

Early Childhood Education GD204

Professional Experience Handbook

Guidelines for:
Pre-service Teachers
Early Childhood Educators
RMIT Staff

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WELCOME TO PROFESSIONAL EXPERIENCE AT RMIT

At RMIT University we view professional experience as an essential component of our pre-service teachers learning as they begin to integrate theoretical perspectives with practice. To all those who support our professional experience programs we extend our gratitude and appreciation.

STAFF CONTACT DETAILS

The Work Integrated Learning (WIL) Team

The Work Integrated Learning (WIL) team and the Course Coordinator are the points of contact. The WIL team arranges placements for all pre-service EC teachers by liaising with Industry Partner ECE services. The Course Coordinator will liaise with Supervising Teachers in the ECE service and pre-service teacher to address specific questions about the expectations of the placement, including visiting and monitoring pre-service teacher practice or progress.

Contact details:

WIL Team	Claudia Johnstone – WIL Administrator Cecilia Xie – WIL Administrator Jenelle Graham – WIL Coordinator education.placements@rmit.edu.au
Program Manager	Elise Waghorn elise.waghorn@rmit.edu.au
Course Coordinator: TCHE2684 – Belonging in the Early Years: Praxis	Aleksandra Acker aleksandra.acker@rmit.edu.au
Course Coordinator: TCHE2686 – Becoming in the Early Years: Child in the Community	Linda Knight linda.knight@rmit.edu.au
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Associate Dean Partnerships	Kathy Smith kathy.smith@rmit.edu.au

WHAT DO WE WANT PRE-SERVICE TEACHERS TO ACHIEVE FROM THEIR ECE PROFESSIONAL EXPERIENCES?

ECE professional experiences (PX) are crucial to the design and delivery of early childhood teacher education programmes at the School of Education, RMIT.

In placing our pre-service teachers in ECE service experiences throughout their early childhood program, they will be provided with the opportunity to be mentored within quality, authentic early childhood communities where they can observe and experience the complexities of the teaching profession.

These experiences will enable pre-service teachers to:

- Have opportunities to develop professional relationships;
- Continue to develop content and pedagogical knowledge;
- Have ample opportunities to practice theory and theorise practice;
- Experience the implementation of EYLF / VEYLDF;
- Work independently and collaboratively to create appropriate experiences for learners;
- Develop effective pedagogical strategies;
- Understand and experience teaching as inquiry;
- Develop intercultural competencies;
- Develop personal professional qualities;
- Develop an applied knowledge of Reconciliation in ECE;
- Use all experiences as a basis for reflection and the development of a personal philosophy.

These broad competencies should be considered in conjunction with the specific evaluative criteria for each professional experience and the DET/ VIT Standards for the teaching profession.

PRE-SERVICE TEACHERS AS MEMBERS OF ECE STAFF

Pre-service teachers on professional experience are effectively members of the ECE service staff. They are professionally responsible to the Director/Centre Manager, subject to the same regulations and sharing the same professional commitments as other staff members, where this is appropriate. **However, pre-service teachers must not be used as part of the staffing ratio at any time of the day or in the case of staff sickness.** They may accompany children as part of the adult ratio for outings, but they must be in the company of a trained adult. Pre-service teachers should not continue outside paid employment during their professional experience. Professional experience is a full-time responsibility. Requirements cannot be altered to accommodate paid employment.

PROFESSIONAL EXPERIENCE OUTLINE

Each professional experience (placement) provides students with summative feedback from the supervising educator. They must also meet expectations around 100% attendance over the set days for their PX courses and the RMIT Student Charter. Students may need to travel up to 90 minutes one way to reach the assigned placement setting, this could be more if you rely on public transport. Coursework and assessments are designed to prepare pre-service teachers for the related placement component. Separate descriptions of each professional experience course will be provided by RMIT by the Course Coordinator.

Professional experience provides the opportunity for pre-service teachers to put into practice the theory learned in university classes alongside developing a practical understanding of an ECE context. It also provides pre-service teachers with a variety of opportunities for the development and maintenance of effective relationships with children, families and professional colleagues.

PROFESSIONAL PROGRESSION

Pre-service teachers should use the professional experience assessment criteria and placement report to identify the competencies they will need to demonstrate progress towards on each placement. The pre-service teachers' task is to:

- Attend placement briefing offered by the Program Manager and teaching team within each course and complete the placement competency quiz on Canvas.
- Discuss professional progress and practical ways to work on their progress with their ECE supervising teacher at the start of the placement. Take responsibility for checking in regularly on progress.
- Ask their Supervising Teacher to provide specific written and verbal feedback mid-way through the placement by completing the Interim Placement Report, including identifying any areas of insufficient progress and strategies for future progress. If the Interim-Placement Report form indicates any concerns about your progress, you must contact your Course Coordinator for support.
- Reflect on the written and verbal feedback from their Supervising Teacher and seek help as needed.

Over the duration of the professional experience, it is envisaged that the pre-service teacher will seek regular, constructive feedback throughout their professional experience. The expectation is that pre-service teachers will show progress towards the activities highlighted in the Professional Experience Report over time.

PRIOR TO PLACEMENT – PRE-SERVICE TEACHER CHECKLIST

- Ensure you have obtained a Working with Children Check and uploaded a scan copy of the WWCC card to InPlace.
- Ensure you have completed and signed the RMIT WIL Agreement.
- Where possible, arrange a time to visit the EC setting prior to placement to meet your supervising educator, and identify the room you will be placed in.
- Negotiate with the EC setting when and how you will complete the placement days, i.e. days per week, age groups, dates of attendance. The supervising teacher needs to confirm this agreement by signing the Acceptance Form. The signed Acceptance Form must be uploaded to InPlace.
- Advise the WIL team and update online at MyRMIT any changes to your contact information, residential address and enrolment information.
- Advise the WIL team of any potential conflict of interest. **You cannot undertake professional experience at a setting**
 - **where you work (or have worked)**
 - **that employs close family members or people with whom you have a close relationship**
 - **where your children or siblings attend or you or anyone close to you has a financial interest in.**
- Accommodate your placement with other work and family commitments.
- Prior to placement, contact the centre site-coordinator to confirm your daily starting and finishing times. It is reasonable to expect to be at the centre for 8 - 9 hours per day, including all breaks. **You must complete at least 7 hours per day (excluding lunch breaks) minimum to meet the attendance requirements.** If you do not contact the centre site-coordinator to confirm your starting time, and/or do not start at the agreed time, this will be considered a self-termination of placement.
- Prepare and display a proofread A4 poster with a photograph and short introduction to be displayed in the centre.

DURING PLACEMENT

- Check your RMIT student email account daily and responding in a timely manner to staff requests.
- Recognise opportunities for and facilitate meaningful play experiences through observations.
- Engage in sustained, genuine dialogues with infant, toddlers and young children that respond appropriately to their needs and interests.
- Use developing understandings of infant, toddler and young child learning and development to inform planning and teaching decisions.
- Use EYLF or VEYLDF to guide planning and pedagogy.
- Utilise both formative and summative methods of assessment, which focus on individual children. These should relate directly to the EYLF / VELDF.

- Complete the placement tasks required for your course.
- Complete the Interim Placement report and contact your Course Coordinator if you need support.
- If you are feeling physically or mentally unwell prior to placement you should advise your Course Coordinator.
- If you are absent for more than 3 days you will need to provide a medical certificate to show that you are well enough to attend placement. You need to notify the WIL Team and the medical certificate uploaded to InPlace.

AT THE END OF PLACEMENT

- Arrange a time to discuss your Professional Experience report with your Supervising Teacher. Upon completion of your placement please ensure you have the completed and signed report. You must upload this report along with your Attendance Sheet to Canvas and InPlace.
- Collect your Confidential Emergency Contact Form from the site-coordinator.
- Return any educational resources borrowed from the EC setting.
- Complete the placement experience survey, if applicable.

WORKING WITH CHILDREN CHECK

The Victorian Government's 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: <https://www.workingwithchildren.vic.gov.au/>

All pre-service teachers must upload a current WWCC to InPlace prior to the commencement of their first placement. Pre-service teachers must also show the WWCC card to each placement centre they attend on the first day of placement. WWCC applications must be completed online and then lodged in person at an Australia Post Office.

If you already have a current WWCC (volunteer or Employee), you need to update your details online to include the RMIT University as a volunteer organisation.

CODE OF ETHICS

Pre-service teachers must always be aware of and uphold all aspects of the Early Childhood Code of Ethics . Attached is a link to the EC Code of Ethics.

<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>

WORK INTEGRATED LEARNING AGREEMENT

You must complete the Work Integrated Learning (WIL) Agreement in accordance with RMIT University policy.

EMERGENCY INFORMATION FORM

Pre-service teachers must complete an Emergency Information Form on the Professional Experience (PX) course Canvas site. This form provides vital information to the centre and emergency response staff in the event of an emergency during placement. Please complete the form, place in an envelope and hand to the site coordinator on your first day of placement at each centre. At the end of each placement, collect your Emergency Information Form. If your details change, please complete a new form.

In addition to completing the Emergency Information Form, pre-service teachers are advised to disclose to their placement setting any medical condition that may impact on their own safety or the safety of others.

ATTENDANCE

Attendance is crucial to the successful completion of the program and teacher registration. The pre-service teacher must ensure they have completed 10 days in Birth- two age group and 50 days with 3-6 age groups by the completion of the program.

Pre-service teachers are expected to attend their placements within the PX scheduled dates for each course and at the times directed by the centre. Pre-service teachers **must attend a minimum of 7 hours per day**, not including lunch breaks and cannot combine or average hours over a period of days to meet this daily requirement.

Pre-service teachers are expected to be punctual and to observe the same hours of attendance as the educators at the centre in which they are placed. When illness or emergencies prevent attendance at a centre, pre-service teachers must **telephone** the centre director/manager or nominated staff member and the RMIT WIL Team **before** the day commences.

Pre-service teachers must satisfactorily complete all placement days as specified in the PX course outline. Absences during a placement must be made up before the end of semester at times negotiated between the pre-service teacher and supervising teacher. A medical certificate or other appropriate documentation should be provided to the centre director/manager and the WIL Team **for any absence of 3 days** or more, along with written advice of the agreed make-up days.

The program manager must approve any significant changes to a pre-service teacher's placement schedule in writing.

In the event of industrial action by centre staff including the supervising teacher, the pre-service teacher should withdraw from the centre for the duration of the action and notify the professional experience office. A pre-service teacher should never assume the duties of a teacher participating in the action. Absences related to prolonged industrial action should be discussed with the professional experience office.

PROFESSIONAL CONDUCT

Pre-service teachers are guests in ECE centres, and their behaviour may affect opportunities for future pre-service teachers. Pre-service teachers are expected to be punctual, maintain professional communication (oral, written and electronic) with supervising teachers and peers and to demonstrate a capacity to work collaboratively and display attitudes that support professional behaviour. Pre-service teachers should dress appropriately for their centre context, recognising that expectations differ between contexts. Courteous staff room and car park usage, contribution to coffee funds and care with equipment and resources are further examples of sensible and appropriate conduct. Inappropriate remarks (verbal and written) regarding children, staff and schools/centres must be avoided under all circumstances.

Pre-service teachers should strictly avoid giving personal details to children. Physical contact with the intention to punish, discipline or restrain children, or contact which could be misinterpreted as of a sexual nature should be strictly avoided. Pre-service teachers must ensure that their mobile phone is turned off during planning, teaching and evaluative sessions and all school/centre meetings.

Pre-service teachers should also be aware of:

Victorian Teaching Profession Code of Conduct:

https://www.vit.vic.edu.au/data/assets/pdf_file/0018/35604/Code-of-Conduct-2016.pdf

Early Childhood Australia Code of Ethics:

<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>

SOCIAL MEDIA

Expectations about pre-service teacher professional behaviour extend to use of social media where there may be a connection to your work or studies. Pre-service teachers should consider their conduct in public forums outside the school such as Instagram, Facebook, Snapchat, Tik Tok YouTube and Twitter, which are easily accessed by children and school students. Pre-service teachers are advised to ensure they are not represented inappropriately in social media and that private domains are used for personal interactions using this media. Under no circumstances can pre-service teachers make any comment about a centre; its staff, children or families; in social media.

PROFESSIONAL DRESS

Pre-service teachers are expected to dress appropriately and present themselves in a professional manner. ECE services may have dress codes that exclude, for example, jeans, thongs, body piercing ornaments, to which pre-service teachers are expected to adhere.

FAMILIARITY WITH CENTRE POLICIES

Pre-service teachers should ensure that they are familiar with the service's policies and practices for managing children's behaviour and for health and safety issues, including playground accidents. Pre-service teachers should contribute to the cost of photocopying for personal use, if asked to do so. Pre-service teachers need to be clear about the use of and safe practices for digital devices, including phones.

ASSESSMENT

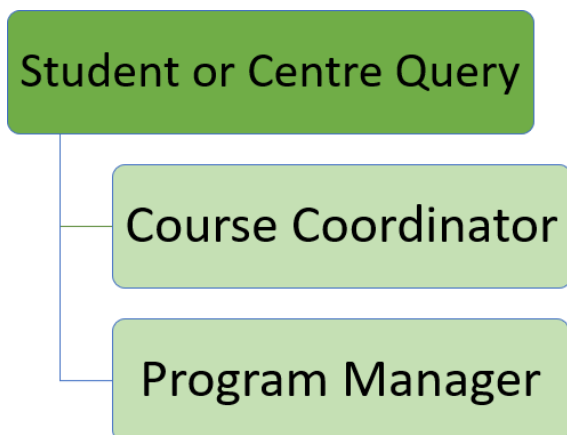
Regularly discuss your teaching performance with your supervising teacher and keep a record of any feedback. You have a responsibility to seek feedback on your performance. If you are unclear about the feedback, clarify with your supervising teacher in a professional and courteous manner. Discuss issues and concerns with your supervising teacher and with the centre director/manager and make all reasonable attempts to find solutions to problems. There should be no surprises when you receive your End of Placement report.

Each professional experience course will have accompanying assessment tasks that may require you to conduct specific data collection during the professional practice experience, these are detailed in your course guides on Canvas and you must ensure that you have a clear understanding of what is required.

EXPERIENCING DIFFICULTIES OR WITHDRAWING FROM A PROFESSIONAL EXPERIENCE PLACEMENT

Any serious problems in a professional experience need to be addressed quickly to ensure the interests of all stakeholders are maintained. If pre-service teachers or supervising teachers experience difficulties of any nature during a placement, the issues should be discussed with centre director/manager and reported to the RMIT Course Coordinator as soon as possible. In many cases, the RMIT Course coordinator can assist with strategies to resolve issues or help to negotiate appropriate modifications. If the issues cannot be dealt with at the centre level, the Course Coordinator and/or Program Manager will be contacted, as necessary.

PROCESS OF GENERAL ENQUIREYS

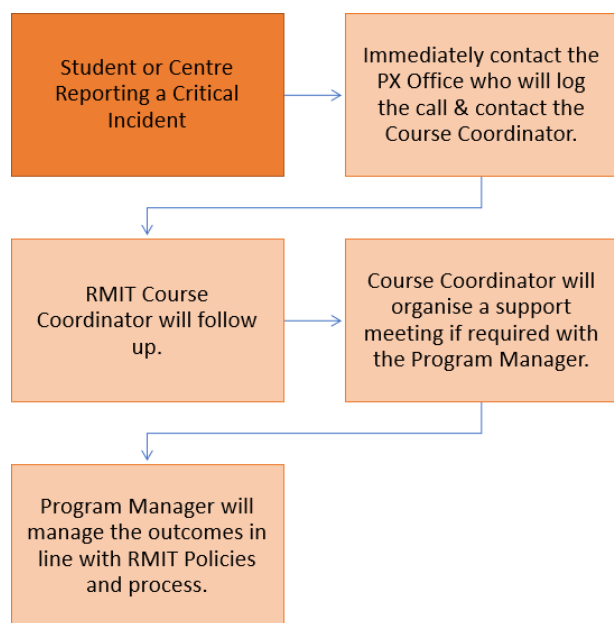


EC Centres: If you have an enquiry related to the course materials, requirements or assessment tasks, please contact in the first instance the course coordinator. If they cannot answer your question they will pass this on the Program manger.

Students: if you have an enquiry related to the course materials, requirements or assessment tasks please contact in the first instance the Course coordinator. If they cannot answer your question they will pass this on the Program manger.

If the matter is not urgent do not escalate the process.

PROCES FOR CRITICAL INCIDENTS



EC Centres: If you need to report a critical incident regarding student conduct please contact the PX office **they will then take immediate steps to contact the appropriate RMIT staff member.**

Students: If you need to report a critical incident or are concerned about something that has occurred during your placement please contact the PX office, **they will then take immediate steps to contact the appropriate RMIT staff member.**

Also remember that you can get immediate support and counselling from RMIT services, details are on the next page.

Pre-service teachers may also like to meet with an RMIT Student Counsellor for a confidential discussion of resources, adjustments and services to support learning. See: <https://www.rmit.edu.au/students/support-and-facilities/student-support/counselling>

If a Pre-service teacher fails to attend their scheduled placement or withdraws from a placement without approval from the Program Manager, this will be deemed a termination of placement and will be recorded as a fail, unless there are extenuating circumstances. The pre- service teacher will be identified as at risk of failing to maintain satisfactory progress and managed according to RMIT assessment policy.

STUDENT CONFIDENTIALITY AND AUTHORISATION

Confidentiality of centre and children's information must always be maintained. References to specific children and centres should be deleted when reproducing examples and case studies. Collection of children's work for sample illustration must be authorised by the supervising teacher and, where possible, the parent. Children may only be photographed, audio or videotaped with prior parental/ legal guardian permission; any video or images of children are the property of the Centre and are not to be removed from the premises.

TAKING RESOURCES AND STUDENT WORK FROM CENTRES

Any books or resources borrowed from centres during the placement must be done so with permission from the centre and returned before the end of the placement. Any costs related to loss or damage of centre property use is the pre-service teacher's responsibility. Electronic resources remain the property of each centre and can only be downloaded with permission from the centre. Commitments to assess children's work must also be discharged and any work returned before the end of the placement. Course results may be withheld pending return of resources or children's work to the centre.

ROLES AND RESPONSIBILITIES

ROLE OF THE CENTRE SUPERVISING TEACHER

During the professional experience the supervising teacher is the main source of professional support and guidance for the pre-service teacher. The supervising teacher:

- Is a consistent, positive teacher role model, with sound knowledge of curriculum and effective teaching practice;
- Communicates effectively about the service requirements and the pre-service teachers' responsibilities;
- Familiarises him or herself with the placement requirements and contacts the course coordinator prior to the pre-service teacher commencing placement if there are any queries or misunderstandings. Supervising teacher professional development may be offered by RMIT - online or face to face - from time to time and we expect the supervising Teacher to attend these events wherever possible;
- Provides timely and detailed feedback to pre-service teachers on their progress and provides support when needed;
- Challenges pre-service teachers to critically analyse their practice and encourages them to seek solutions to the problems and challenges of situations/issues as they arise;
- Encourages discussions about teaching pedagogy and associated theories and philosophies;

- Explains expectations to the pre-service teacher including start and finish times, break times, dress code, mobile phone policy, car parking and attendance at meetings;
- Collects the confidential Emergency Contact form and course information from the pre-service teacher;
- Familiarises the pre-service teacher with the organisation of the centre, including daily organisation, management structure, meeting and other schedules;
- Ensures the pre-service teacher is informed of Work Safety regulations, especially emergency procedures; and
- Adheres to regulations of pre-service teachers attending excursions. The pre-service teacher may accompany children as part of the adult ratio for outings, but they must be in the company of a trained adult.

The process of developing pre-service teachers is the responsibility of both the University and the supervising teacher, together. There are some aspects of a pre-service teachers' development that can be initiated at university but can only be developed in the context of professional experience. Some examples are observation and assessment processes in order to respond appropriately to the learning interests and needs of infants, toddlers and young children, and implementing both planned and spontaneous pedagogical experiences based on these insights. Please do not expect your pre-service teacher to be a fully-fledged teacher.

It is important that if problems arise during the placement, or you are not satisfied with the pre-service teacher's progress that you discuss these concerns with the course coordinator. If your concerns persist or if you feel the pre-service teacher's progress is unsatisfactory, **you must indicate this on the Interim Placement Report** and notify the RMIT WIL Team who will then contact the course coordinator as soon possible to arrange a support visit. **The pre-service teacher must be made aware that they are at risk of failing the placement and be given enough time to improve their performance.**

PROTOCOLS FOR SUPPORTING PRE-SERVICE TEACHER PROGRESS

Pre-service teachers should meet with their supervising teachers to discuss their teaching performance during their placement, including a mid-placement review meeting. If either the supervising teacher or pre-service teacher has concerns, an Interim Report form should be completed and emailed to the course coordinator so that further supportive action, such as a visit by the course coordinator, can be taken.

END OF PLACEMENT REPORT

At the end of placement pre-service teachers must receive a completed end of placement report from the supervising teacher which focusses on identified competencies for each placement. The report needs to be discussed and signed by both the supervising teacher and pre-service teacher. The overall assessment needs to be satisfactory to complete the placement. A copy of the signed completed form needs to be uploaded to the course website (Canvas) and InPlace by the pre-service teacher.

DELAYED OR DEFERRED PROFESSIONAL EXPERIENCE

Pre-service teachers must complete the number of placement days specified for the course in the semester of enrolment. Days cannot be scheduled where they conflict with RMIT University classes. Failure to complete the number of days or minimum teaching time within the semester of enrolment will result in a 'fail' grade.

On occasion, pre-service teachers face difficulties that mean that they, or teaching staff, consider that they are unable or unprepared to undertake their placement. Examples of such situations are:

- Where a pre-service teacher has a mental or physical illness, which severely limits their capacities for a time-limited period.
- Where a pre-service teacher has been selected for the program and subsequently found to need further support in communication/language skills.
- Where pre-service teachers have not completed the required academic work (or briefing sessions) prior to the beginning of placement.

If pre-service teachers consider they are in such a situation, they should in the first instance, consider enrolling in the relevant course in a different semester and in the case of mental or physical illness, approach the Equitable Learning Service for advice. In all such cases the Program Manager should be consulted.

TERMINATION OF PROFESSIONAL EXPERIENCE

When on Professional Experience we expect all pre-service teachers to act professionally. A placement may be terminated at the discretion of the Centre Director where that conduct contravenes the Student conduct policy. For example, if you:

- Behave in a manner that is indecent or offensive to the extent that it is likely to make any others feel unsafe in the RMIT learning and working environment;
- Harass, intimidate or bully any person (or attempts to);
- Wilfully, recklessly or negligently engage in a course of action that causes or may cause physical or psychological harm or arouses apprehension or fear, either directly or indirectly, physically, verbally, electronically or by any other means; and
- Engage in any other conduct, whether within or outside RMIT premises, that may be prejudicial to the good order and discipline of RMIT or is likely to bring RMIT into disrepute.

For the complete Student conduct policy: <https://www.rmit.edu.au/about/governance-and-management/policies/student-conduct-policy>

General misconduct will be forwarded to a senior officer in the School of Education. General misconduct and academic misconduct may result in expulsion or suspension from the program.

If you make a unilateral decision to terminate your placement without having completed the mandated total teaching days, or without consulting the WIL Team, you will fail the Professional

Experience Course you are enrolled in. You will be identified as "At Risk" as per the Assessment and Assessment Flexibility policy.

If a placement is terminated at an early stage, the Program Manager and Academic Director Professional Experience will carefully review the situation and the learning needs of the pre-service teacher and make recommendations about:

- Opportunity to repeat the placement.
- Special requirements in relation to placement.
- Requirements in relation to course enrolment policy.
- Nature of the learning environment, and appropriate work.
- Pass on this information to the centre director/centre manager.

UNRESOLVED CONCERNS

Very occasionally, pre-service teachers may have issues or concerns about their Professional Experience. Where issues between a pre-service teacher and supervising teacher cannot be resolved the first course of action is to discuss the concerns or issues with the centre director/centre manager. If this fails to resolve the issue, the pre-service teacher should contact the Program manager and provide an explanation of the issue in writing using Expression of Concern Form (see Forms Section of handbook). This may prompt a visit by an RMIT staff member to provide additional support.

PROFESSIONAL EXPERIENCE POLICIES

PLACEMENT POLICY

All pre-service teachers undertake placement in a registered centre.

Pre-service teachers undertake placement according to the following guidelines:

1. Pre-service teachers do not undertake placement in a centre where they are employed at (or have been employed at).
2. Pre-service teachers do not undertake placement in a centre their children attend.
3. Pre-service teachers do not undertake placement in a centre at which a relative is employed.
4. Pre-service teachers do not undertake placement in a centre where they or anyone close to them has a financial interest.
5. Pre-service teachers cannot arrange for their children to be placed in the same centre as themselves during their placement.
6. Pre-service teachers cannot be paid whilst on placement.

Special needs or circumstances are considered when arranging placements. However, special arrangements must meet course requirements and contribute to the pre-service teacher's successful development as an educator or practitioner capable of participating fully in the responsibilities of the profession.

<https://www.rmit.edu.au/study-with/us/applying-to-rmit/local-student-applications/entry-requirements/education-teaching>

OCCUPATIONAL HEALTH AND SAFETY

HEALTH PRECAUTIONS

Pre-service teachers are advised to take the following protective measures regarding their own health while on placement:

- Ensure immunisation against Whooping Cough, Chicken Pox, Hepatitis, Measles, Poliomyelitis, Diphtheria, Tetanus and Rubella are up to date.
- Influenza and COVID vaccinations highly recommended
- Ensure that you are physically and mentally well during placement.
- Take particular care with personal hygiene while on placement.

PRESCHOOL/CENTRE OHS INDUCTION

Pre-service teachers should ensure that they are aware of:

- Occupational health and safety procedures in the centre and on relevant excursions.
- Accident, first aid and emergency procedures and responsible staff.
- Policies relating to allergies and anaphylactic shock.
- Staff and children duty of care, welfare and discipline policies.
- Privacy legislation requirements.
- Professional expectations of student teachers.
- Policies regarding daily arrival and departure, leaving the centre during working hours and authorised access outside normal working hours.

Pre-service teachers should actively seek this information if it is not provided. In the event of a medical emergency, pre-service teachers should offer emergency first aid commensurate with their first aid qualifications and experience and/or contact an ambulance or medical assistance immediately. All Occupational Health and Safety incidents in which pre-service teachers are involved should be reported to the preschool/centre and the RMIT University WIL Team.

The process steps if an accident or incident occurs during a WIL activity are:

- [Manage Incident](#)
- [Manage Accident](#)

All accidents and incidents should be reported in PRIME and in InPlace.

DISCRIMINATION, SEXUAL HARASSMENT AND BULLYING

Discrimination, sexual harassment and bullying are unlawful in all work and education environments. If a pre-service teacher feels they have been discriminated against, sexually harassed or bullied by someone employed by a centre or organisation at which they are on placement or by a student or client of the placement organisation, the University's Discrimination, Sexual Harassment and Bullying Prevention Advisers can provide support and advice. Similarly, if a staff member or child at a placement claims that they have been discriminated against, sexually harassed or bullied by a pre-service teacher, RMIT University can aid.

At RMIT, we are committed to providing a respectful and safe place to study and work. If you are feeling unsafe or unsure what to do about threatening or unwanted behaviour, you can talk to us about your concerns and options - even if the behaviour happened off campus.

If you or someone you know has experienced unwanted or threatening behaviour - including sexual harassment or assault, please contact Safer Community at RMIT:

<https://www.rmit.edu.au/students/support-and-facilities/student-support/safer-community>

INSURANCE COVER

Pre-service teachers are covered by the RMIT University's Student Accident Insurance policy whilst they are participating in and travelling directly to or from authorised placements. Pre-service teachers who are not officially enrolled in a placement course are not covered by the university's policy. For further information, please see:

<https://www.rmit.edu.au/students/student-essentials/work-integrated-learning/important-requirements-and-details>.

Pre-service teachers are not eligible for Work-cover because they are not employees, they are covered by RMIT Student Accident Insurance.

PRE-SERVICE TEACHERS LIABILITY

Pre-service teachers should not be left in sole charge of children and should not take over the roles of supervising teachers who are absent. This includes non-teaching activities such as excursions. The legal responsibility for a class or group of children being taught by a pre-service teacher rests with the supervising teacher. Similarly, pre-service teachers should not represent themselves as fully qualified teachers under any circumstances.

IMMEDIATE ASSISTANCE AT RMIT

If you or others require immediate assistance relating to mental wellbeing, such as overwhelming stress or thoughts of harming yourself or others call:

RMIT Connect (business hours) RMIT
Student Crisis Line (after hours)

Telephone 9925 5000
Telephone 1300 305 737
Text 0488 884 16

FORMS

The following documents can be found under the Forms tab on the RMIT [website](#)

- Emergency Contact Form
- Pre-service Teacher Expression of Concern Form
- RMIT Staff Student Observation Form
- Placement Termination Form
- Supervising Teacher Expression of Concern Form
- Student WIL Agreement
- Tax Invoice

Program specific documents can be found under the Early Childhood Education tab on the [website](#)

- Placement Handbook
- Course Overview/Placement Requirements
- Acceptance Form
- End of Placement Reports
- Video/Audio Permissions Letter
- Observation Permission Form
- Attendance Diary
- Interim Placement Report
- Tax Invoice