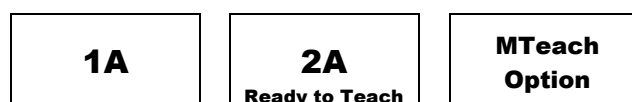




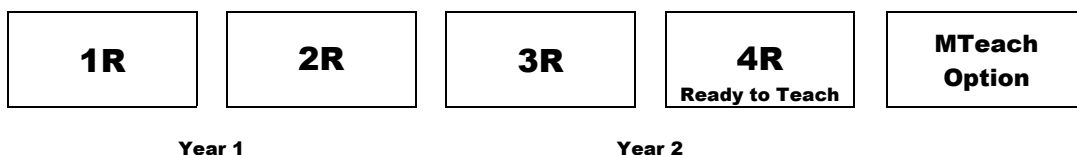
MASTER OF TEACHING (SECONDARY)

Professional Practice & Seminar Student Handbook

Accelerated Mode



Reduced Mode



MELBOURNE GRADUATE SCHOOL OF EDUCATION SCHEDULE 2011



MELBOURNE GRADUATE
SCHOOL OF EDUCATION
Shaping minds, shaping the world

	Week	Master of Teaching Secondary (Acc)					Master of Teaching Secondary Year 1 (Red)					Master of Teaching Secondary Year 2 (Red)								
		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F				
BREAK	3-Jan																			
	10-Jan																			
	17-Jan																			
	24-Jan																			
	31-Jan																			
TERM 1	7-Feb				IE	O				IE	O									
	14-Feb																			
	21-Feb																			
	28-Feb																			
	7-Mar					S					S									
	14-Mar																			
	21-Mar																			
	28-Mar					S													S	
	4-Apr AVCC																			
	11-Apr																			
TERM 2	18-Apr																			
	25-Apr	PH	PH				PH	PH				PH	PH							
	2-May																			
	9-May																			
	16-May					S					S									
	23-May																			
	30-May																			
	6-Jun																			
	13-Jun	PH					PH					PH								
	20-Jun																			
TERM 3	27-Jun																			
	4-Jul AVCC																			
	11-Jul																			
	18-Jul																			
	25-Jul																			
	1-Aug																			
	8-Aug					S													S	
	15-Aug																			
	22-Aug																			
	29-Aug																			
TERM 4	5-Sep					S					S									
	12-Sep																			
	19-Sep					S													S	
	26-Sep AVCC																			
	3-Oct																			
	10-Oct					S														
	17-Oct																			
	24-Oct																			
	31-Oct					UA	UA													UA
	EXAMS	7-Nov					UA	UA												
14-Nov																				
21-Nov																				
28-Nov																				
5-Dec																				
12-Dec																				
19-Dec																				
26-Dec																				

- IE** International Student Enrolment
- O** Orientation Day
- On Campus Classes**
- Professional Practice**
- PH** Public Holiday
- Preparation Day**
- S** Seminar
- UA** University Assessment
- School Holidays**
- SWOT VAC / Exams**

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 schools in which Teacher Candidates are supported by University-based Clinical Specialists and 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 (Secondary) can be taken in two modes. In the Accelerated Mode, Teacher Candidates complete the core course components in one year. In the Reduced Mode, Teacher Candidates complete the core course components over two 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.

Accelerated Mode

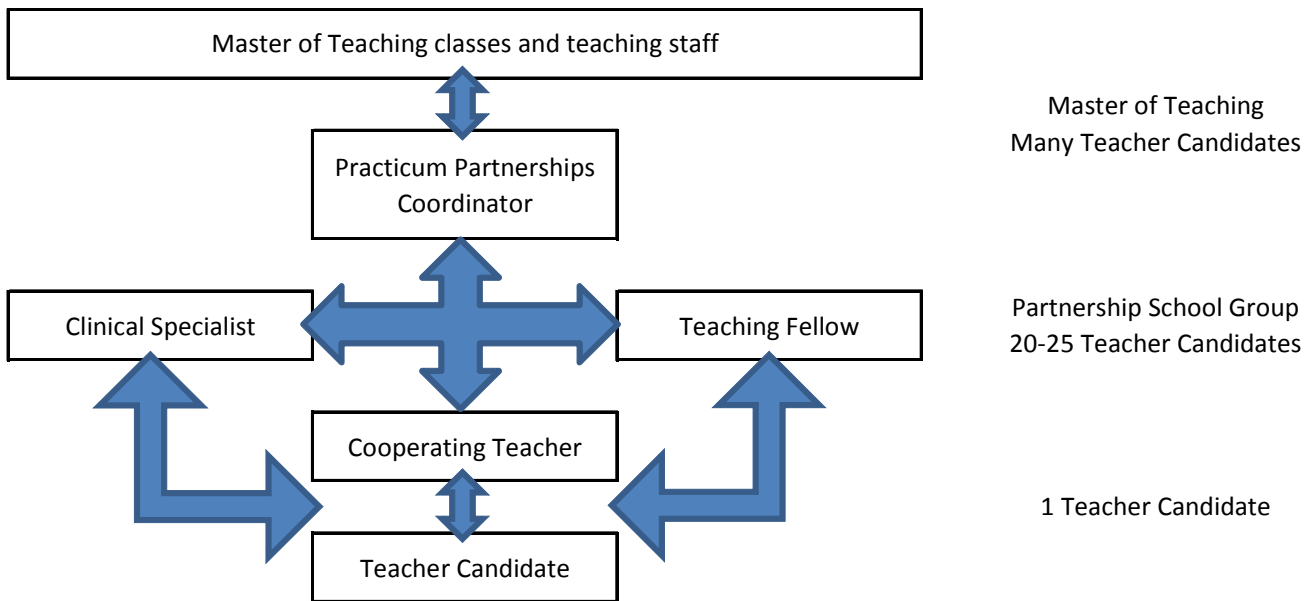
Semester 1	Professional Practice & Seminar 1 (18.75)	Learning Area A 1 (12.5)	Learning Area B 1 (12.5)	Learners, Teachers & Pedagogy (12.5)	Social & Professional Contexts (12.5)	Language & Teaching (6.25)
Semester 2	Professional Practice & Seminar 2 (18.75)	Learning Area A 2 (12.5)	Learning Area B 2 (12.5)	Assessment, Learning & Teaching (12.5)	ICT in Education (6.25)	Elective (12.5)
Semester 3 Optional	Master of Teaching Option (50)					

Reduced Mode

Semester 1	Professional Practice & Seminar 1 (6.25)	Language & Teaching (6.25)	Learning Area A 1 (12.5)	Learners, Teachers & Pedagogy (12.5)
Semester 2	Professional Practice & Seminar 2 (12.5)		Learning Area A 2 (12.5)	Assessment, Learning & Teaching (12.5)
Semester 3	Professional Practice & Seminar 3 (6.25)	ICT in Education (6.25)	Learning Area B 1 (12.5)	Social & Professional Contexts (12.5)
Semester 4	Professional Practice & Seminar 4 (12.5)		Learning Area B 2 (12.5)	Elective (12.5)
Semester 5 Optional	Master of Teaching Option (50)			

UNIVERSITY-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 a school that is part of a group of partnership schools. 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 school, although Teacher Candidates will attend fortnightly seminars at one of the partnership schools.

Mentor Teacher

Mentor Teachers are appointed by the 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 school programs that meet the needs of Teacher Candidates.

Teaching Fellow

Teaching Fellows are employed by and at the school, reporting formally to the school principal. Teaching Fellows coordinate the school-based program for the group of Teacher Candidates placed in their group of partnership schools. 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 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.

Student Teacher Coordinator

Student Teacher Coordinators work closely with Placement Officers to facilitate the placement of Teacher Candidates with Mentor Teachers. Student Teacher Coordinators also liaise with Teaching Fellows and Clinical Specialists. The Student Teacher Coordinator may be responsible for inducting Teacher Candidates into school processes and policies.

Practicum Partnerships Coordinator

The Practicum Partnerships Coordinator oversees 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, Student Teacher Coordinators, Teaching Fellows and Clinical Specialists and work closely with the Practicum Partnerships Coordinator. Placement Officers also facilitate administrative requirements of placements including online reporting and results processing.

PLACEMENT STRUCTURE

Teacher Candidates will experience a range of school settings and cultures during their placements. Candidates are encouraged to reflect on their experiences and value the diversity and richness of each school environment. They may expect that some core elements of the experience will be common to all school 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 principal 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 either two days per week (Accelerated Mode) or one day per week (Reduced Mode) in schools during the semester. The program also includes a block placement.

The placement structure provides Teacher Candidates opportunities for orientation to the 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 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.

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 school / classroom 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 school and students
 - orientation to the school and school population, including physical arrangements, organisation of the 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 including Victorian Essential Learning Standards (VELS) and the Victorian Certificate of Education (VCE), and the National Curriculum
 - 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
 - school musicals and exhibitions
 - camps and excursions
 - professional development seminars

MINIMUM TEACHING REQUIREMENTS

Accelerated Mode

Each semester, Teacher Candidates enrolled in the Accelerated Mode are required to teach a minimum of 40 hours and observe a minimum of 40 hours.

Reduced Mode

In semester 1, Teacher Candidates enrolled in the Reduced Mode are required to teach a minimum of 15 hours and observe a minimum of 15 hours. In Semester 2, Candidates are required to teach a minimum of 25 hours and observe a minimum of 25 hours.

PROFESSIONAL PRACTICE PORTFOLIO

Professional documentation is an essential component of the Professional Practice and Seminar assessment. Teacher Candidates are required to develop a Professional Practice Portfolio during their placement program. The main purpose of this record is to provide a framework for the review of planning, implementation and evaluation of each teaching session.

The Professional Practice Folder should include all professional documentation such as 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.

SEMINAR PROGRAM

The Professional Practice Seminar Program provides a regular opportunity for Teacher Candidates to meet in their partnership school groups and reflect on their developing understanding of Professional Knowledge, Professional Practice and Professional Engagement.

Professional Practice Seminars provide a link between 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 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 school populations and classroom diversity within the cognitive, social and

cultural domains

- curriculum documents at the school level and identification of 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
- 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
- seminar participation and 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 online by the Mentor Teacher at the end of each semester. 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

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 assessed each semester by the Teaching Fellow in collaboration with the Clinical Specialist. Assessed components may include reflections on specific classroom incidents, analysis of documents and other artifacts, and responses to case studies discussed in seminars.

Teacher Candidates use the materials collected in the Professional Practice Portfolio to support the final Practicum Exhibition.

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 school / setting 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 school / setting 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 school / setting. At the end of each placement, you should collect your form from the school / setting. 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:

Accelerated Mode

Odette Bradica
Placement Officer
Ph: 8344 4531
obradica@unimelb.edu.au

Reduced Mode & all Visual Art

Filomena Lo Schiavo
Placement Officer
Ph: 8344 8773
flo@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 school or setting. 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 schools by Placement Team staff. Teacher Candidates should not approach schools for a placement.

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

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

Teacher Candidates cannot arrange for their children to be placed in the same school / setting 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 school / setting 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 school / setting 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 schools / settings in non-teaching activities such as camps, excursions, parent / teacher activities and 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 school / setting of:

- Occupational Health and Safety procedures in the 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 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 school / setting 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 schools / settings 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 schools should be avoided under all circumstances.

Teacher Candidates should also consider their behaviour in public forums outside the school. This includes your public presence in electronic media such as Facebook and YouTube which are easily accessed by 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 school / setting 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 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 Schools / Settings

Any books or resources borrowed from schools / setting during the placements must be returned before the end of the placement. Any costs related to loss or damage of school / setting 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 school / setting.

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 school / setting in which they are placed. When illness or emergencies prevent attendance at a school / setting, you should **phone** the Student Teacher Coordinator or nominated staff member **before** the 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 school / setting. If attendance is not possible, the school / setting 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 school / setting staff including the Mentor Teacher, the Teacher Candidate should withdraw from the school / setting 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 school / setting 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 school determines that a Teacher Candidate is compromising the school program, the Teacher Candidate may be removed from the 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 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.