, PEP coordinator should be notified. Make-up days must not encroach upon the student’s attendance at lectures and tutorials or other study commitments. Make-up days must be convenient for the centre.

If less than 20 days are completed, an unsatisfactory outcome will be recorded.

Time Spent at the Centre

Students often ask how many hours are regarded as constituting a professional experience day. During professional experience, pre-service teachers should emulate as closely as possible the hours kept by the Associate teacher. As a guide students should spend approximately 8 hours at the centre each day. We advocate that students be prepared to follow the hours of some ‘early shifts’ and some ‘late shifts’ so as to observe the full day at the centre over the course of the professional experience.
The requirements of the professional experience do not allow for pre-service teachers to be engaged in paid employment at the supervising centre. Within these requirements, students are not able to provide relief assistance. Should this occur, the professional experience program will be terminated.

**Meal Breaks and Programming Time**

It is important for pre-service teachers to have some form of break (e.g. lunch/ tea break). The details of this are to be determined by the Director in consultation with the Associate teacher and the pre-service teacher. The following suggestions are made for breaks during the day:

- **Lunch.** A half hour meal break away from the group of children
- **Morning and Afternoon tea.** 10 minutes for each (away from group of children)

In addition, it is requested that students have:

- **Programming time** to write up observations/planning/evaluation and engage in professional discussion with the supervising teacher, Director or other colleagues. The timing and management of these times should be determined in consultation between the Director, Associate Teacher and the pre-service teacher.

**Professional dress and appearance**

Whilst on their professional experience program pre-service teachers are required to dress/present themselves professionally and appropriately for working with children in the centre. Particular attention should be paid to complying with Workplace Heath and Safety policies of the centre including clothing and sun protection polices in accordance with Queensland Cancer Council (e.g. covered shoes for safety, covered shoulders for sun safety). Students need to acquire details of these policies during their induction visits to the centre. Students are required to wear a hat when outdoors.

**Visits to the centre prior to 12 single days**

Students are required to visit the centre prior to the commencement of the single day component of the professional experience program. It is hoped Directors/Associate teachers will encourage these visits, as it gives students more opportunities to observe and get to know the children, as well as become familiar with the centre’s operation.

During the visit it may not be convenient for the Directors to have the student spend the whole day at the centre. Similarly, students may have other commitments, so visit times should be negotiated between the teacher and student. For these visits, regular contact may be more valuable than the actual number of hours. Students are required to visit the centre between 1- 3 days prior to commencing their field placement. If less than 3 days are undertaken at this point these will need to be added at the end of the 12 single days.
Getting to Know the Centre:

Students are encouraged to:

1. Gather information about the centre, for example:
   - Is the centre community-based, linked to a larger church or community sponsor, or a private business?
   - What are the days and hours of operation?
   - How is the staff team organised? (What teams exist in the centre?; Who is in each team?; What roles exist in the centre?)
   - What is the centre philosophy (mission or vision statement)?
   - Does this link to an organisational philosophy/mission statement?
   - What are the centre policies?
   - How are these organised?
   - How does the centre communicate with staff/families/community?
   - How is the centre funded?

2. Become informed about the centre ‘community’:
   - How many families/children use the centre over a week?
   - Why are these families using the centre (for work related purposes, study, to provide opportunities for their child)?
   - What broader community resources/issues impact on the centre?

3. How does the centre fit within the legal context of childcare services:
   - Become familiar with the Queensland Childcare Regulations, that is, the Child Care Act 2002 and the Child Care Regulation 2003, (refer to http://www.legislation.qld.gov.au).
   - Become familiar with the National Quality Improvement and Accreditation System and note the quality benchmarks for infants and toddlers (refer to http://www.ncac.gov.au).
   - Become familiar with the centre policy relating to Workplace Health and Safety.

4. Get to know the environment and the centre routines:
   - Sketch the indoor environment, including the location of any special facilities such as nappy change, bottle preparation, and children’s toilets.
   - Sketch the outdoor environment, indicating the connection between indoor and outdoor play areas and storage facilities.
   - Ask about the centre routines for staff, families, children (e.g. setting up the environment, cleaning up etc.), children’s daily transitions as they arrive and depart the centre, family participation.
   - Check the available learning resources for very young children, their storage location and the equipment disinfection procedure (check how you can assist with this).
   - Note the procedures for routine care (for example, bottle sterilisation, nappy changing, and children’s sleep) including recording of children’s routine patterns for parents (check how you can be involved in this).
5. Become familiar with the management of the program:
   
   - Note the role of the Director and other staff members in the education and care program.
   - Become familiar with the supervising teacher’s planning and evaluation processes.
   - Note the way staffing is arranged across the whole day, including lunch breaks and the beginning and end of the day (for example, floater staff, mixed age groups).
   - Check on your supervising teacher expectations regarding daily commencement times (including one late and one early shift), rest pauses and planning time, dress code requirements for the centre, and other conduct expectations such as discussions with parents.

   *The information gather through these processes will contribute to an assessment task in EDFD136.*

**Evaluation by the Associate Teacher**

Students have reported that they appreciate written comments made by Associate Teachers on their observations, interpretations and planning. We encourage teachers to do this every day. A suggested feedback form and process has been provided, this can be adapted to suit individual centres and staff. Of course, verbal feedback is also extremely valuable. It is important that a system is negotiated that works well for the pre-service teacher and the Associate teacher and that does not unduly impact on the children/families of the centre.

The discussion of the pre-service teacher’s progress should provide an honest appraisal of the pre-service teacher’s abilities, indicating areas of strengths and weaknesses. It should also provide the pre-service teacher with an opportunity to express any concerns or issues being experienced. If either the supervising teacher or pre-service teacher has concerns, these need to be discussed in clear and supportive ways with suggestions being made for improvement. If the pre-service teacher or Associate Teacher has serious concerns or if student professionalism or ethical conduct are questionable, the university PEP Co-ordinator should be contacted immediately.

The final report should be completed and discussed by the associate teacher and pre-service teacher on the last day of the professional experience program. Please note that all objectives must be met at a satisfactory level in order to pass the PEP unit.
Professional Experience Folder

Throughout the period of the professional experience program, pre-service teachers are required to keep a folder. The intention of this folder is to record knowledge, understandings and experiences developed across the PEP placement. It is also expected that pre-service teachers will demonstrate the processes and thinking that contributes to this growing knowledge. For this reason, students should update the folder on a weekly basis during the single day component of the PEP and make it available to the Associate Teacher for reading and comment each week. During the 1 Week Block the folder should again be updated and be available daily.

As a guide the folder should contain the following sections:

1. Centre information
2. Documentation (all documentation developed during PEP – see section 8 for details)
3. Reflections and evaluation
4. Resources

1.1. Centre information

Students will observe, record and reflect on the nature of the setting to develop a working knowledge of centre. This section should contain copies of the centre philosophy and goals, prospectus/handbook, newsletters, health and safety policy, and child protection policies. In addition, pre-service teachers will need to access and read all centre policies. Other suggestions for inclusion in this section include: photos of the room arrangement and placement of materials; a copy of the daily timetable; and diagrams of the indoor and outdoor areas. It is expected that the pre-service teacher will develop this section of the folder during the preliminary visits and the early single day component of the PEP. Pre-service teachers are encouraged to take up as many opportunities as possible to attend staff meetings, committee meetings and any Professional Development sessions offered outside of centre opening hours. Pre-service teachers should take notes on how these are conducted and add this to your resource section. Finally, pre-service teachers must take great care with respect to the confidentiality of centre information and only include material that they have been given permission to use.

The information gather through this process will contribute to an assessment task in EDFD136.
1.2. Documentation

Pre-service teachers are expected to collate, reflect on and implement a range of documentation approaches. A key element of the documentation process should be a focus on children as co-constructors of learning, knowledge, theories and relationships. Students are encouraged to focus on relationships and, as such, documentation will explore relations to and with people and the environment. Many of the children within the group will be included in documentation. Students are encouraged to aim to develop more in depth, richer understandings of up to four children. It is anticipated that the first 4-5 single day visits will involve pre-service teachers recording the practices in relation to documentation observed at the centre. By Week 5/6 of Semester it is expected that pre-service teachers will begin to make links between and reflect on the centre practices and the content covered in their on-campus units (some of these reflections may appear in the Reflective Journal).

1.3. Reflexivity

Students are encouraged to actively question, challenge and critique their own practice through written reflections. Opportunities for dialogue with staff in the centre will enrich this process. Also see below – Reflective Journal.

1.4. Resources

It is recognised that long day care centres work in collaboration with a number of valuable professional agencies and associations. Whilst on PEP and throughout the semester, pre-service teachers are encouraged to develop a folio of these important links within the early childhood profession.

1.5. Reflective Journal

It is a requirement that this journal be maintained throughout the professional experience program. It is suggested that students write in the reflective journal after each single day visit and as a way of making reflective connections between PEP experiences and other units undertaken during the semester. The journal is a private reflective tool and student are not required to show this to centre staff (however, they may share it with staff if they wish).

While reflections on interactions with children and teaching experiences should be evident in programming evaluation, entries in the reflective journal should contribute to growing professional understandings. These questions are helpful in developing an ability to reflect.

Has this reflection helped me to:

- Better understand my own images and beliefs about young children, teaching decisions and actions?
- Raise questions and issues that challenge my current thinking?
- Consider teaching decisions in the light of moral and ethical perspectives?

Students should aim to develop other questions that will help them to reflect in more depth. Ethical considerations and dilemmas relating to experiences should be highlighted where appropriate.

Reflection goes beyond evaluation of worthwhile activities and the assessment of children. Some of the readings that students have engaged with during on-campus units include...
reference to the use of reflection as a professional practice. The following provide some examples students may draw on:


### Requirements of the Professional Experience Program

<table>
<thead>
<tr>
<th>Week</th>
<th>Requirements: responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Week 1</td>
<td>All students:</td>
</tr>
<tr>
<td>Semester 2</td>
<td>- Register centre preferences for PEP with the School of Education office.</td>
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<tr>
<td></td>
<td>- When your acceptance at the centre has been confirmed by the university and centre this must</td>
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<tr>
<td></td>
<td>be registered on the PEP database (students do this at the School of Education office).</td>
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<td></td>
<td>- Ensure criminal history check (Blue Card) is up to date.</td>
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<td></td>
<td>- Attend PEP Briefing.</td>
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<td>- If two students are placed in same centre—meet or speak with other student before making</td>
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<tr>
<td></td>
<td>initial contact with the centre Director (initial visits should be done together if possible).</td>
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<tr>
<td></td>
<td>- Set up a professional experience folder</td>
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<tr>
<td></td>
<td>- Read the PEP Handbook [BEd(EC&amp;P)] thoroughly to ensure you are aware of all requirements.</td>
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<td></td>
<td>- Send letter of introduction to the centre Director.</td>
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<td></td>
<td>- Arrange a time to visit the centre and meet with the Director and supervising staff member/s</td>
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<td></td>
<td>Check that the supervising staff have a copy of this PEP Handbook.</td>
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<tr>
<td></td>
<td>- Undertake preliminary research on your centre.</td>
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<td></td>
<td>- Complete both versions of the letter of consent to parents (this is to be taken to the first</td>
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<tr>
<td></td>
<td>centre visit and discussed with the Director).</td>
</tr>
<tr>
<td>Introductory/ orientation visits</td>
<td>Students should visit centres for between 1-3 days. This needs to be co-ordinated with the</td>
</tr>
<tr>
<td></td>
<td>Director.</td>
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<tr>
<td></td>
<td>The following are suggestions of issues to raise at your initial meeting with the Director and/or</td>
</tr>
<tr>
<td></td>
<td>Associate Teacher:</td>
</tr>
<tr>
<td></td>
<td>- How you should address the staff in front of children and parents.</td>
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<tr>
<td></td>
<td>- The dress standards/expectations at the centre including sun safety.</td>
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<tr>
<td></td>
<td>- Times you will be able to meet with the Director for discussions on your progress and</td>
</tr>
<tr>
<td></td>
<td>involvement in the centre.</td>
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<tr>
<td></td>
<td>- Diversity of children at the centre and any children who require additional support.</td>
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<tr>
<td></td>
<td>- Specific ways students can assist on the first few days.</td>
</tr>
<tr>
<td></td>
<td>- Centre routines and any special events during the period of your PEP.</td>
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<tr>
<td></td>
<td>- Use of tea/coffee, the staffroom, photocopier and other resources.</td>
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<tr>
<td></td>
<td>Also discuss and plan:</td>
</tr>
<tr>
<td></td>
<td>- A preferred way to obtain consent from parents. Complete and pass to the centre director</td>
</tr>
<tr>
<td></td>
<td>your letter of consent to parents.</td>
</tr>
<tr>
<td></td>
<td>- Times and days you will be attending the centre. Discuss ways you can experience a range</td>
</tr>
<tr>
<td></td>
<td>of shifts. Record these.</td>
</tr>
<tr>
<td></td>
<td>Obtain, read, and take notes on the following:</td>
</tr>
<tr>
<td></td>
<td>- Important information from the centre such as the Health and Safety Policy, Child Protection</td>
</tr>
<tr>
<td></td>
<td>Policy, the centre philosophy and goals, and/or the centre prospectus. Discuss with the</td>
</tr>
<tr>
<td></td>
<td>Director how you can use these to obtain the necessary information.</td>
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</tbody>
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28
- A list of names of the children (including DOB)
- Obtain copy of the daily routine/timetable for the room (or write this yourself) noting arrival and departure patterns for children, the routines, and transition times.
- Obtain diagrams of the indoor and outdoor areas (or draw these yourself) noting the location of emergency exists, first aid kit, and other emergency equipment.

### Single day visits
- Observe and become actively involved in the daily tasks of the centre.
- Participate fully in all aspects of the program.
- Focus on working with the staff in the room and becoming part of the ‘team’.
- Get to know the children by interacting with them at every opportunity (remember to place yourself at the children’s level whenever possible).
- Introduce yourself to parents and children wherever possible. Wear your student identification.
- Participate in and at times take responsibility for various elements of the day and caring routines (for example, arrival and departure times; transition times; meal times, nappy change). Students should be at the centre for at least one opening and one closing shift. Although taking increasing responsibility during the PEP, a student should be supervised at all times.
- Collate and finalise consent forms for observation and documentation.
- Experience the practical aspects of teaching - become involved in all preparation, maintenance and clean-up tasks.
- Participate in all tasks and responsibilities undertaken by the staff in the room. This will involve preparation and set up of resources/equipment, cleaning up and packing away. Be observant to notice and act upon any task you can undertake to contribute to the management of the learning environment.
- Help set up the indoor/outdoor environment each day. Think about flexible ways of setting up the environment and discuss your ideas with the supervising teacher/staff. Consider the safety and wellbeing of the children and, as well, consider what constitutes reasonable risk-taking. Discuss this with the Associate teacher and other member of the team.
- Be mindful of making links with other units you are enrolled in this semester. Talk about this with your supervising teacher.
- Experiment with different ways of documenting. Discuss this with staff. Start developing documentation on 4 focus children (as a guide only) as well as the other members of the group. (Link to EDFD136 assignment tasks).
- Write reflections in your reflective journal—do this as part of your regular routine. Make links between your experiences/observations and theory/unit content from your course.
- Understand and share in some of the administrative responsibilities of the centre director. This may involve becoming familiar with procedures for excursions, enrolment/waiting lists, accident reports, budgeting, staffing rosters and the like.
- Work as a member of a team. This may involve talking with the Director/Associate Teacher about roles and responsibilities, observing strategies that build team spirit, and contributing ideas and resources in a sharing manner. Students may be invited to attend a staff meeting or other centre functions if this is considered appropriate.
- At home, write up reflections in your reflective journal. Link these to your prior and current units, and to your prior knowledge and experiences. You will need at least 2 hours after each single day to reflect and document on your observations and prepare for the next visit. It is best to do this as soon as possible after the visit.

| Week Block | By the Week Block you should be able to negotiate with the Associate Teacher ways in which you can be more involved in fostering the relationships with children, engaging in their daily routines, and planning and implementing learning experiences. You may be able to take some responsibility for the many aspects of the room’s program. This will entail much collaboration with staff and you will need to be organised.
- Use your documentation and discussions with other team members as the basis for planning responsive curriculum/learning experiences for children.
- Write reflections in your reflective journal—do this as part of your nightly routine. Make links between your professional experience and units undertaken in your course to date.
- During the Week Block you will need at least 2 hours per night to write observation/reflections, plan and prepare learning experiences and resources.
- There will be a De-briefing session for all students on Friday at 4.30. Pre-service teachers need to negotiate their start/finish times for this day to allow time to travel to ACU for this important session.

| Final report | Supervising staff member completes the report and discusses with student. This discussion should also involve the Director. The report is submitted by the pre-service teacher at the Friday De-briefing session. |
APPENDICES
FACULTY OF EDUCATION GRADUATE ATTRIBUTES

ACU pre-service teachers are guided in their professional practice by the Faculty of Education’s graduate attributes.

INTELLECTUAL
ACU graduates will have an understanding of themselves as learners and educators, and demonstrate, practise and exemplify a commitment to lifelong learning.

They will strive to:
- meet intellectual challenges using a range of cognitive processes, such as problem solving, critical thinking and creativity
- be reflective, independent and flexible thinkers who are open to new ideas and ways of learning
- engage in independent and collaborative learning as an ongoing search for meaning and understanding
- understand the interconnected nature of knowledge and multidisciplinary approaches to learning
- understand the purpose of research and be able to undertake research in a range of professional settings
- communicate with clarity and fluency in a range of forms and for a variety of purposes.

PROFESSIONAL
ACU graduates will have a comprehensive knowledge of education and the expectations of employing authorities, the qualities and skills required to undertake professional responsibilities and leadership roles in an informed commitment to professional values and ethics.

They will strive to:
- Model ethical conduct in the performance of professional duties and responsibilities
- Demonstrate a commitment to professional growth
- Engage in research and scholarship in a way that informs professional practice
- Be open to and be able to manage complexity and change
- Have communication skills that reflect an understanding of self and others in the learning environment
- Promote a flexible, independent and dynamic learning environment using appropriate technologies
- Engage in learning communities in an open and responsive manner that inspires and empowers others.

VALUES
ACU graduates will value and respect the dignity of all persons and their life journeys as a source of spirituality, meaning and ethical behaviour.

They will strive to:
• Value the spiritual dimension of life and work
• Demonstrate an understanding of and a concern for the rights of all people
• Respect the richness of religious, social and cultural diversity
• Acknowledge Indigenous Australians’ deep spiritual relationship with the land and value and respect Indigenous cultures
• Engage in the community in ways that promote inclusivity and a sense of belonging
• Have a futures/global perspective that promotes sustainable and equitable engagement with the Earth and its peoples
• Be agents of change in working for an equitable and just society.

PROFESSIONAL STANDARDS FOR QUEENSLAND TEACHERS

The QCT Professional Standards focus on three key aspects of teachers’ work and ACU preservice teachers are guided in their professional practice by these standards.

1. Teaching and learning that focuses on the teacher’s role in designing and managing individual and group learning experiences that:
   - develop students’ language, literacy and numeracy
   - focus on the design and implementation of learning experiences that are intellectually challenging
   - value diversity
   - incorporate effective assessment and reporting of student learning.

2. Professional relationships that:
   - support the social development and participation of young people
   - create safe, supportive and stimulating learning environments
   - foster effective relationships with families and the community
   - contribute to effective professional teams.

3. Professional growth that demonstrates a commitment to reflective practice and professional renewal.

The Professional Standards for Queensland Teachers can be found at:

RISK OF FAILURE
The following steps need to be taken:

- If an Associate 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 Associate Teacher should alert the pre-service teacher of the concern and possibility of being placed ‘At Risk’. A visit by an ACU Visiting Supervisor or the relevant ACU PEP Coordinator will then be organised to provide further assessment.

- The pre-service teacher must be advised in writing of the reasons for being placed at risk. This would normally happen at the half way point of the PEP, although it may occur at any time during the PEP. A copy of the At Risk of Failure form, clearly identifying the issues, should be handed to the pre-service teacher. In the event a pre-service teacher’s performance declines during the latter half of the PEP, the At Risk process should be actioned immediately to allow the opportunity for the pre-service teacher to receive support prior to the completion of the program.

- Contact must be made with the University immediately and an At Risk of Failure form (available online from the ACU PEP site) should be emailed/faxed to the ACU School of Education office.

- In consultation with the Associate Teacher, the ACU Visiting Supervisor will complete the appropriate ACU Visiting Supervisor’s Report form providing details of the concerns and strategies for improvement (refer to the Appendices for ACU Visiting Supervisor Report pro-forma). It is expected that pre-service teachers will have sufficient time to demonstrate improvement before the end of the practicum. Therefore, the pre-service teacher and the relevant ACU PEP Coordinator should be alerted to possible risk of failure at least five calendar days before the end of the practicum.

- The pre-service teacher and Associate teacher, in consultation with the site coordinator and university PEP co-ordinator, make a plan to support the pre-service teacher in the area/s in which he or she needs improvement.

- If the pre-service teacher shows suitable improvement in the identified area/s, he or she passes the unit and continues with the course. If not, a number of support options are available to both the pre-service teacher and the Associate teacher.

- 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 Support Coordinator to address identified concerns, and to strengthen teaching strategies.

- Mission Engagement/Campus Ministry and Student Services Counsellors are available for additional support and care of the pre-service teacher.
**Professional Experience Program (EDFX111) – Record of Days**

(Include a record of make-up days (negotiated between Director, Associate Teacher and Pre-service Teacher)

<table>
<thead>
<tr>
<th>Day and date</th>
<th>Start time</th>
<th>Finish time</th>
<th>Hours</th>
<th>Pre-service teacher signature</th>
<th>Associate teacher signature</th>
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<tbody>
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</table>
Examples of Consent Forms

LETTER OF INTRODUCTION/INTRODUCTORY POSTER (PASSIVE CONSENT)

(example of content only)

Each student will develop their own letter or poster, or will provide this information to the Director for inclusion in the parent newsletter.

Dear Parent/Parents,

My name is: _______________________________________

I am a student at Australian Catholic University (ACU National). I am undertaking the Bachelor of Education (Early Childhood & Primary) course. As a requirement of this course, I will be attending the centre on the following dates:

1. Introductory/orientation: (insert dates)
2. 12 single day visits (insert days)
3. 1 week block: (insert dates)

During this time I will be observing and working with the children to become aware of how children think, play and learn. For documentation, I would like to write observations of children, take photographs, and perhaps video or audiotape certain activities. I would also like to retain some of the children’s work samples.

I am required to use this kind of documentation to record children’s thinking, play and learning, and to plan meaningful follow-up learning episodes for the children. This information will then be used for my study and assessment purposes.

If you would prefer your child not to participate at all, or, for example, not to be photographed or videotaped, please talk with the teacher/s or with me. I will respect your wishes.

I look forward to working with you and your children while we are visiting the centre and sharing documentation about your child’s play and learning.

With best wishes
(Insert name here)
Dear Parent/Parents,

My name is ____________________________________________

I am student at Australian Catholic University (ACU National). I am undertaking the Bachelor of Education (Early Childhood & Primary) course. As a requirement of this course, I will be attending the centre on the following dates:

4. Introductory/orientation: (insert dates)
5. 12 single day visits (insert days)
6. 1 week block: (insert dates)

During this time I will be observing and working with the children to become aware of how children think, play and learn. For documentation, we would like to write observations of children, take photographs, and perhaps video or audiotape certain activities. I would also like to retain some of the children’s work samples.

I am required to use this kind of documentation to record children’s thinking, play and learning, and to plan meaningful follow-up learning episodes for the children. This information will then be used for my/our study and assessment purposes.

I am seeking your permission to do this.

Please complete the permission slip below and return it to (indicate where completed forms should be deposited and by when).

I look forward to working with you and your children while we are visiting the centre and sharing documentation about your child’s play and learning.

If you have any questions at all, please let me know.

With best wishes
(Insert name here)

Parent or Guardian must sign

I give permission for my child/children to participate in observation and documentation conducted by ACU National student.

<table>
<thead>
<tr>
<th>Child/children’s name/s</th>
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</thead>
<tbody>
<tr>
<td>Parent’s name</td>
<td></td>
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<tr>
<td>Parent’s signature</td>
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<tr>
<td>Date</td>
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</tbody>
</table>

OR

I do not give permission for my child/children to participate in observation and documentation conducted by ACU National student.

<table>
<thead>
<tr>
<th>Child/children’s name/s</th>
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</thead>
<tbody>
<tr>
<td>Parent’s name</td>
<td></td>
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<tr>
<td>Parent’s signature</td>
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<tr>
<td>Date</td>
<td></td>
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</tbody>
</table>
Forms
Teacher Name: ____________________________ Centre: __________________
Address: ___________________________________ Postcode: ______ Phone: ____________

Teachers are required to complete a Bank/Tax Details Form and submit attached to this Claim Form.

Pre-service Teacher Name: ____________________________ PEP Unit Code: ______

<table>
<thead>
<tr>
<th>Professional Experience</th>
<th>Period of Supervision: ___ /___ /___ to ___ /___ /___ Total (working) Days:____</th>
</tr>
</thead>
</table>

Was/Were there Public Holiday/s during the placement? □ No  □ Yes


Dates Student Not Attended:


Dates Associate teacher Not Available:


<table>
<thead>
<tr>
<th>Pre Professional Experience</th>
<th>Individual Dates that Pre-Service teachers attended:</th>
</tr>
</thead>
</table>

Jobshare Teacher

Available teaching days (eg. Mon/Tue and alt Wed)

SIGNATURE of TEACHER:________________________ DATE __________________

CERTIFICATION BY PRINCIPAL/DIRECTOR
I hereby certify that appropriate supervision of the above named student was carried out by this Teacher and that the above details are correct.

SIGNATURE of PRINCIPAL/DIRECTOR:________________________ DATE __________________

UNIVERSITY USE ONLY

The above details agree with University records and payment of the allowance for □ □ days is approved.

SIGNATURE:________________________ DATE __________________

Professional Experience Program Officer

Please return forms to Professional Experience Program Officer, Australian Catholic University, PO Box 456, Virginia Qld 4014.

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/privacy_policy.cfm.
ACU NATIONAL – MCAULEY AT BANYO
PEP – Bank/Tax Details Form

Please return this form (and your Payment of Teacher Allowance form) to:
PEP Administration Officer
ACU National, PO Box 456, Virginia QLD 4014

ONLY TO BE COMPLETED BY TEACHERS FROM NON-SYSTEMIC SCHOOLS (LUTHERAN, STATE, ANGLICAN AND RELIGIOUS ORDERS) and CENTRES

POSITION: 

SCHOOL/CENTRE NAME: 

SURBUB/TOWN: 

PERSONAL DETAILS (to be completed by the prospective employee)

<table>
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<tr>
<th>Title:</th>
<th>Surname:</th>
<th>Payment of salary is by Electronic Funds Transfer:</th>
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<td>Bank/Credit Union:</td>
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<td>BSB: -</td>
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<td></td>
<td>A/C No:</td>
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</tbody>
</table>

State: P/Code: Phone: ( )

Date of Birth: / / Year: Sex: M / F

Have you been employed previously at Australian Catholic University: YES / NO Year: 

TESS Superannuation Number (if known): 

This is to be completed in place of a full TAX FILE NUMBER DECLARATION normally obtainable from the ATO.

| (*) Q1 Tax File |  | Yes | No |
| (*) Q2 I agree to have my tax file number passed on to my Superannuation fund. |  | Yes | No |
| (*) Q8 Are you an Australian resident for taxation purposes? |  | Yes | No |
| If no, you cannot claim the tax-free threshold. |  | Yes | No |
| (*) Q9 Do you wish to claim the tax-free threshold from Australian Catholic University? |  | Yes | No |
| If you have more than one job and you currently claim the tax-free threshold from another payer DO NOT claim it now. |  | Yes | No |
| If you have answered NO to this question, rebates cannot be claimed on this form. |  | Yes | No |
| (*) Q10 & Q11 Rebates and Family Tax Benefits: Are you claiming a family tax benefit through a reduced rate of |  | Yes | No |
| (*) Q12 Do you have an accumulated Higher Education Contribution Scheme (HECS) debt? |  | Yes | No |
| (*) Please refer to the Tax File number declaration form available from ATO. Any questions you may have should be directed to ATO. |  | Yes | No |

Signature: ______________________________________ Date: ____________________

OFFICE USE ONLY Cost Account Number: 516 51400 D2036

Pay Due

Pay Due

Pay Due

Verified by

Approved by
**Professional 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 ‘confidential’ and then, on the first day of professional experience, leave it with the School Secretary 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:</th>
<th>Phone Number(s):</th>
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<td>Eg: Mother</td>
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<td>Eg: Mother</td>
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<td>3</td>
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<td>Eg: Mother</td>
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</tbody>
</table>

Please include Area Code

In case of an emergency, I, …………………………………….give the school where I (pre-service teacher) 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’s Phone No: ………………………………………………………………………

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

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

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

Privacy Statement

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EDFX111 PROFESSIONAL EXPERIENCE EARLY CHILDHOOD 1
FINAL REPORT

Pre-service Teacher’s Name ______________________________ Date _____________
Centre ___________________________ Group ______

This final report should be completed by the Associate teacher and discussed with the pre-service teacher at the COMPLETION of the Professional Experience.

<table>
<thead>
<tr>
<th>TEACHER AS PROFESSIONAL</th>
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<tbody>
<tr>
<td>Punctuality</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Appropriate dress that is neat and tidy</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>A well organized PEP file</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Commitment to professional growth</td>
<td>Evident</td>
<td>Emerging</td>
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<tr>
<td>Ethical conduct</td>
<td>Evident</td>
<td>Emerging</td>
</tr>
<tr>
<td>Organised approach to centre tasks</td>
<td>Evident</td>
<td>Emerging</td>
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<tr>
<td>Collaborative engagement with colleagues</td>
<td>Evident</td>
<td>Emerging</td>
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<tr>
<td>Confident communication skills</td>
<td>Evident</td>
<td>Emerging</td>
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<tr>
<td>Proactive response to advice</td>
<td>Evident</td>
<td>Emerging</td>
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<tr>
<td>A reflective approach to practice</td>
<td>Evident</td>
<td>Emerging</td>
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<tr>
<th>WORKING WITH CHILDREN AND FAMILIES</th>
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<tr>
<td>Effective practices to support a responsive curriculum</td>
<td>Evident</td>
<td>Emerging</td>
</tr>
<tr>
<td>Appropriate approach and skills to promote and action supportive relationships</td>
<td>Evident</td>
<td>Emerging</td>
</tr>
</tbody>
</table>

Number of EDFX111 days completed: ____________ Days

PROFESSIONAL EXPERIENCE PROGRAM RESULT: PASS

Supervisor: ___________________________ Date: ________________
Director: _____________________________ Date: ________________

The EDFX111 Professional Experience Early Childhood 1 Final Report has been discussed with me.

Pre-service Teacher ___________________________ Date: ________________

This report has been endorsed by: Australian Catholic University
School of Education – Queensland