



University of
South Australia

Fitness to Practice in Professional Experience Placements Inherent Requirements

November 2019



School of Education

Fitness to Practice in Professional Experience Placements Inherent Requirements Guidelines and Procedures

1. Definitions

In this document the following definitions apply:

“ACECQA” means the Australian Children's Education & Care Quality Authority; the national authority assisting government in the administration of the National Quality Framework (NQF) for education and care.

“AITSL” means the Australian Institute for Teaching and School Leadership; refers to the national body responsible for the Australian Professional Standards for Teachers which are designed to promote excellence in teaching and leadership across Australian schools.

“Course Coordinator” means the person appointed to lead a course of study in a program who works closely with the Program Director to ensure learning and teaching practices in the course are consistent with the Code of good practice for University teaching.

“ECA” means Early Childhood Australia; a national body advocating for quality, social justice and equity in education and care for children from birth to eight years of age.

“Fitness to Practice in Professional Experience Placements” means the requirements of a program (clustered under eight domains) that are essential to undertake teaching placement activities in a range of practice-based learning environments (including schools and early learning centres) and are described in further detail in the Fitness to Practice in Professional Experience Placement Requirement document (refer to Appendix A).

“Head of School” means the Head of the School of Education.

“ITE” means initial teacher education.

“LANTITE” means the Literacy and Numeracy Test for Initial Teacher Education; this refers to the test of personal literacy and numeracy skills which all preservice teachers enrolled in an initial teacher education program are required to sit and demonstrate that they meet the test standard prior to program completion and graduation from the program. The University of South Australia requirement is for preservice teachers to successfully complete both the literacy and numeracy requirement in the semester prior to their final professional experience course.

“Practice-based learning” as described in Section 4 of the UniSA Assessment Policies and Procedures Manual.

“Program” or **“programs”** means a program leading to entry to practice as a teacher where completion is required for professional registration with the Teacher's Registration Board of South Australia or a specialist program or course requiring professional placement.

“Program Director” means the person appointed to the role of program director in the School of Education or alternative staff member nominated by the Head of School.

“PSTs” means preservice teachers, i.e. current students enrolled in Education programs for initial teacher education.

“Reporting person” means the person reporting concerns that the student may not be able to meet the Fitness to Practice in Professional Experience Placements of their course.

“TRB” means the Teacher's Registration Board of South Australia, the accrediting authority for Educators.



2. Introduction

These Guidelines and Procedures describe the processes to be followed when concerns are raised regarding a student's ability to meet the Fitness to Practice in Professional Experience Placement requirements of a program and/or course. The purpose of this document is to provide guidance to academic staff and preservice teachers (PSTs) regarding the physical, sensory, mental, emotional and behavioural requirements needed to undertake education workplace learning. This document should be read in conjunction with the Section 4: *Practice-based learning* of the University of South Australia (UniSA) Assessment Policies and Procedures Manual.

The UniSA School of Education is committed to supporting the rights of all people who wish to pursue a career in education. The Fitness to Practice in Professional Experience Placement Inherent Requirement Statements (Appendix A) have been developed to identify the essential abilities, knowledge and skills needed to achieve the core learning outcomes of accredited programs required for professional registration with the TRB inclusive of programs that require a professional experience placement to meet the program/course learning outcomes.

The Fitness to Practice in Professional Experience Placements Requirement Statements have been developed to advise potential applicants and PSTs of the requirements necessary to undertake a Professional Experience Placement as a student in preparation for entry (registration) into the teaching profession. All PSTs must confirm that they meet the Fitness to Practice in Professional Experience Placements requirements on entry to the program and before they undertake a course related Professional Experience Placement.

PSTs with a disability or chronic health condition may be able to have reasonable adjustments made to teaching and learning, assessment, professional experience practice and other activities to enable them to participate in their course and meet the Fitness to Practice in Professional Experience Placements requirements. However, reasonable adjustments should not fundamentally change the nature of the Fitness to Practice in Professional Experience Placements requirements.

3. Information to applicants and students

Information about the Fitness to Practice in Professional Experience Placements Inherent Requirements (Appendix A) will be available to potential applicants to the Education programs on the University website and in the relevant program information and course outlines. Prospective PSTs will be required to confirm that they have read and understood these as part of the program enrolment process.

All PSTs enrolled in programs will be advised of their obligations under University rules and policies and School procedures associated with practice-based learning through the School of Education Professional Experience website (<https://www.unisa.edu.au/Education-Arts-and-Social-Sciences/school-of-education/Our-Placements/Getting-Started/>).

All PSTs will be asked to confirm their ongoing ability to meet the Fitness to Practice in Professional Experience Placements requirements prior to enrolling in each Professional Experience Placement course.

4. Student Services and Support

The University provides a range of student services and support <http://w3.unisa.edu.au/current-students/StudentServices/StudentServices.html> PSTs who have a disability/mental health/medical condition which may impact on their studies are strongly encouraged to Register for Disability Services on accepting an offer into a program.

PSTs with a disability or medical condition who have an assessment with a Disability Adviser will be provided with a Disability Access Plan (DAP). This document will propose reasonable adjustments that can be made to assist the student to achieve the relevant program's Fitness to Practice in Professional Experience Placements requirements aligned to the program learning outcomes and program rules. The provision of a DAP should not be construed as a confirmation by the University that the PST can meet the Fitness to Practice in Professional Experience Placements requirements of the



relevant program. The reasonable adjustments proposed in the DAP will need to be discussed with the Program Director (or nominee) and may be subject to amendment if the School considers the adjustments proposed are inconsistent with the Fitness to Practice in Professional Experience Placement requirements of the relevant program.

5. Fitness to Practice Procedure

The following procedure must be initiated when concerns are raised regarding a PST's ability to meet each of the eight domains of Fitness to Practice in Professional Experience Placements. Please note, concerns can be raised by peers, tutors, course coordinators, supervising teachers or others in contact with the PST who have concerns about their fitness.

It is essential that any concerns of this nature are properly investigated. PSTs who are not fit to practice during a Professional Experience Placement may pose a risk to the public, placement host staff and children and young people, UniSA staff and other PSTs if they are permitted to participate in Professional Experience Placements. The University shall carry out the procedure described below in a manner that is as timely and discrete as reasonably practicable and provides procedural fairness for students who are the subject of investigations. All information collected by the School of Education as part of the procedure described below shall be retained and dealt with in a manner that is consistent with the UniSA Confidentiality of PSTs' personal information.

The following circumstances are examples which could raise doubts about a PST's ability to meet one or more of the Fitness to Practice in Professional Experience Placements requirements and potentially cause a PST to be unfit to practice during a Professional Experience Placement.

These examples are illustrative only and are not intended to be exhaustive:

- i. Evidence of chronic drug or alcohol misuse;
- ii. Severe mental illness;
- iii. Acting in a violent or aggressive manner;
- iv. Intimidation of children/students, placement host staff, UniSA staff and fellow PSTs/students;
- v. Fraudulent or dishonest behaviour;
- vii. Conviction of a criminal offence punishable by 12 months imprisonment or more.

Where concerns are raised, they will be first addressed by the member of staff with whom the concern is raised. In each instance, that member of staff will determine whether the concern has merit and warrants escalation and will inform a superior staff member in consultation whilst following the appropriate procedure, as determined by when/where/how the concern is raised. For example, the concern may be raised during a Professional Experience placement, in response to an unsuccessful placement, or outside of a structured Professional Experience placement (see Appendix D for procedural flowchart of concern management). Each of these instances may have differences in the management approach, but in the event that the concern is elevated to the Head of School, the matter will be managed according to the procedural requirements set out in section 4.3 *Suitability for practice-based learning activities* of the [Assessment Policies and Procedures Manual](#) wherein, if it is determined at each stage that a concern merits further investigation, the student will be notified of the requirements by the Head of School who may, following a meeting with the PST and Program Director, refer the matter to the Suitability Advisory Panel.

6. Requirement for Medical Clearance

Where the Program Director or Head of School decides that a medical clearance from a registered medical practitioner is necessary to make a determination about a PST's fitness to practice the PST will be informed in writing of the concerns (Appendix B) and requested to provide within ten (10) business days (or such longer period as may be approved by the Program Director or Head of School) a report from a medical professional. A template form has been developed by the School of Education for this purpose (see Appendix C).



This template is designed to be adjusted specifically for each PST, with the areas needing confirmation from the medical practitioner identified for their consideration of the PST's fitness for practice in those aspects. This means that those elements in the template which are not relevant concerns for the PST will be deleted, and those that are relevant will remain and may be elaborated where necessary. Through the Program Director or Head of School, the University can stipulate the medical practitioner the student is required to consult for an independent assessment.

Concerns about a PST's ability to meet the Fitness to Practice in Professional Experience Placement requirements of the program and to demonstrate fitness to practice on a Professional Experience Placement, will be managed in accordance with the UniSA Assessment Policies and Procedures Manual Subclause 4.3 *Suitability for practice-based learning activities*.

7. Reasonable Adjustments

The University of South Australia supports the inclusion of students/PSTs with a disability/mental health/medical condition, or students who are carers of a person with a disability, by providing reasonable adjustments in relation to these requirements, where possible. In determining whether an adjustment is reasonable, the University will take into account:

- the nature of the disability/mental health/medical condition
- the effect of the adjustment on the student's ability to demonstrate their participation in the program and achievement of required learning outcomes
- the effect of the proposed adjustment on other people; for example, UniSA staff, PST peers, placement host staff, children and young people in placement sites, or family/community members associated with placement sites.
- the reasonability and feasibility of costs and logistical impact of the proposed adjustment

Students with disabilities or medical conditions or students who are carers of a person with a disability may be entitled to a variation or modification to standard assessment arrangements. See Section 7 of the Assessment Policy and Procedures Manual (APPM) at: <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>

Reasonable adjustments may include modification to assessment requirements/circumstances and provision of additional support services; however, adjustments cannot be provided which would undermine the core or inherent learning required, thus compromising the academic integrity of the Program.

Students who require variations or modifications to standard assessment arrangements should contact their relevant Course Coordinator as early as possible in order to ensure that appropriate supports can be implemented or arranged in a timely manner.

One enrolled in an ITE course at the University of South Australia, students with a disability/mental health/medical condition or students who are carers of a person with a disability can register for an Access Plan with UniSA Access & Inclusion Service. It is important to make contact early to ensure that appropriate support can be implemented or arranged in a timely manner. See the Disability Hub for more information (<http://www.unisa.edu.au/Disability/Current-students>). Students also have access to support through Student Support Services (<https://i.unisa.edu.au/students/student-support-services/>) including Counselling and Access and Inclusion. Staff working in these areas collaborate with other University staff to provide reasonable adjustment required for courses and assessment and can provide information and advice to assist students in achieving learning outcomes.

Employers of teachers and placement host sites must also consider what workplace adjustments are reasonable to accommodate the varied capabilities and needs of children/young people, staff, parents/caregivers and visitors.



8. Related policies, rules and procedures

University of South Australia Policies:

Assessment Policies and Procedures Manual, Section 4 - Practice-based learning and Section 7 - Variations to assessments

https://i.unisa.edu.au/siteassets/policies-and-procedures/docs/manual/2019/appm_2019.pdf?1569233935217

A-46.11 - Confidentiality of students' personal information

<https://i.unisa.edu.au/siteassets/policies-and-procedures/docs/academic/a-46-confidentiality-of-students.pdf?1569234270366>

C-7.4 Students with Disabilities Policy

<https://i.unisa.edu.au/policies-and-procedures/university-policies/corporate/c-7/>

Statute 7: Student Misconduct

<https://i.unisa.edu.au/policies-and-procedures/act-statutes-and-by-laws/university-of-south-australia-statutes/#p7>

UniSA Work Health and Safety Wellbeing

<http://w3.unisa.edu.au/safetyandwellbeing/>

UniSA Code of Conduct for Students

<https://i.unisa.edu.au/contentassets/1161abaf730142b5add389e5a1281a50/code-of-conduct-for-students.pdf?1569234108799>



APPENDIX A

Fitness to Practice in Professional Experience Placement Requirement Statements

These statements identify the essential abilities, knowledge and skills needed to achieve the learning outcomes of programs offered in the School of Education that require a Professional Experience Placement experience to meet program/course learning outcomes.

There are eight domains of Fitness to Practice (some of which have sub-domains) as described below.

- Ethical behaviour
- Legal compliance
- Literacy and Numeracy
- Communication
- Behavioural stability
- Interpersonal engagement
- Sensory ability
- Sustainable performance

Each domain will be explained with reference to why it is required. Examples to demonstrate how the requirements can be met are provided in each section, however these are not exhaustive lists.

1. Ethical Behaviour

Education is a profession governed by the following bodies and guidelines:

- Australian Institute for Teaching and School Leadership's (AITSL) Australian Professional Standards for Teachers (particularly focus areas 7.1 & 7.2)
- Teacher Registration Board of South Australia's Code of Ethics
- Australian Children's Education and Care Quality Authority (ACECQA)
- Early Childhood Australia Code of Ethics

These govern the professional conduct and professional boundaries where teachers are both accountable and responsible for ensuring professional and ethical behaviour in all contexts. Preservice teachers in ITE programs must always demonstrate knowledge of and engagement in ethical behaviour.

No adjustments can be made for this requirement.



Why is it a requirement of ITE programs?	Examples that demonstrate that the requirement is met
<ul style="list-style-type: none"> ▪ supports the physical, psychological, emotional and spiritual wellbeing of all. ▪ requires compliance with the standards, codes, guidelines and policies. ▪ facilitates safe, competent interactions and relationships for students and/or the people with whom they engage. ▪ is required under UniSA’s Graduate Quality 5 - commitment to ethical action and social responsibility as a professional and citizen. 	<ul style="list-style-type: none"> ▪ demonstrating appropriate behaviour with confidential information in university classrooms and other education settings ▪ demonstrating the ability to reflect on ethical dilemmas and issues ▪ demonstrating responsibility for ensuring awareness of and enacting ethical behaviour. ▪ complying with site policy and guidelines re: sharing student information and photographs in public forums ▪ demonstrating appropriate behaviour re: sharing appropriate personal content in public forums which may be accessed by children and young people ▪ demonstrating the ability to engage in appropriate and respectful professional interactions

2. Legal compliance

Legislation mandates the safe delivery of education and care and therefore PSTs must demonstrate knowledge and compliance with Australian Law, professional regulations and scope of practice.

No adjustments can be made for this requirement.

Why is it a requirement of ITE programs?	Examples that demonstrate that the requirement is met
<ul style="list-style-type: none"> ▪ minimise risk of harm to self and others. ▪ ensure PSTs are responsible and accountable for their practice. 	<ul style="list-style-type: none"> ▪ complying with the requirements for entry to education and care sites, i.e. First Aid certificate, Working with Children Check, Responding to Abuse and Neglect training, and PST placement agreement (see Appendix C) ▪ complying with requirements to successfully complete a LANTITE test ▪ complying with guidelines related to children and young people’s information and/or images ▪ complying with UniSA code of conduct for PSTs



3. Literacy and Numeracy

ITE programs require knowledge of theory and the skills of literacy and numeracy. Additionally, it is a requirement of all students enrolled in ITE programs to sit the LANTITE test and meet the required standard prior to graduation.

Literacy

Competent literacy skills are essential to provide safe and effective provision of education and care. This includes:

- the ability to acquire information and accurately convey appropriate, effective messages
- the ability to read, comprehend and apply a range of literature and information in a range of contexts
- the capacity to understand and implement academic conventions to construct written text in a scholarly manner.

Why is it a requirement of ITE programs?	Examples that demonstrate that the requirement is met
<ul style="list-style-type: none"> ▪ to acquire information and accurately convey messages is fundamental to the safe and effective delivery of education and care. ▪ to read, decode, interpret comprehend and apply multiple sources of information is fundamental for the safe and effective provision of education and care. ▪ to be competent in literacy instruction. 	<ul style="list-style-type: none"> ▪ demonstrates the ability to listen to information, for example, on the telephone, in conversation with parents/caregivers, in tutorials ▪ can use language appropriately in a range of contexts and situations ▪ demonstrates the ability to convey a spoken message accurately ▪ demonstrates the ability to paraphrase, summarise, synthesise and reference in accordance with appropriate academic conventions ▪ demonstrates accurate, concise and clear teaching and learning documentation ▪ provides accurate and appropriate literacy instruction ▪ produces accurate and succinct written reports for parents/carers ▪ obtains required pass for LANTITE

Numeracy

Competent and accurate numeracy skills mean that you have the ability to interpret and correctly apply data, measurements and numerical criteria.

Why is it a requirement of ITE programs?	Examples that demonstrate that the requirement is met
<ul style="list-style-type: none"> ▪ to facilitate the safe and effective provision of education through the management of student assessments and for competent instruction in numerical concepts. 	<ul style="list-style-type: none"> ▪ demonstrates the ability to apply numerical calculations to assess children and young people’s work ▪ demonstrates the ability to plan for effective instruction of numeracy concepts ▪ provides accurate and appropriate numeracy instruction across all curriculum areas ▪ obtains required pass for LANTITE



4. Communication

Initial teacher education programs require effective, verbal, non-verbal and written communication skills.

Verbal

This requirement includes:

- the ability to communicate clearly and effectively in English
- the ability to understand and respond to verbal communication accurately, appropriately and in a timely manner
- the ability to provide clear instructions in the context of the situation

Why is it a requirement of ITE programs?	Examples that demonstrate that the requirement is met
<ul style="list-style-type: none"> ▪ to provide quality education and safe learning environments. ▪ to communicate in a way that displays respect and empathy to others and develops trusting relationships. ▪ to be responsive to the diverse needs of children and young people 	<ul style="list-style-type: none"> ▪ participating in university classes, discussions, and verbal presentations in a range of settings ▪ responding with clarity and professionalism in the university and other education settings ▪ communicating with children and young people effectively so that learning can occur ▪ providing effective verbal feedback to children and young people during learning

Non-verbal

Effective non-verbal communication is fundamental to teaching and needs to be respectful, clear, attentive, empathetic and non-judgmental. This requirement includes:

- the capacity to recognise, interpret and respond appropriately to behavioural cues
- consistent and appropriate awareness of own behaviours
- sensitivity to individual and/or cultural differences.

Why is it a requirement of ITE programs?	Examples that demonstrate that the requirement is met
<ul style="list-style-type: none"> ▪ to observe and understand non-verbal cues, assist with building rapport and gaining trust and respect in academic and professional relationships. ▪ Displaying consistent and appropriate eye contact, facial expressions, being mindful of space/time boundaries and body movements and gestures promotes trust in academic and professional relationships. ▪ Being sensitive to individual and/or cultural differences displays respect and empathy and develops trusting relationships. ▪ essential for safe and effective teaching practice. 	<ul style="list-style-type: none"> ▪ recognising and responding appropriately in classroom situations; e.g. demonstrating attentiveness to students, adopting appropriate non-verbal responses when managing behaviours, such as eye contact, facial expressions or physical gestures ▪ recognising and responding appropriately to cues in education environments; e.g. noticing a student who may be demonstrating non-verbally that they are upset/distressed/distracted ▪ recognising and responding appropriately to parents and/or colleagues, particularly in recognising the need for empathy and sensitivity in response to sensitive topics or situations.



Written

The student must demonstrate the capacity to construct coherent and effective written communication, in English, appropriate to the circumstances.

Why is it a requirement of ITE programs?	Examples that demonstrate that the requirement is met
<ul style="list-style-type: none"> ▪ Effective written communication, in English, is a fundamental teaching responsibility with professional and legal ramifications. ▪ Construction of written text-based assessment tasks to reflect required academic standards are necessary to convey knowledge and understanding of relevant subject matter for professional practice. ▪ Accurate written communication, including individual records, and teaching and learning documentation, is vital to providing quality, effective learning experiences. 	<ul style="list-style-type: none"> ▪ constructing written assessments to academic standards ▪ constructing teaching and learning documentation in a timely manner that meets professional standards ▪ Providing effective written feedback to children and young people

5. Behavioural stability

Behavioural stability is required to function and adapt effectively and sensitively in the teaching profession. Preservice teachers (PSTs) must demonstrate behavioural stability to work constructively in a diverse and changing academic and professional environment.

Why is it a requirement of ITE programs?	Examples that demonstrate that the requirement is met
<ul style="list-style-type: none"> ▪ PSTs may be exposed to challenging situations, including emergencies, and required to have behavioural stability to manage these events. ▪ PSTs need to work individually and in teams in changing and unpredictable environments. 	<ul style="list-style-type: none"> ▪ reacting appropriately in stressful and changing situations in a professional setting ▪ coping with your own emotions and behaviour effectively when dealing with individuals in the professional setting ▪ being receptive and responding appropriately to constructive feedback ▪ demonstrates resilience in managing the challenging schooling environment and sustaining effort in study with competing demands



6. Interpersonal engagement

Interpersonal engagement is required to work effectively, engage sensitively, and build relationships in educational and community settings.

Why is it a requirement of ITE programs?	Examples that demonstrate that the requirement is met
<ul style="list-style-type: none"> ▪ positive relationships are central to children and young people’s engagement in learning. ▪ effective programs are developed through building working relationships with colleagues, parents/carers and the wider community. 	<ul style="list-style-type: none"> ▪ positive working relationships are developed and maintained with children, young people, parents and carers that support learning programs ▪ positive working relationships are developed and maintained with colleagues, peers, academics and professional staff that support learning programs ▪ positive working relationships are developed and maintained with the wider community that support learning programs ▪ relationships are established that are built on respect for and sensitivity to cultural and linguistic diversity ▪ relationships are established that support participation and learning of children and young people with disability

7. Sensory ability

Adequate visual, auditory and tactile abilities (sight, hearing & touch) are required for practice-based learning experiences.

Visual ability

Students must demonstrate sufficient visual acuity to perform the required range of skills.

Why is it a requirement of ITE programs?	Examples that demonstrate that the requirement is met
<ul style="list-style-type: none"> ▪ to demonstrate the required range of skills, tasks and assessments to maintain consistent, accurate and safe care of self and others. ▪ to complete visual observations and assessments fundamental to safe and effective teaching practice. 	<ul style="list-style-type: none"> ▪ effectively observing children’s/young people’s behaviour in education settings to monitor safety and learning ▪ integrating appropriate visual aids in plans for learning experiences



Auditory ability

Auditory ability is required to provide sufficient aural function to undertake the required range of skills.

Why is it a requirement of ITE programs?	Examples that demonstrate that the requirement is met
<ul style="list-style-type: none"> ▪ to monitor, assess and manage an education setting consistently and accurately. ▪ to perform assessments and observations fundamental to safe and effective teaching practice. 	<ul style="list-style-type: none"> ▪ detecting oral requests for help in education and care settings ▪ monitoring children and young people’s interactions to assess relevance of verbal interactions to learning experiences ▪ managing group discussions by accurately listening to, and processing verbal contributions

Tactile ability

Sufficient tactile ability is required to provide competent and safe education and care. This includes adequate tactile function to undertake the required range of skills and assessments.

Why is it a requirement of ITE programs?	Examples that demonstrate that the requirement is met
<ul style="list-style-type: none"> ▪ to monitor, assess and detect students' physical characteristics and act on any abnormalities detected to provide thorough first aid, and/or to inform a mandatory notification where required. 	<ul style="list-style-type: none"> ▪ complying with requirements to obtain a first aid certificate and RAN certificate ▪ responding appropriately to provide assessment of children and young people’s illness or injury, give adequate first aid response, and monitor children and young people while they remain under duty of care

8. Sustainable performance

Teaching practice requires physical, mental and interpersonal performance at a consistent and sustained level. This includes:

- consistent and sustained level of physical energy, strength and mobility to complete a range of tasks in a timely manner and over time
- the ability to perform repetitive activities with a level of concentration that ensures a capacity to focus on the activity until it is completed appropriately
- the capacity to maintain consistency and quality of performance throughout the designated period of time
- the capacity to maintain positive interpersonal engagement over time



Why is it a requirement of ITE programs?	Examples that demonstrate that the requirement is met
<ul style="list-style-type: none"> ▪ to provide safe and effective education and care for the number of children and young people who are under the educator’s duty of care for the duration of the learning periods and/or break periods ▪ to maintain the ongoing connection with others, including, mentors, students and families, required to engage effectively in providing education and care ▪ to consistently engage with learning tasks and experiences for course work through out the program 	<ul style="list-style-type: none"> ▪ participating consistently in tutorials and group tasks, and engaging with lectures for their duration ▪ providing consistent learning opportunities and care over a given time frame ▪ engaging consistently with others to maintain functional, positive relationships over the duration of courses and placements

Strength and mobility

This program requires strength and mobility involving fine and gross motor skills. Teaching involves physical demands which include long periods of standing and/or moving efficiently around a classroom or yard space. Teaching also requires manual dexterity such as being able to grasp writing implements, type, use touch screen devices etc. to engage functionally with the resources in a school site that support learning and care.

Why is it a requirement of ITE programs?	Examples that demonstrate that the requirement is met
<ul style="list-style-type: none"> ▪ to perform the teaching role within education and care sites to provide care, monitoring, and appropriate learning experiences. ▪ to demonstrate and perform these tasks consistently and safely to minimise the risk of harm to self and others. ▪ to provide competent and effective education and care. ▪ to demonstrate and perform these tasks consistently and safely to minimise the risk of harm to self and others. 	<ul style="list-style-type: none"> ▪ ability to move efficiently and effectively through an education setting to monitor and assist children and young people ▪ ability to maintain periods of standing and movement, for example getting up and down, while on yard duty, or engaging with children and young people in outdoor environments ▪ provide written feedback on children and young people’s work ▪ sort and distribute concrete learning materials ▪ engage in the provision of first aid



Insert date 20XX

Address 1 (Standard Address Block)

Address 2

Address 3

Dear (Student),

**Request for Professional Staff Fitness to Practice report regarding Pre-Service
Teacher:** Student Name

This letter is in follow up to the series of meetings you have had with **[insert names]**. The next step is to ensure that we have a process in place that ensures you have the best opportunity to successfully complete your program, in a timely manner, and graduate into the teaching profession.

In order for me to be confident that you are in a good place to progress onto the next stage, I'm going ask that you satisfy a number of requirements **[if no other requirements are needed beyond medical practitioner assessment, delete other content]**. These requirements are about you being able to show evidence of 'readiness to engage', particularly in relation to the **[Insert task/courses]**. The specific elements of the requirements are listed below.

Requirements **[insert requirements below – some examples included]**:

1. Meet with **[Insert names]**, on a weekly basis over a period of three weeks for 15 -20 min to discuss insert details.
2. During this time, demonstrate a consistency in **[insert details e.g. Professional Presence, communication and relationship]** evidence by:
 - Consistently engaging positively in communication and maintaining a thoughtful, relevant dialogue and interactions with staff.
 - Project a polite and enthusiastic professional presence demonstrated through desirable verbal and non-verbal communication patterns.
 - Demonstrate professional responsiveness through attention to expectations, interacting with appropriate language, tone of voice, open and influential body language.

At the completion of this period of interaction, I will ask for a report on how you are demonstrating these capabilities.

3. In addition, I shall require for a report from a suitable medical practitioner which must provide a satisfactory assessment on your readiness to undertake the industry placement and Professional Experience placement. A template letter will be given to you so you can inform the medical practitioner of what assessment is required of them.

I hope that you see these requirements as the School of Education working positively with you to ensure your success. If you have any questions, please contact Professor Shane Dawson.

Yours faithfully,

Professor Shane Dawson
Head of School of Education,
University of South Australia

APPENDIX B

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University of South Australia
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Email Shane.Dawson@unisa.edu.au

Dear Practitioner,

Information for the Medical Practitioner of XXXX YYYY

All pre-service teachers who intend to undertake professional experience placements are required to establish and maintain their medical, physical and psychological capacity to practice safely. The expectations for practice are demonstrated by the Fitness to Practice in Professional Experience Placements Inherent Requirements which cover eight domains relevant to the needs for safe and effective practice. The eight domains are as follows:

- Ethical behaviour
- Legal compliance
- Literacy and Numeracy
- Communication
- Behavioural stability
- Interpersonal engagement
- Sensory ability
- Sustainable performance
-

The above student has been identified as a student of concern in relation to undertaking a professional experience fulltime continuous placement which could potentially impair their capacity to successfully undertake such a placement.

The pre-service teacher has been asked to submit a fitness to teach assessment from a medical practitioner. If you are prepared to, we would appreciate you providing us with such an assessment, in writing, addressing the specific demands of the professional experience practice as outlined in the Inherent Requirements, as noted below with some examples.

In undertaking the professional experience placement, all pre-service teachers would be required to successfully engage in the following. (remove sections that are not applicable to the concerns for the PST; elaborate where able/needed to clarify elements of the relevant requirements in question)

1. Demonstrate ethical behaviour

- critically self-evaluate and reflect upon own practice, feelings and beliefs and the consequences of these for individuals and groups within the classroom and within the wider school community
- demonstrating the ability to reflect on ethical dilemmas and issues
- demonstrating the ability to engage in appropriate and respectful professional interactions



2. Fulfill the needs for legal compliance

- complying with the requirements for entry to education and care sites, i.e. First Aid certificate (for ECE), Working with Children Check, Responding to Abuse and Neglect training, and PST placement agreement
- complying with guidelines related to children and young people's information and/or images

3. Demonstrate acceptable literacy and numeracy skills

- prepare written documentation relevant to the educational context
- accurately record observations and reflections
- demonstrates the ability to listen to information, for example, on the telephone, in conversation with parents/caregivers, in tutorials
- can use language appropriately in a range of contexts and situations
- demonstrates the ability to convey a spoken message accurately

4. Engage in multiple forms of communication

- assist school students with their learning.
- clarify obligations regarding teaching practice
- resolve conflict and engage with the school community
- communicate with students in an appropriate manner in order to sustain a positive and safe learning environment.
- recognising and responding appropriately in classroom situations; e.g. demonstrating attentiveness to students, adopting appropriate non-verbal responses when managing behaviours, such as eye contact, facial expressions or physical gestures

5. Demonstrate behavioural stability

- cope with own emotions and behaviours in an educational setting
- model behaviour appropriate to the profession and the educational context.
- critically evaluate and reflect upon students' development and learning.
- remain emotionally calm in all situations
- reacting appropriately in stressful and changing situations in a professional setting

6. Demonstrate sound interpersonal engagement

- interact with the school community in a caring and respectful manner
- accept feedback and professional advice
- develop and maintain positive working relationships with children, young people, parents and carers that support learning programs
- respect for and sensitivity to cultural and linguistic diversity

7. Demonstrate sensory ability relevant to teaching

- effectively observing children's/young people's behaviour in education settings to monitor safety and learning
- detecting oral requests for help in education and care settings
- monitoring children and young people's interactions to assess relevance of verbal interactions to learning experiences
- managing group discussions by accurately listening to, and processing verbal contributions



8. Demonstrate sustainable performance

- providing consistent learning opportunities and care over a given time frame
- ability to move efficiently and effectively through an education setting to monitor and assist children and young people
- ability to maintain periods of standing and movement, for example getting up and down, while on yard duty, or engaging with children and young people in outdoor environments

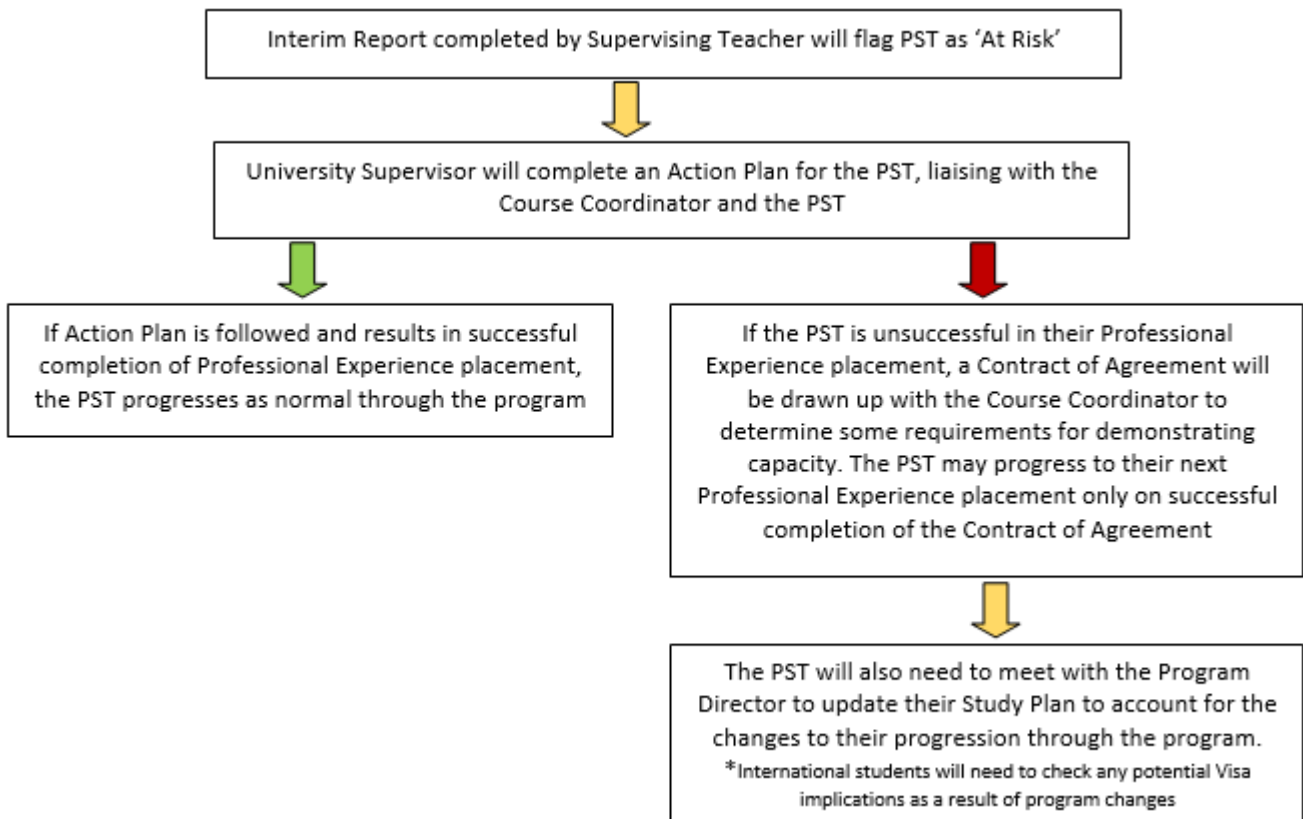
If you agree to provide a written fitness to teach assessment, then would you please take all of these requirements into account and indicate that you see no reason why the medical, physical and psychological capacity of the pre-service teacher should potentially present a barrier to them in fulfilling the requirements of the practice.

Yours faithfully,

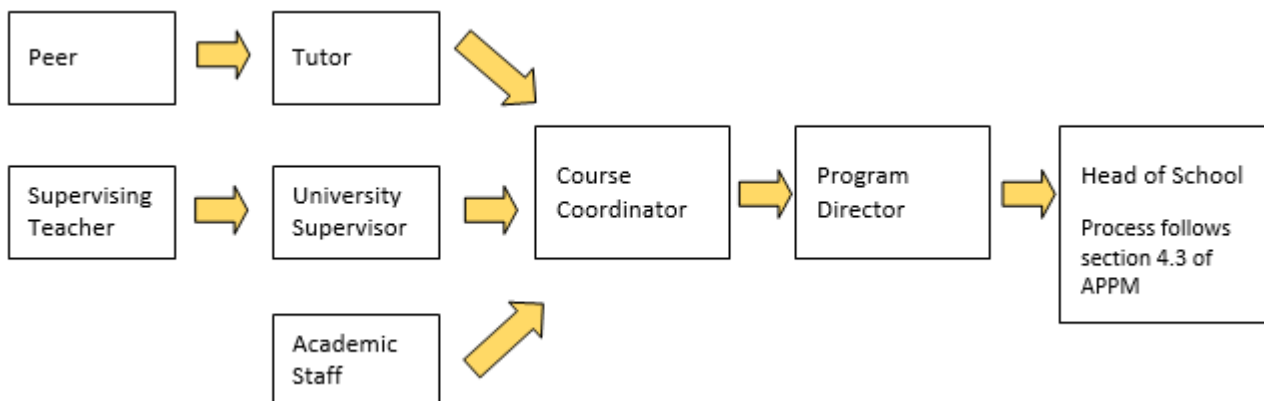
Prof Shane Dawson
Dean and Head of School of Education,
University of South Australia



If a concern is raised during a Professional Experience placement:



If a concern is raised at any other time, the process will be as follows, depending on who raises the concern in the first instance. Progression of the concern will occur only in the event that each member of staff deems there is sufficient evidence:





PRESERVICE TEACHER PLACEMENT AGREEMENT

Please read the information below carefully and sign by hand to indicate that you have read and understood the process and your responsibilities for the Professional Experience placements throughout your whole degree. **Please note that any breach of this agreement may result in your placement being cancelled.** Placements can only be sourced after this form has been received by the Professional Experience Office.

Sign, scan and upload the form to [InPlace](#) by the deadline outlined for your course

I acknowledge and agree that for every Professional Experience placement that I undertake:

1. The Professional Experience Office will conduct all negotiations with sites on my behalf and will attempt to secure appropriate placements for me;
2. I will not attempt to negotiate placements with sites' personnel myself, nor engage in discussions that may directly or indirectly influence my placement;
3. I understand that I cannot request a site where my children attend, where a close relative/friend is employed, where I am working in another capacity, where I have worked/volunteered/attended as a Preservice Teacher in the past, or anywhere I have attended as a student;
4. I understand that I may be required to travel for up to 90 minutes to and from the professional experience site; I understand that the travel distance may increase depending on the availability of placements in learning areas or region or public transport availability.
5. I must have a successful Criminal History Screening Working with Children Clearance check as per University requirements, and I understand this screening is a prerequisite of my placements. (Please see School of Education website for more information): <http://www.unisa.edu.au/Education-Arts-and-Social-Sciences/school-of-education/Our-Placements/Pre-requisites-and-Requirements/>
6. I have reviewed the **Fitness to Practice** Guidelines and Inherent Requirements and my self-assessment shows that I am fit to undertake placement;
7. It is my responsibility to provide evidence of all key requirements and prerequisites for placements and to check this on InPlace. I understand that my placement can be cancelled if I fail to provide the Professional Experience Office evidence of any key requirements or prerequisites by the deadline (deadlines are outlined in the *Information about your Professional Experience Placement* email that has been sent to your UniSA email account and are also available on the **PEO website**).
8. It is my responsibility to present my original Working with Children Check letter and RAN training certificate to my allocated site on my first visit day. Early Childhood pre-service teachers are required to also present their First Aid Certificate. I understand that my placement will be cancelled if I fail to do this.
9. My placement must be completed in a full-time and continuous manner on the dates that are scheduled. I am not permitted to negotiate schedule changes directly with my allocated site under any circumstances.
10. If I am absent I will immediately notify the Site, the Professional Experience Office and my University Liaison. I understand that any days missed must be made up immediately following on from the last scheduled day of placement.
11. I may use the **online preferences tool** to indicate any special requirements for consideration by the University. I understand that placement allocation is dependent on places offered by external partners and that my preferences will be considered but are not binding on the University or its officers.
12. I understand that when securing placements, Placement Officers must balance the needs of University staff and financial resources, the needs of other programs, relationships between the University and sites, and University policies. I understand placements will be scheduled according to the professional experience calendar, however there may be changes subject to site and supervision availability.
13. I will respect the **Privacy Act of Information** that details personal information about students and will maintain confidentiality both during and after my placements.
14. I will conduct myself in a professional manner at all times whilst in the school and in online environments. **I will not name any school, site, teacher or child on ANY online platform including social media, no matter how 'private', 'safe', or 'secure' I consider the site or my account to be.**
15. Once allocated to a site I understand that it is my responsibility to ensure that I am aware of and follow the Work Health and Safety Policies and Practices at the site. I can choose to complete an online Work Health Safety induction training prior to my placement so that I better understand my role in WHS <https://lo.unisa.edu.au/enrol/index.php?id=5521>

I have read and understood the above conditions of my placements. I understand that a breach of any part of this agreement may result in the cancellation of my current or future placements.

SIGNED:
Print Name:

DATE:
Student I.D.: