



ACT
Government

Education

ACT Public Preschool – Participation of Students Guidelines

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1. Overview

1.1. This procedure outlines strategies for the participation of teacher education students in Public preschools.

1.2. At all times in attendance at an ACT Public preschool, a teacher education student is viewed as a member of the teaching staff and is expected to act accordingly. Refer to policies and procedures relation to the Code of Conduct for Staff Members.

2. Rationale

3. It is important that all educators are aware of their responsibilities when supervising and monitoring practicum students in Public preschools.

4. The following procedures are in place to guide staff in the supervision and mentoring of practicum students in Public preschools.

5. Procedures

5.1. Professional experience is a foundation requirement of the early childhood degree and provides the teacher education students with the opportunity to extend insight into the operation of educational facilities and develop professional pedagogy.

5.2. It provides teacher education students with the opportunity to observe, plan, implement and reflect upon learning, play, relationships for young children. It is also an opportunity to build skills in developing relationships with colleagues, families and the broader school community.

5.3. It is the responsibility of the mentoring teacher to collaborate with the teacher education student to develop learning programs for the children in their care.

5.4. It is the responsibility of the teacher education student to initially approach the school environment, inform the professional practice coordinator of their schedule across the practicum and provide permission to observe forms (if necessary).

5.5. The school administrative staff will require identification, including the Working with Vulnerable People Card and any other relevant identification.

5.6. The teacher education student will complete a Student and Volunteer Record.

5.7. The professional practice coordinator or educational leader will provide an orientation and induction to the Public preschool environment. The induction will include:

- A tour of the school;
- Introduction to key administrative personnel;
- A tour of the preschool environment;
- Signing in and out each day;
- An introduction to the preschool philosophy and QIP;
- An introduction to policies and procedures;
- Familiarisation with the code of conduct, employment requirements, expectations, hours of attendance etc;
- Information regarding notification of absences;
- Familiarisation with the group of children;
- Identification of children with medical conditions; and
- Supervision requirements.

5.8. The teacher education student will inform the mentoring teacher of the requirements of the practicum placement and any associated unit of work which need to be completed during the placement.

- 5.9. It is essential that the mentoring teacher supervise and mentor the teacher as an emerging educator. This includes reviewing documentation, discussing and reviewing learning programs and complete written feedback depending on the year level of the teacher education student.
- 5.10. Feedback ideally should be given mid-way through and at the completion of the placement. (See university guidelines).
- 5.11. The university at which the teacher education student is enrolled will provide a framework to guide the mentoring relationship during the placement.
- 5.12. Teacher education students in their final placement will be provided with a Directorate report which will be provided by a member of the leadership team. This may be used toward the selection process for graduating teachers applying for entrance to the ACT Education Directorate.
- 5.13. Refer to university guidelines for the management of *At Risk* teacher education students.
- 5.14. At no time will the teacher education student be left to supervise the children or a group of children which are not in sight or sound of educators employed at the Public preschool.
- 5.15. Attendance is expected each day in order to meet the requirements of the placement.
- 5.16. Attendance of a teacher education student at ACT Public preschools is seen as a professional responsibility to mentor and grow the teaching profession. A high level of professionalism is expected during the placement, maintaining a level of confidentiality and contributing to professional learning communities.
- 5.17. The teacher education student is encouraged to seek assistance if he or she is experiencing difficulties by approaching personnel who are in a position to help.

6. Contact

- 6.1. The Director, School Improvement is responsible for this procedure.
- 6.2. For support contact The School Operations Branch on 6205 3313 or email SchoolOperations@act.gov.au

7. Monitoring and review

- 7.1. The procedure owner will be responsible for monitoring the procedure through annual scans. A full review will occur as necessary, or within a three-year period.

8. Complaints

- 8.1. Any concerns about the application of this procedure or the procedure itself, should be raised with:
- the school principal in the first instance;
 - the Directorate's Liaison Unit on (02) 6205 5429;
 - online at http://www.det.act.gov.au/contact_us;
 - the Director of Early Childhood Policy and Regulation within *Children's Education and Care Assurance* within the Education Directorate via complaintsCECA@act.gov.au ;
 - see also the *Complaints Policy* on the Directorate's website.

9. Policy and Implementation Documents

- 9.1. ACT Public Service Code of Conduct
- 9.2. ACTPS Values and Signature Behaviours
- 9.3. Teachers' Code of Conduct
- 9.4. Australian Professional Standards for Teachers
- 9.5. Staff and Volunteers Record
- 9.6. Additional Information
- Working with Children and Young People Visitors
 - Working with Vulnerable People Information for Volunteers and Visitors in Schools
 - WWCYP Interim Guidelines for Principals and Staff Managing Volunteers and Visitors.

10. References

- 10.1. Education and Care Services National Regulations

