SCHOOL OF EDUCATION

PROFESSIONAL PRACTICE HANDBOOK
2009

GD108 Graduate Diploma of Education (Early Childhood)

Professional Practice (Early Childhood) Administration:
Phone: 9925 7188
Fax: 9925 7887
### PP Placement Timetable 2009 for Grad Dip (EC) Commencing March 2009

<table>
<thead>
<tr>
<th>Week starting</th>
<th>Week of semester</th>
<th>Semester 1</th>
<th>Important Dates</th>
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<td>15/6</td>
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**Semester 2**

| 20/7          | 1                | 1 | 2 |
| 27/7          | 2                | 3 | 4 |
| 3/8           | 3                | 5 | 6 |
| 10/8          | 4                | 7 | 8 |
| 17/8          | 5                | 9 | 10|
| 24/8          | 6                | 11| 12|
| 31/8          |                  |   |   |

**Mid-semester break**

| 7/9           | 7                | 13 | 14|
| 14/9          | 8                | 15 | 16|
| 21/9          | 9                | 17 | 18|
| 28/9          | 10               | 19 | 20|
| 5/10          | 11               |   |   |
| 12/10         | 12               |   |   |

**If school holidays fall on placement days then include two alternate days**

**School Holidays 21/9 - 2/10**

| 19/10         | 13               | 1  | 2  | 3  | 4  | 5  |
| 26/10         | 14               | 6  | 7  | 8  | 9  | 10 |
| 2/11          | 15               | 11 | 12 | 13 | 14 | 15 |
| 9/11          | 16               | 16 | 17 | 18 | 19 | 20 |

**TCHE-2291 Intensive –Applied Education Project**

**PP1**

**PP2**

**PP3**
Early Childhood Professional Practice 2009

The Graduate Diploma of Education, Early Childhood Program (GD 108) is a one year program offered to pre-service teachers who have already successfully completed a degree and have a high grade point average. They are also required to demonstrate a keen interest in working in the field of Early Childhood. On completion of the program, graduates are qualified to work in all areas of early childhood as four year trained teachers. Graduates take up work in kindergartens, childcare centres as well as other areas of the early childhood sector provision.

The Graduate Diploma of Education (Early Childhood) has eight courses plus 60 days professional practice in three different settings. Each practicum is a pre-requisite for the next.

- Providing for Children from Birth to Two Years
- EC Language & Literacies
- Linking Theory/Practice 2-8
- Children Educational Settings & Society
- Inclusive Education
- Issues & Contexts in Education
- Sciences, Mathematics & Environment.
- Applied Education Project

  Professional Practice 1 (20 days) Birth – 2 years
  Professional Practice 2 (20 days) 3 – 5 years
  Professional Practice 3 (20 days)

Pre-service teachers are also encouraged to select a range of different contexts for their three placements such as diversity in cultures, socio economic settings and rural/urban settings.
To ensure a range of experiences pre-service teachers must not use their place of work for their practicum.
PP1
The course requires pre-service teachers to work with children under two years of age. This placement usually takes place in a babies room or toddler room of a childcare setting. Focus of the course is for pre-service teachers to gain knowledge and skills about general early childhood policy and practices relating to regulations, quality improvement and centre philosophies. Program skills will be gained in this first practicum which will include the use of learning stories as an observation and planning tool.

PP2  (Pre-requisite PP1)
The second placement requires pre-service teachers to undertake a 20 day placement with children 3-5 years old. The placement takes place in a kindergarten or childcare setting with degree qualified staff as a mentor. The major focus of this practicum will be to critically reflect on practice and use action research as a change agent for practice. In addition students will continue to build on the use of learning stories to plan for groups.

PP3  (Pre-requisite PP2)
The third placement provides pre-service teachers with the opportunity to work for 20 days with children 3-5 years. This final professional practice placement enables pre-service teachers who have achieved a high standard in PP1 and PP2 to undertake this placement in other settings where programs are offered to children from the early childhood field for example in hospitals, the zoo, the aquarium, etc. The focus of PP3 is to work collaboratively with children, staff, parents and the local community. The pre-service teacher will continue to use learning stories, critical reflection and an understanding of the environment in the development of programs to meet the needs of children and families in specific contexts.

Mentors and pre-service teachers please note that it is important to discuss your progress towards your competencies partway through your 20 days prac so there is the opportunity to focus on any competencies not yet demonstrated.
During the Professional Practice Placements there are 15 areas of competence where both pre-service teachers and mentors are asked to comment on the pre-service teacher’s knowledge and practices.

1. Know and understand children’s strengths and interests and show evidence of documentation for planning purposes.
2. In a personal journal show ongoing reflection on practice.
4. Through planning show consideration of children’s social needs through communication with children, families, colleagues and other professionals.
5. Engage in partnerships with children to co-construct learning experiences.
6. Understand and articulate an ethical framework.
7. Demonstrate the use of different theories and research concerning child development, well being and child centred learning in curriculum, planning and implementation.
8. Demonstrate the ability to articulate how philosophy and theory link with practice.
9. Demonstrate the ability to implement theoretical practices in planning.
10. Demonstrate knowledge of statutory requirements and implications for practice.
11. Show evidence in curriculum planning and practice of the consideration of cultural and social diversity of children and their families.
12. Demonstrate an ability to articulate the benefits of early childhood education.
13. Work cooperatively with management structures and implement the policies of the centre.
15. Demonstrate a commitment to professional learning by attending teacher meetings and planning sessions.
Pre-service teachers Name…………………………………………

Pre-service teacher No………………………………………………

Name of Centre…………………………………………………………

Address of Centre………………………………………………………

Phone No…………………… Email Address…………………………

Mentors Name…………………………………………………………

No. of days completed………………

The pre-service teacher is asked to provide evidence of the following requirements. The mentor is asked to respond with a comment in relation to each.

Pre-service teachers please note that on completion of this form you will be required to make a photocopy of the report and comments pages and submit these to the EC PP administrator keeping the originals in your booklet for future reference.

Early Childhood Administrator: Shirley Collicoat
Phone: 9925 7188
Email: shirley.collicoat@rmit.edu.au
### Mentor report to be completed

**GD108 Student Name:** ______________________________________________________

<table>
<thead>
<tr>
<th>Placement competencies to be met</th>
<th>Mentor’s Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>During PP1</strong></td>
<td></td>
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<tr>
<td>Know and understand children’s strengths and interests and show evidence of documentation for planning purposes.</td>
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<tr>
<td>Engage in partnerships with children to co-construct learning experiences.</td>
<td></td>
</tr>
<tr>
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<td></td>
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<tr>
<td>Mentor Feedback</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Quality of communication and interactions with children</td>
<td></td>
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<tr>
<td>Level of involvement in the centre and communication/collaboration with staff and families</td>
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<tr>
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<tr>
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<td>Ability to contribute to and enrich the learning environment</td>
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<tr>
<td>Maintenance of professional documentation</td>
<td></td>
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<tr>
<td>Further challenges</td>
<td></td>
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</tbody>
</table>

**Placement Result**

Award an S (satisfactory) or N (unsatisfactory)  

Comment

Signature of Mentor ___________________________________________
PP1 Guidelines for Students

1. Develop a folder of documents that will be professionally useful as reference documents. For example:
   - State regulation
   - Local government licensing
   - Federal government quality and accreditation
   - Professional organisations like ECA, KPV and CCC
   - Industrial awards and agreements
   - Code of Ethics

2. Collect copies of centre policies and information on the management structure. Record information in your journal and add any relevant brochures to your professional folder.

3. Keep a reflective journal throughout your prac. Relate aspects of the program to theoretical and research knowledge. Share your journal with your mentor.

4. Have a section of your professional practice folder that contains:
   - Your observations of children (learning stories)
   - Your planning, actioning and evaluating of experiences provided

   Discuss your observations, planning and children's learning with your mentor. Record your ideas for providing quality environments for children aged from birth to two years and share these ideas with your mentor.

5. Please record how you have met each competency in your journal ready for discussion with your mentor.
PP2

RMIT SCHOOL OF EDUCATION
Graduate Diploma of Education (Early Childhood) GD108

Professional Practice Report
2009

Pre-service teachers Name……………………………………

Pre-service teacher No…………………………………………

Name of Centre…………………………………………………………

Address of Centre…………………………………………………………

Phone No…………………….   Email Address…………………………

Mentors Name…………………………………………………………..

No. of days completed………..

The pre-service teacher is asked to provide evidence of the following requirements. The mentor is asked to respond with a comment in relation to each.

Pre-service teachers please note that on completion of this form you will be required to make a photocopy of the report and comments pages and submit these to the EC PP administrator keeping the originals in your booklet for future reference.

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Email: shirley.collicoat@rmit.edu.au
Mentor report to be completed

GD108 Student Name: ______________________________________________

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<tr>
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<th>Mentors Feedback</th>
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<tbody>
<tr>
<td><strong>During PP2</strong></td>
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<tr>
<td>Show consideration of children’s cultural and social needs through communication with children, families, colleagues and other professionals.</td>
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<tr>
<td>Demonstrate the ability to articulate your philosophy of Early Childhood education.</td>
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<tr>
<td>Demonstrate and discuss the linking of theory with practice.</td>
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<tr>
<td>In curriculum planning and practice show consideration of cultural and social diversity of children and their families.</td>
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<tr>
<td>Show evidence of critical reflection for the purpose of changing an aspect of your own practice.</td>
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</table>
### Mentor Feedback

<table>
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<tr>
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</tbody>
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### Placement Result

Award an S (satisfactory) or N (unsatisfactory)  

Comment

Signature of Mentor ___________________________________________
PP2 Guidelines for Students

1. Build on your understanding of Learning Stories by planning for small groups of children in both the indoor and outdoor environments.

2. The focus of PP2 is on your reflective practice. Your professional practice journal will be evidence of your reflection on practice. Clearly note how you are using your reflection for change.

3. Have professional discussions with your mentor throughout your placement in relation to linking theory and practice.

4. Continue to explore a range of methods of documentation and planning with guidance from the mentor.

5. Please record how you have met each competency in your journal ready for discussion with your mentor.
PP3

RMIT SCHOOL OF EDUCATION
Graduate Diploma of Education (Early Childhood) GD108

Professional Practice Report
2009

Pre-service teachers Name…………………………………………………

Pre-service teacher No……………………………

Name of Centre………………………………………………………………

Address of Centre……………………………………………………………

Phone No………………………… Email Address…………………………

Mentors Name………………………………………………………………

No. of days completed………..

The pre-service teacher is asked to provide evidence of the following requirements. The mentor is asked to respond with a comment in relation to each.

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Email: shirley.collicoat@rmit.edu.au
**Mentor report to be completed**

**GD108 Student Name:**

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<tr>
<td>Demonstrate the ability to implement theoretical practices in planning.</td>
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<tr>
<td>Demonstrate an ability to articulate the benefits of early childhood education.</td>
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<tr>
<td>Demonstrate an understanding of the legal framework and professional obligations of early childhood teachers.</td>
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<td>Demonstrate a commitment to professional learning by attending teacher meetings and planning sessions.</td>
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**Placement Result**
Award an S (satisfactory) or N (unsatisfactory)  
Comment

**Signature of Mentor** ________________________________
PP3 Guidelines for Students

1. In your journal provide evidence of your planning and documentation during this placement.

2. Undertake a project with children based on observations and discussions with children, staff and families at the centre. Following children's interest and leads, continue to develop the project over a series of weeks.

3. In conjunction with undertaking a project approach you will be required to take responsibility for planning other aspects of the program. The level of responsibility should be progressively built up so that you will have one week of full control towards the end of your placement.

4. Please record how you have met each competency in your journal ready for discussion with your mentor.
**PRE SERVICE TEACHER PLACEMENT CONTRACT**

The Mentor and Pre Service Teacher both sign this document to indicate their understanding of the requirements and conditions of the placement to which they have agreed.

**Pre Service Teacher Details:**

Name: _________________________________________________________ Student No: __________

Home Phone: ___________________________ Mobile: ___________________________

Student Email: ________________________________________________________________________

Address: __________________________________________ _________________ Post Code: ________

Program (*please circle*): Graduate Diploma of Education (Early Childhood) GD108

Professional Practice Level (*please circle*):    PP1       PP2       PP3

**Site Details:**

Name of Centre:  _________________________________________________________ Room: ______

Name of Coordinator: _________________________________________________________

Name of Mentor:  _________________________________________________________

Address: __________________________________________ _________________ Post Code: _________

Phone: __________________________________________________________ Fax: _______________

**Placement Dates: To commence from   ----/----/-------  to      ----/----/------

*We are willing to have the above Pre Service Teacher for his/her Professional Practice placement and will take responsibility for the mentoring required.*

Signature of Mentor: _______________________________________________       Date: __________

I am aware that by signing this contract I am taking professional responsibility to inform my Mentor and the professional Practice Office of any changes to my enrolment, intentions to withdraw from my placement or provide adequate notice and reasons for absences from my placement.

Signature of Pre Service Teacher: _______________________________       Date: __________
PRE SERVICE TEACHER PLACEMENT CONTRACT

The Mentor and Pre Service Teacher both sign this document to indicate their understanding of the requirements and conditions of the placement to which they have agreed.

Pre Service Teacher Details:
Name: _________________________________________________________ Student No: __________
Home Phone: ___________________________ Mobile: ___________________________
Student Email: ________________________________________________________________________
Address: __________________________________________ _________________ Post Code: ________
Program (please circle): Graduate Diploma of Education (Early Childhood) GD108
Professional Practice Level (please circle): PP1          PP2          PP3
Site Details:
Name of Centre:  _________________________________________________________ Room: ______
Name of Coordinator: _________________________________________________________
Name of Mentor:  _________________________________________________________
Address: __________________________________________ _________________ Post Code: ________
Phone: ___________________________ Fax: ___________________________

Placement Dates: To commence from     ----/----/-------   to      ----/----/------

I/We are willing to have the above Pre Service Teacher for his/her Professional Practice placement and will take responsibility for the mentoring required.

Signature of Mentor: _______________________________________________       Date: __________

I am aware that by signing this contract I am taking professional responsibility to inform my Mentor and the professional Practice Office of any changes to my enrolment, intentions to withdraw from my placement or provide adequate notice and reasons for absences from my placement.

Signature of Pre Service Teacher: ____________________________________       Date: __________

PLEASE EMAIL/FAX TO: Shirley Collicoat - Email: shirley.collicoat@rmit.edu.au   Fax: 9925 7887
PRE SERVICE TEACHER PLACEMENT CONTRACT

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Pre Service Teacher Details:
Name: _________________________________________________________ Student No: __________
Home Phone: ___________________________ Mobile: _______________________________________
Student Email: ________________________________________________________________________
Address: __________________________________________ _________________ Post Code: ________
Program (please circle): Graduate Diploma of Education (Early Childhood) GD108
Professional Practice Level (please circle): PP1 PP2 PP3

Site Details:
Name of Centre:  _________________________________________________________Room: ______
Name of Coordinator: _____________________________________________________
Name of Mentor:  _________________________________________________________
Address: __________________________________________ _________________ Post Code: _________
Phone: __________________________________________________________ Fax: ___________________

Placement Dates: To commence from     ----/----/-------   to      ----/----/------

I/We are willing to have the above Pre Service Teacher for his/her Professional Practice placement and will take responsibility for the mentoring required.

Signature of Mentor: _______________________________________________       Date: __

I am aware that by signing this contract I am taking professional responsibility to inform my Mentor and the professional Practice Office of any changes to my enrolment, intentions to withdraw from my placement or provide adequate notice and reasons for absences from my placement.

Signature of Pre Service Teacher: _______________________________       Date: __

PLEASE EMAIL/FAX TO: Shirley Collicoat - Email: shirley.collicoat@rmit.edu.au   Fax: 9925 7887
Work Integrated Learning / Practical Placements

Occupational Health and Safety Requirements

RMIT University is committed to providing and maintaining the highest standard of health, safety and wellbeing for all staff, students, contractors and visitors.

All Victorian employers are required by law to comply with the Victorian Occupational Health and Safety Act 1985 and from 1 July 2005 with the Victorian Occupational Health and Safety Act 2004.

Placement organisations have the primary duty of care to ensure the health and safety of RMIT students during their placement. RMIT University therefore expects that placement organisations will recognise their responsibilities and have systems in place to reduce the risks to the health and safety of students undertaking placements.

Placement organisations must ensure that RMIT students are aware of the following information prior to commencement of a practical placement:

- Placement organisation’s health and safety policy.
- Emergency procedures including emergency numbers.
- First aid arrangements (including names and phone numbers of first-aiders).
- Procedure for reporting accidents/incidents/hazards.
- Name and location of health and safety representative of the work area.
- Details on the process for managing and resolving health and safety issues.

Hazards associated with the workplace and practical placement activities and the measures in place to control the risks to health and safety. This should include, but not be limited to, safe work procedures, personal protective equipment, training and supervision.

The above could be an attachment to the general agreement and the following wording placed in the body of the agreement:
Complete this form and leave it with the Site Coordinator in a sealed envelope on your first day of Professional Practice. Clearly make the form with your name, student number and "Confidential – Open in case of Emergency". Collect the envelope on your last day at the site.

Pre-service teacher’s name: ...........................................  Student No: .........................................................

In case of an emergency, I wish the site staff to contact one of the people listed below:

**Emergency Contacts:**

Name: ..........................................................  Home Phone: .........................................................
Work Phone: ..................................................  Mobile Phone: ....................................................

**Pre-service Teacher Details:**

Medicare Number: ..........................................................  Ambulance Subscription:  ..............................................

Please list any allergies: ..........................................................

Important Medical information (eg. asthmatic, diabetic, epileptic): ..........................................................

Are you presently on medication? ..........................................................

If so please list the medication and dosage ..........................................................

Blood group: ..........................................................

In case of health-related emergency, I .......................................................... give the site where I am placed for this Professional Practice permission to seek medical assistance or call an ambulance as deemed necessary

Signature: ..........................................................  Date: ..........................................................
Confidential
Emergency Contact Form

Complete this form and leave it with the Site Coordinator in a sealed envelope on your first day of Professional Practice. Clearly make the form with your name, student number and “Confidential – Open in case of Emergency”. Collect the envelope on your last day at the site.

Pre-service teacher’s name: ........................................... Student No: ....................................................... 

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Emergency Contacts:

Name: ............................................................... Home Phone: ............................................................... 
Work Phone: ............................................................... Mobile Phone: ............................................................... 

Pre-service Teacher Details:

Medicare Number: ............................................................... 
Ambulance Subscription: ............................................................... 
Please list any allergies: ............................................................... 
Important Medical information (eg. asthmatic, diabetic, epileptic): ............................................................... 

Are you presently on medication? ............................................................... 
If so please list the medication and dosage ............................................................... 
Blood group: ............................................................... 

In case of health-related emergency, I ............................................................... give the site where I am placed for this Professional Practice permission to seek medical assistance or call an ambulance as deemed necessary.

Signature: ............................................................... Date: ...............................................................
Confidential
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Complete this form and leave it with the Site Coordinator in a sealed envelope on your first day of Professional Practice. Clearly make the form with your name, student number and “Confidential – Open in case of Emergency”. Collect the envelope on your last day at the site.

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In case of health-related emergency, I give the site where I am placed for this Professional Practice permission to seek medical assistance or call an ambulance as deemed necessary.

Signature: ...........................................................  Date: ...........................................................
Frequently Asked Questions

Hours

RMIT University regulations:
Pre-service teachers must not work more than 7 hours with children. Please match the hours of your mentor if this does not exceed 7 hours.

Our expectation:
- Pre-school - Only kindergartens or preschools can be selected for placement where they work a minimum of 20 hours contact with children per week.
- Long day care - Students should experience early and late shifts during their placement.

Insurance:
Professional Practice administration can supply a copy of RMIT’s insurance if requested by the centre.

Working with Children Check:
Required before commencing placement.

What if I am sick:
Please phone the centre/pre-school and university coordinator if you cannot attend the placement. Any days absent need to be made up.
CODE OF ETHICS

In relation to children, I will:

1. Act in the best interests of all children.
3. Recognise children as active citizens participating in different communities such as family, children’s services and schools.
4. Work with children to help them understand that they are global citizens with shared responsibilities to the environment and humanity.
5. Respect the special relationship between children and their families and incorporate this perspective in all my interactions with children.
6. Create and maintain safe, healthy environments, spaces and places, which enhance children’s learning, development, engagement, initiative, self-worth, dignity and show respect for their contributions.
7. Work to ensure children and families with additional needs can exercise their rights.
8. Acknowledge the uniqueness and potential of all children, in recognition that enjoying their childhood without undue pressure is important.
9. Acknowledge the holistic nature of children’s learning and the significance of children’s cultural and linguistic identities.
10. Work to ensure children are not discriminated against on the basis of gender, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin.
11. Acknowledge children as competent learners, and build active communities of engagement and inquiry.
12. Honour children’s right to play, as both a process and context for learning.

In relation to families, I will:

1. Listen to and learn from families, in order to acknowledge and build upon their strengths and competencies, and support them in their role of nurturing children.
2. Assist each family to develop a sense of belonging and inclusion.
3. Develop positive relationships based on mutual trust and open communication.
4. Develop partnerships with families and engage in shared decision making where appropriate.
5. Acknowledge the rights of families to make decisions about their children.
6. Respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems.
7. Develop shared planning, monitoring and assessment practices for children’s learning and communicate this in ways that families understand.
8. Acknowledge that each family is affected by the community contexts in which they engage.
9. Be sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of all children and families.
10. Maintain confidentiality and respect the right of the family to privacy.
In relation to colleagues, I will:

1. Encourage my colleagues to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours.
2. Build collaborative relationships based on trust, respect and honesty.
3. Acknowledge and support the personal strengths, professional experience and diversity which my colleagues bring to their work.
4. Make every effort to use constructive methods to manage differences of opinion in the spirit of collegiality.
5. Share and build knowledge, experiences and resources with my colleagues.
6. Collaborate with my colleagues to generate a culture of continual reflection and renewal of high quality practices in early childhood.

In relation to communities, I will:

1. Learn about the communities that I work within and enact curriculum programs which are responsive to those contexts and community priorities.
2. Connect with people, services and agencies within the communities that support children and families.
3. Promote shared aspirations amongst communities in order to enhance children’s health and wellbeing.
4. Advocate for the development and implementation of laws and policies that promote child-friendly communities and work to change those that work against child and family wellbeing.
5. Utilise knowledge and research to advocate for universal access to a range of high-quality early childhood programs for all children.
6. Work to promote community understanding of how children learn in order that appropriate systems of assessment and reporting are used to benefit children.

In relation to students, I will:

1. Afford professional opportunities and resources for students to demonstrate their competencies.
2. Acknowledge and support the personal strengths, professional knowledge, diversity and experience which students bring to the learning environment.
3. Model high-quality professional practices.
4. Know the requirements of the students’ individual institutions and communicate openly with the representatives of that institution.
5. Provide ongoing constructive feedback and assessment that is fair and equitable.
6. Implement strategies that will empower students to make positive contributions to the workplace.
7. Maintain confidentiality in relation to students.
In relation to my employer, I will:

1. Support workplace policies, standards and practices that are fair, non-discriminatory and are in the best interest of children and families.
2. Promote and support ongoing professional development within my work team.
3. Adhere to lawful policies and procedures and when there is conflict, attempt to effect change through constructive action within the organisation or seek change through appropriate procedures.

In relation to myself as a professional, I will:

1. Base my work on contemporary perspectives on research, theory, content knowledge, high quality early childhood practices and my understandings of the children and families with whom I work.
2. Regard myself as a learner who undertakes reflection, critical self-study, continuing professional development and engages with contemporary theory and practice.
3. Seek and build collaborative professional relationships.
4. Acknowledge the power dimensions within professional relationships.
5. Act in ways that advance the interests and standing of my profession.
6. Work within the limits of my professional role and avoid misrepresentation of my professional competence and qualifications.
7. Mentor other early childhood professionals and students.
8. Advocate in relation to issues that impact on my profession and on young children and their families.
9. Encourage qualities and practices of leadership within the early childhood profession.

In relation to the conduct of research, I will:

1. Recognise that research includes my routine documentation and investigations of children’s learning and development, as well as more formal research projects undertaken with and by external bodies.
2. Be responsive to children’s participation in research, negotiating their involvement taking account of matters such as safety, fatigue, privacy and their interest.
3. Support research to strengthen and expand the knowledge base of early childhood, and where possible, initiate, contribute to, facilitate and disseminate such research.
4. Make every effort to understand the purpose and value of proposed research projects and make informed decisions as to the participation of myself, colleagues, children, families and communities.
5. Ensure research in which I am involved meets standard ethical procedures including informed consent, opportunity to withdraw and confidentiality.
6. Ensure that images of children and other data are only collected with informed consent and are stored and utilised according to legislative and policy requirements.
7. Represent the findings of all research accurately.