



MASTER OF TEACHING (EARLY CHILDHOOD)

Professional Practice & Seminar Student Handbook

1	2	3 Ready to Teach	MTeach Option
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MASTER OF TEACHING

The Master of Teaching program was introduced by the Melbourne Graduate School of Education in 2008 in line with the University's introduction of the Melbourne Model. The Master of Teaching is a clinically-based teacher education program that aims to develop teachers as interventionist practitioners, with high-level analytic skills who are capable of using data to identify and address the learning needs of individuals. The program offers two fundamental changes from the previous graduate diploma model for teacher education:

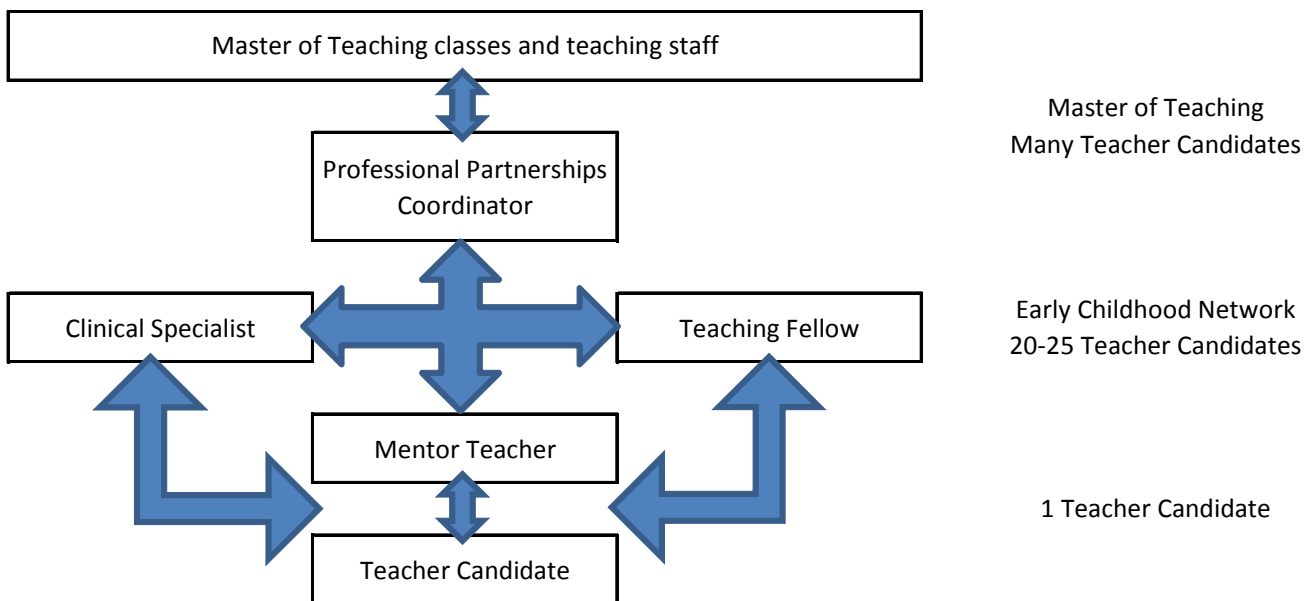
- the introduction of clinical teaching models using a group of partnership centres or schools in which Teacher Candidates are supported by University-based Clinical Specialists and centre or school-based Teaching Fellows
- the re-conceptualisation of professional teaching and the role of the teacher as an 'interventionist practitioner', informed by a solid theoretical and research base in learning and development, pedagogy, curriculum and assessment

The Master of Teaching (Early Childhood) core components are completed in one and a half years. Teacher Candidates can exit the course at this point with a Postgraduate Diploma in Teaching or continue on with an optional final semester to achieve the Master of Teaching.

Semester 1	Professional Practice & Seminar 1 (12.5)	The Early Childhood Profession (12.5)	The Child 0-8 (12.5)	Curriculum Pedagogy & Assessment 1 (12.5)
Semester 2	Professional Practice & Seminar 2 (12.5)	Early Language & Literacy (12.5)	Child Health & Wellbeing (12.5)	Curriculum Pedagogy & Assessment 2 (12.5)
Semester 3	Professional Practice & Seminar 3 (12.5)	EC Leadership & Communities (12.5)	The Creative & Expressive Child (12.5)	Science & Mathematics in EC (12.5)
Semester 4 Optional	MTeach Option (50)			

UNIVERSITY-CENTRE/SCHOOL PARTNERSHIPS

Central to the applied clinical model in the Master of Teaching is the extensive practical training the program offers to Teacher Candidates. Candidates undertake their professional practice in partnership centres and schools that are part of an Early Childhood Network. Key roles and responsibilities within this partnership model are described below. These roles ensure the coherent delivery of the professional practice component of the program as well as the strong linkage between theory and practice.



Teacher Candidate

Teacher Candidates are pre-service student teachers enrolled in the Master of Teaching. The placement experience for each Teacher Candidate is coordinated primarily within one centre or school, although Teacher Candidates will attend fortnightly seminars with other Teacher Candidates in their Early Childhood Network.

Mentor Teacher

Mentor Teachers are appointed by the centre or school and are responsible for guiding and supporting Teacher Candidates' teaching experiences, assessing teaching practice and providing feedback on a day to day basis. Mentor Teachers work in consultation with Teaching Fellows and Clinical Specialists to devise programs that meet the needs of Teacher Candidates.

Teaching Fellow

Teaching Fellows are employed by and within Early Childhood Networks. Teaching Fellows coordinate the centre or school-based program for the group of Teacher Candidates placed in their network. Teaching Fellows brief Mentor Teachers on placement requirements and maintain regular contact throughout the supervision period. Teaching Fellows also provide pastoral support to Teacher Candidates, observe Teacher Candidates' teaching and provide formative and summative feedback and assessment on Candidates' teaching practice and Professional Practice Portfolio development. Teaching Fellows assist Clinical Specialists with the preparation and delivery of the Practicum Seminar program.

Clinical Specialist

Clinical Specialists are academic staff members involved in the teaching of the Master of Teaching coursework program, thus providing important links between theory and practice. Clinical Specialists promote the centre and school-university partnership, observe Teacher Candidates' teaching and provide formative and summative feedback and assessment on Candidates' teaching practice and Professional Practice Portfolio development. Clinical Specialists assist Teaching Fellows with the preparation and delivery of the Practicum Seminar program.

Director

Directors work closely with Placement Officers to facilitate the placement of Teacher Candidates with Mentor Teachers. Directors also liaise with Teaching Fellows and Clinical Specialists. The Director may be responsible for inducting Teacher Candidates into centre and school processes and policies and may also act as a Mentor Teacher.

Professional Partnerships Coordinator

The Professional Partnerships Coordinator oversees centre and school-university partnerships and is responsible for the academic content of the Professional Practice subjects, including Professional Practice Seminars. The Professional Partnerships Coordinator develops and monitors assessments of Teacher Candidates, provides ongoing leadership, support and professional development for Teaching Fellows and Clinical Specialists, and participates in ongoing evaluation of the Master of Teaching program.

Placement Officer

Placement Officers are based in the Education Student Centre and are responsible for arranging professional practice placements for Teacher Candidates in accordance with program policies. Placement Officers provide advice and assistance to Teacher Candidates, Directors, Teaching Fellows and Clinical Specialists and work closely with the Professional Partnerships Coordinator. Placement Officers also facilitate administrative requirements of placements including online reporting and results processing.

Program Coordinator	Professional Partnerships Coordinator	Placement Officer
Jane Page 8344 4502 j.page@unimelb.edu.au	Jan Deans 9035 4439 j.deans@unimelb.edu.au	Alison Kennett 8344 8453 akennett@unimelb.edu.au

Network	Clinical Specialist	Teaching Fellow
Darebin		Marissa Di Stefano 9419 4089 m.distefano@unimelb.edu.au
Melbourne A	Sarah Young 8344 8799 sry@unimelb.edu.au	Mimma Lombardo 9328 8953 domlom@melbourne.vic.gov.au
Melbourne B	Mel Collings 8344 0979 melc@unimelb.edu.au	Carol Ryan 9328 8953 carrya@melbourne.vic.gov.au
Moreland	Rachel Flotman 9035 4816 rachelf@unimelb.edu.au	Maree James mjames@moreland.vic.gov.au
Stonnington	Rosemary Jones 8344 5276 r.jones@unimelb.edu.au	Fariba Saloor 9873 7910 fsaloor@unimelb.edu.au
Yarra	Jane Page 8344 4502 j.page@unimelb.edu.au	Kerry Noad 9205 5229 kerry.noad@yarracity.vic.gov.au

PLACEMENT STRUCTURE

Teacher Candidates will experience a range of early childhood settings and cultures during their placements. Candidates are encouraged to reflect on their experiences and value the diversity and richness of each environment. They may expect that some core elements of the experience will be common to all placements, including opportunities to:

- observe differing modes of practice and gather data about learning and teaching
- teach under guidance and with collaboration and receive feedback from Mentor Teachers and qualified staff
- reflect on teaching, observations and data in order to develop a personal learning and teaching philosophy
- build relationships within the school community to understand and become part of its culture

A key principle underpinning the Master of Teaching is the sequencing of theory and practice. The placement component of the program is therefore scheduled to complement the academic content taught in the University, and involves two days per week followed by a block placement.

The placement structure provides Teacher Candidates opportunities for orientation to the centre or school, guided observation of a range of classes, participation in extra-curricular activities, and gradual growth of responsibility for planning and teaching lessons and assessment of student work. Initially, Teacher Candidates may work specifically with small groups of students in the classroom. They may then collaborate with the Mentor Teacher in team teaching. Teacher Candidates will be expected to progress to teaching the whole class by the commencement of the block component of the placement.

Teaching Fellows will assist Mentor Teachers and Teacher Candidates to devise a program that comprises 50% of time spent in centres and schools each week in classrooms teaching (including team teaching) and observing classes, and 50% of time spent planning and evaluation of lessons, participating in extra-curricular activities, collecting data, and completing tasks related to University-based coursework.

Centre and school staff are also asked to facilitate the Teacher Candidate's observation of classes across a range of subjects and year levels, not only those of the Mentor Teacher.

It is anticipated that arrangements will be negotiated according to individual centre and school contexts and Teacher Candidate needs. It is important that Teacher Candidates are able to access suitable workspaces and electronic resources in order to engage in many of their academic tasks / activities.

OVERVIEW OF PLACEMENT ACTIVITIES

In order for Teacher Candidates to develop a range of planning, teaching, learning and assessment strategies, placements should offer opportunities covering:

- Orientation to the early childhood centre and students
 - orientation to the centre and centre population, including physical arrangements, organisation of the centre / school, history, enrolments, staffing, specialist services, school charter and policies, school council, and parental and community involvement
 - communication of policies and procedures, including Environmental Health and Safety
 - introduction to the records kept in the class, including the roll and cash book
 - involvement and recording of teacher's daily tasks, including class discussions,

- preparation of materials, yard duty, collection of notes, arranging lunch orders, viewing and assessment of student work
 - observations of students' interests and achievements, and friendship groups
 - development of skills and knowledge in relation to school equipment such as photocopiers, computers and audio-visual equipment
- Observation
 - transition times
 - classroom organization
 - teaching strategies
 - classroom relationships
 - classroom management strategies
 - communication with students and the context of those communications
 - questioning techniques
 - feedback to students
 - recording the experiences and behaviour of individual students
 - commencing and concluding lessons
 - using students' names
 - modulation and pitch of voice
 - movement of teachers during the class
 - management and use of classroom space and materials
 - following and observing individual students or class
- Planning and assessment for teaching and learning
 - examination of curriculum policy documents
 - organisation and development of daily, weekly and unit planning
 - evaluation of students' performance and teachers' work
 - planning of interventions related to specific students or groups of students
 - collection of resources
 - regular assignment of teaching tasks including jointly planned sessions involving groups and the whole class
 - regular discussion with Mentor Teacher to gain feedback
 - experimentation with classroom management strategies
 - acknowledgement of different learning styles and multi-literacies
 - development of strategies for questioning, giving directions, and facilitating discussions
 - organisation of space and materials
 - timing of phases of a session / lesson
 - balancing whole class individual and small group activities
 - integration of ICT into learning and teaching
 - input into the assessment and reporting process
- Ethical and legal requirements
 - gaining an understanding of the legal and quasi legal aspects of the teacher's role, including responsibilities in relation to parental consent and safety during excursions, yard duty and confidentiality in relation to personal information about students and staff
 - adhering to the formal lines of responsibility and accountability within schools and the school systems
 - reflecting on legal and ethical responsibilities of teachers including accountability, excursions and supervision, record keeping and formal monitoring and assessment procedures such as reporting and parent teacher interviews
- Extra-curricular involvement
 - yard duty

- attendance and participation at staff meetings
- attendance and participation at parent teacher interviews
- sporting and club programs
- centre or school musicals and exhibitions
- camps and excursions
- professional development seminars

MINIMUM TEACHING REQUIREMENTS

Teacher Candidates should have approximately 5-6 contact hours with students per day during placement.

SEMINAR PROGRAM

The Professional Practice Seminar Program provides a regular opportunity for Teacher Candidates to meet in their Early Childhood Networks and reflect on their developing understanding of Professional Knowledge, Professional Practice and Professional Engagement and Commitment.

Professional Practice Seminars provide a link between centre and school-based practice and University-based coursework, and are facilitated by the Clinical Specialist with assistance from the Teaching Fellow.

The seminar program focuses on issues concerning quality in teaching and the production of Teacher Candidates' Professional Practice Portfolio. Teacher Candidates are encouraged to examine how the evidence they collect relates explicitly to the Early Childhood Graduate Teachers Standards and the Victorian Institute of Teaching (VIT) *Standards for Graduating Teachers*. The seminar program also draws on work from university subjects throughout the course and explores how the content informs the decisions teachers make in their classroom teaching.

The seminar program includes discussion and analysis of:

- ethical and legal requirements of teaching and professional accountability
- data related to centre and school populations and classroom diversity within the cognitive, social and cultural domains
- curriculum documents at the centre and school level and identification of centre and school priorities
- unit plans and classroom strategies to promote professional collaboration and collegiality
- observation notes with a focus on strategies for building productive learning environments and considerate behaviours
- centre and school assessment policy and presentation of data including running records
- parent teacher interviews and student reports
- job applications and mock interviews

ASSESSMENT

Assessment of Professional Practice and Seminar subjects is based on:

- attendance requirements
- teaching performance and artifacts
- development of the Professional Practice Portfolio
- Practicum Exhibition

Each component must be completed to a satisfactory level to pass the subject.

Attendance Requirements

Teacher Candidates must attend all placement days and seminar sessions. A medical certificate must be supplied for any absences and make up days must be negotiated with the Mentor Teacher. Make up work for seminar absences must be negotiated with the Clinical Specialist.

Teaching Performance

Formative assessment of Teacher Candidates' engagement with teaching and evidence of student learning will be conducted in consultation with the Teaching Fellow and Mentor Teacher. The main purpose of this assessment is to assist Teacher Candidates to monitor their professional engagement in teaching, to identify areas of teaching needing further development and to help develop strategies to address particular needs.

Teacher Candidates will complete regular self-evaluations with the input of the Mentor Teacher. The self-evaluation will frame a professional dialogue about teaching performance between the Teacher Candidate and the Mentor Teacher.

A summative assessment of teaching practice will be completed by the Mentor Teacher at the end of each placement. The Teaching Fellow and Clinical Specialist will discuss each Teacher Candidate's progress with the Mentor Teacher prior to the report's completion.

Professional Practice Portfolio - LMS

The Professional Practice Portfolio provides an electronic repository for Teacher Candidates to collect evidence and reflections of their professional growth. The Portfolio's contents will be used to inform the development of artifacts assessed at the end of the semester by the Teaching Fellow in collaboration with the Clinical Specialist.

The Portfolio is to be divided into the three domains of Early Childhood Teacher Graduate Standards:

- Professional Knowledge
- Professional Practice
- Professional Engagement and Commitment

Each week Teacher Candidates are required to submit critical reflections on their practice in one the domains. These reflections form the basis of artifact development and to support the final Practicum Exhibition.

The Professional Practice Folder

The Professional practice Folder should include all professional documentation such as centre and school information booklets, induction booklets, policy documents, seminar tasks, hard copies of all lesson plans, lesson observation/feedback sheets, resource files and any other relevant

information. Professional documentation should be maintained regularly and made available upon request by the Mentor Teacher, Clinical Specialist and Teaching Fellow.

Practicum Exhibition

The Practicum Exhibition provides Teacher Candidates with an opportunity to demonstrate and discuss their development as a teacher and to celebrate growth in their teaching and their readiness to move from pre-service teacher to graduate teacher and employment.

The Exhibition is graded by the Teaching Fellow and Clinical Specialist.

In the Exhibition the Teacher Candidate will present an account of the development of their practice by:

- reflecting on the key factors that have contributed to their professional growth and learning in teaching
- identifying major achievements in their teaching, particularly in regards to interventionist practice
- sharing evidence they have collected about their practice and explain how this illustrates their growth and development in teaching
- linking their development as a professional to two or three VIT Standards for Graduating Teachers

ADMINISTRATIVE REQUIRMENTS

WORKING WITH CHILDREN CHECK

The Victorian Government (Department of Justice) requires anyone working or volunteering with children to meet a minimum checking standard. The Working with Children Check (WWCC) helps to protect children from sexual or physical harm by checking a person's criminal history for serious sexual, violence or drug offences and findings from professional disciplinary bodies. Information about the WWCC is available at:

<http://www.justice.vic.gov.au/workingwithchildren>

All Teacher Candidates must supply evidence of a current WWCC to attend placements.

WWCC application booklets were included in offer packs and are available from Australia Post Offices and the Education Student Centre. As a volunteer, Teacher Candidates do not need to pay for the WWCC.

If you already have a current WWCC, you should update your details to include the Melbourne Graduate School of Education using a Change of Personal Details Form available from:

<http://www.justice.vic.gov.au/wps/wcm/connect/justlib/working+with+children/home/maintaining+your+check/wwcc+-+change+of+personal+details+form+%28pdf%29>

Please contact the Education Student Centre at +61 3 8344 8285 with any questions about the WWCC process.

TEACHER CANDIDATE INFORMATION FORM

Teacher Candidates should have submitted their completed Teacher Candidate Information Form to the Placements Team on Enrolment Day. If you have not submitted this form, please do so as soon as possible.

The purpose of the Teacher Candidate Information Form is to guide the initial placement of each Teacher Candidate and alert the Placements Team to any special circumstances. All information is confidential.

Teacher Candidates are advised to disclose to their placement centre and school any medical condition that may impact on their own safety or the safety of others.

EMERGENCY INFORMATION FORM

Teacher Candidates will be provided with an Emergency Information Form and confidential envelope at the first Preparation Day. This form provides vital information to centre and school and emergency response staff in the event of an emergency during placement.

Please complete the form, place in the confidential envelope provided, and hand to the Student Teacher Coordinator on your first day of placement at each centre and school. At the end of each placement, you should collect your form from the centre and school. If your details change, please collect a new form from the Education Student Centre.

PLACEMENT SCHEDULE AND NOTIFICATION

PLACEMENT SCHEDULE

The placement schedule for each year is made available online at:
<http://www.education.unimelb.edu.au/currentstudents/profprac/>

ACCESSING YOUR PLACEMENT INFORMATION

Confirmed placement details are made available online as soon as they are confirmed at:
<http://www.education.unimelb.edu.au/currentstudents/profprac/>

- ☞ Go to Access My Placement Information
- ☞ Log in using your university username and password

Placement confirmation is an ongoing process. You are strongly encouraged to check your Student Portal and LMS regularly for information relating to placement.

PLACEMENT CORRESPONDENCE

Teacher Candidates should check their university email accounts at least twice a week via the Student Portal. All communication from Melbourne Graduate School of Education staff will be sent to your university email account.

Any correspondence regarding the administration of your placement should be directed to the appropriate Placement Officer. The Placement Officer for your course is:

Alison Kennett
Placement Officer
Ph: 8344 8453
akennett@unimelb.edu.au

CHANGES TO PERSONAL INFORMATION AND ENROLMENT

Changes to personal information such as address and contact details should be made via the Student Portal. It is essential that the university has an accurate record of your personal details in order to arrange appropriate placements and in case of emergency.

Changes to enrolment should be made through the Education Student Centre. Where enrolment changes affect placement subjects, please notify your Placement Officer directly in addition to the formal processes.

PLACEMENT POLICIES

PLACEMENT SELECTION

All Teacher Candidates are placed in a registered centre and school. Government schools are registered with the Department of Education and Early Childhood Development and non-Government schools are registered with the Registered Schools Board.

Teacher Candidates will be placed in a cohort within the network of Melbourne Graduate School of Education partner centre or school by Placement Team staff. Teacher Candidates should not approach centres or schools for a placement.

Teacher Candidates are generally not placed in a centre or school they attended or in which they are currently employed.

Teacher Candidates cannot be placed in the centre or school in which their children or siblings are enrolled, or in a centre or school at which a relative is employed.

Teacher Candidates cannot arrange for their children to be placed in the same centre or school as themselves during their placement.

Placements are full time and absences for work or other commitments are not permitted.

Teacher Candidates cannot be paid whilst on placements or internships.

Special needs or circumstances are considered when arranging placements. However, special arrangements must meet subject and course requirements and contribute to the Teacher Candidate's successful development as a classroom teacher or practitioner capable of participating fully in the responsibilities of the profession.

EXCLUSION FOR HEALTH REASONS

The University of Melbourne Statute 11.4 - *Exclusion for Health Reasons* permits exclusion of Teacher Candidates from placements if the Teacher Candidate is suffering from a condition which makes them unfit to pursue studies in teaching practice. For more information, please see: <http://www.unimelb.edu.au/Statutes/s114.html>

INSURANCE COVER

Students are covered by the University's Personal Accident, Public Liability and Professional Indemnity insurance policies whilst they are participating in, and travelling directly to or from, authorised placements. Students who are not officially enrolled in a placement subject are not covered. For further information, please see: <http://www.fpg.unimelb.edu.au/io/>

Teacher Candidates are not eligible for Workcover because they are not employees of the University or of any centre or school in which they are placed, except where an employment arrangement exists independently of the Teacher Candidate's program of study.

A Teacher Candidate injured in a road accident is eligible to claim for benefits under the Victorian Compulsory Third Party Bodily Injury Insurance Scheme.

TEACHER CANDIDATE RESPONSIBILITY DURING PLACEMENTS

Teacher Candidate Liability

Teacher Candidates should not be left in sole charge of children or classes and should not take over the roles of supervisors who are absent. This includes non-teaching activities such as yard duty, excursions and camps. The legal responsibility for a class or group of children being taught by a Teacher Candidate rests with the Mentor Teacher.

Similarly, Teacher Candidates should not undertake responsibilities within a centre or school that are beyond their level of skill or experience and should not represent themselves as fully qualified teachers under any circumstances.

Teacher Candidates are encouraged to work with centres or schools in non-teaching activities such as camps, excursions, parent / teacher activities and centre or school fetes. However, if Teacher Candidates are involved in activities outside normal placement times, they should check with the Principal / Student Teacher Coordinator about their legal status and responsibilities during their voluntary work.

Teacher Candidates can legally be included in the student-adult ratio for excursions and camps but not the student-teacher ratio. Teacher Candidates should attend all briefing sessions and be issued with safety notes.

Occupational Health and Safety

Teacher Candidates should ensure that they are informed by the centre or school of:

- Occupational Health and Safety procedures in the centre or school and on appropriate excursions and camps
- accident, first aid and emergency procedures and responsible personnel
- staff and student duty of care, welfare and discipline policies
- professional expectations of student teachers
- policies regarding daily arrival and departure, leaving the centre or school during working hours and authorised access outside normal working hours

All Occupational Health and Safety incidents in which you are involved should be reported to both the centre or school and the University.

Teacher Candidates are advised to take the following protective measures regarding their own health while on placement:

- ensure immunisation against Hepatitis, Measles, Poliomyelitis, Diphtheria, Tetanus and Rubella is up to date
- ensure that you are physically healthy during placement
- take particular care with personal hygiene while on placement

Professional Behaviour

Teacher Candidates are guests in centres or schools and your behaviour may affect future opportunities for other Teacher Candidates. Courteous staffroom usage, contribution to coffee funds and care with equipment and media resources are examples of sensible and appropriate conduct. Defamatory remarks (verbal and written) regarding students, staff and centre or schools should be avoided under all circumstances.

Teacher Candidates should also consider their behaviour in public forums outside the centre or school. This includes your public presence in electronic media such as Facebook and YouTube which are easily accessed by centre staff or school students. Teacher Candidates are advised to ensure they are not represented inappropriately on these sites and use private domains for personal interactions using this media. Teacher Candidates should also strictly avoid giving personal details to students.

Teacher Candidates who use mobile phones must ensure that their phone is turned off during planning, teaching and evaluative sessions and all centre or school meetings. Mobile phones must also be turned off during all practicum seminars.

Student Confidentiality and Authorisation

Confidentiality of student information must be maintained at all times. References to specific students and centres or schools should be deleted when reproducing examples and case studies.

Collection of student work for correction or for sample illustration must be authorised by the Mentor Teacher and, where possible, the student themselves.

Students may only be photographed, audio or video-taped with prior parental / legal guardian permission. Consent forms are available from the Professional Practice website at:

<http://www.education.unimelb.edu.au/currentstudents/profprac/>

Taking Resources and Student Work From Centres or Schools

Any books or resources borrowed from centres or schools during the placements must be returned before the end of the placement. Any costs related to loss or damage of centre or school property use is the Teacher Candidate's responsibility.

Commitments to assess student work must also be discharged and any work returned before the end of the placement.

Subject results may be withheld pending return of resources or student work to the centre or school.

ATTENDANCE

Teacher Candidates must satisfactorily complete all placement days as specified in the subject outline. Absences during a placement must be made up before the end of semester at times negotiated between the Teacher Candidate and Mentor Teacher. A medical certificate or other appropriate documentation should be provided to the Student Teacher Coordinator or Teaching Fellow for absences of two or more consecutive days. You should also notify your Placement Officer of any significant changes to your placement schedule.

Teacher Candidates are expected to be punctual and to observe the same hours of attendance as the teachers at the centre or school in which they are placed. When illness or emergencies prevent attendance at a centre or school, you should **phone** the Student Teacher Coordinator or nominated staff member **before** the centre or school day commences.

In the event of industrial action affecting transport to a placement, Teacher Candidates are expected to make every effort to attend their centre or school. If attendance is not possible, the centre or school and Placement Officer should be notified and the missed days made up by the usual process of negotiation.

In the event of industrial action by centre or school staff including the Mentor Teacher, the Teacher Candidate should withdraw from the centre or school for the duration of the action and notify their Placement Officer. A Teacher Candidate should never assume the duties of a teacher participating in the action. Absences related to prolonged industrial action should be discussed with the Teaching Fellow / Clinical Specialist and Placement Officer.

STUDENTS EXPERIENCING ACADEMIC DISADVANTAGE

Teacher Candidates experiencing a single instance of academic disadvantage may apply for

Special Consideration via the Student Portal. Applications must be supported by appropriate documentation.

Ongoing academic disadvantage can be associated with a range of illnesses, conditions or personal circumstances, such as epilepsy, chronic fatigue, dyslexia, mental health issues and vision, hearing and physical impairments. Teacher Candidates experiencing ongoing disadvantage should consider meeting with a Student Support Officer at the Education Student Centre to discuss the comprehensive support available through the Melbourne Graduate School of Education.

DISCRIMINATION, SEXUAL HARRASMENT AND BULLYING

Discrimination is broadly defined as treating one person unfairly over another according to factors unrelated to their ability or potential. Legislation provides limited exemption for some measures, such as affirmative action programs, designed to achieve increased representation of groups historically under-represented in the workforce. Discrimination may be direct or indirect and may not always be intentional.

Sexual harassment is unwelcome, unsolicited and non-reciprocated behaviour of a sexual nature which makes another person feel offended, humiliated or intimidated. This could be a demand for sexual activity, unwelcome sexual jokes, or comments about a person's sexual behaviour. It could also be the display of offensive pictures or the use of offensive language.

Bullying is repeated, unreasonable behaviour directed toward a staff member or student that may create a risk to health and safety. Examples of bullying, where repeated or occurring as part of a pattern of behavior, include physical or verbal abuse, excluding or isolating a staff member or student, deliberately withholding information that is vital for effective performance, psychological harassment, and intimidation;

Discrimination, sexual harassment and bullying are unlawful in all work and education environments. If you feel you have been discriminated against, sexually harassed or bullied by someone at a centre or school at which you are on placement or if a staff member or student at a placement claims you have discriminated against, sexually harassed or bullied them, you should contact your Placement Officer and Teaching Fellow / Clinical Specialist immediately.

UNSATISFACTORY PERFORMANCE

All unsatisfactory progress assessments or serious placement problems will be referred to the Teaching Fellow / Clinical Specialist in the first instance. In extreme cases or where the centre or school determines that a Teacher Candidate is compromising the centre or school program, the Teacher Candidate may be removed from the centre or school and the placement terminated. In these cases, the Teacher Candidate may be at risk of failing the subject.

A fail in a placement subject is regarded as a fail in a core course component and will be referred to the Unsatisfactory Progress Committee. The Teacher Candidate should continue to attend campus based academic subjects and submit assessments until the hearing. If assessment requires access to a centre or school, the Teacher Candidate may need to negotiate an alternative task with the subject coordinator.

Where a Teacher Candidate receives a fail grade following completion of a placement, they will be invited to meet with the Program Coordinator, Practicum Partnerships Coordinator and a Student Support Officer to discuss their placement experience, implications for course progress and strategies for future placements.

Candidates who pass their placement in the 50-60% range will also be invited to a meeting to

develop strategies for future placements.

Teacher Candidates considering withdrawal from a placement subject during their placement should discuss their intentions with their Teaching Fellow / Clinical Specialist and Placement Officer before taking any action. Enrolment changes can be made online via the Student Portal or through the Education Student Centre.

Teacher Candidates who terminate their placement without consultation with Melbourne Graduate School of Education staff may receive a fail grade.