



THE UNIVERSITY OF
NOTRE DAME
A U S T R A L I A

School of Education Fremantle Campus



Pre-service Teacher Handbook

Updated June 2020

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ACADEMIC INTEGRITY PROFICIENCY

Students commencing studies in any undergraduate program in the School of Education are required to successfully complete the Academic Integrity Module as part of the assessment requirements in course EDUC1611. A student who does not attain a pass mark in the summative assessment of the Academic Integrity Module will be referred to the The Study Centre for further learning assistance. A student will be awarded the mark of Hold for this course if they have not successfully completed the learning assistance recommended by the Study Centre. If after one further semester, the remediation has not been successfully completed, the mark may convert to a fail grade.

Students are strongly advised to become fully acquainted with the Academic Integrity Policy as breaches are considered very seriously by the University.

The University's Academic Integrity policy can be found [here](#).

ACCREDITATION

Accreditation is a requirement of all individuals seeking employment in Catholic schools. All Initial Teacher Education programs are offered either with or without Accreditation. You need to determine whether you want Accreditation and the type of you are seeking.

The basic Program Plan includes *Accreditation to Teach Religious Education in a Catholic School*. If you don't want this form of Accreditation, then you need to adjust your plan according to the instructions provided.

Regardless of which Accreditation option you choose, all options provide a full teaching qualification. Accreditation is only relevant as it applies to the Catholic Education system.

Accreditation to Teach Religious Education (RE) in a Catholic School

This is essential for **Primary and ECE** students wanting to teach in a Catholic school, as all Primary and ECE teachers are expected to teach RE. If you are not of the Catholic faith, then you will not be eligible to teach RE. What this virtually means is that you would ordinarily be expected to be a Catholic and teach RE to obtain a teaching position in a Catholic Primary School or Early Childhood Centre.

The Accreditation to Teach Religious Education in a Catholic School for primary and ECE students includes: firstly, at least three approved courses in Theology; secondly, two teaching method courses in RE; and thirdly, after completing the two teaching methods in RE, you will need classroom experience in this learning area. You must therefore make certain that in your final 10 week teaching internship (Professional Experience 4), you teach Religious Education at a Catholic Primary School.

Secondary teachers are not expected to teach RE, so this form of Accreditation may not be appropriate unless you specifically want to be a Secondary RE teacher. However, if you are of the Catholic faith and have the qualifications to teach RE this may be advantageous when seeking employment.

This Accreditation includes: firstly, at least three approved courses in Theology; secondly, two teaching method courses in Religious Education; and thirdly, after completing the two teaching methods in RE, you will need classroom experience in this learning area. You must therefore make certain that in your final 10 week Teaching Internship (Professional Experience 4), you teach some RE lessons. Master of Teaching (Secondary Teaching) students would need to ensure that they do this during their Internship.

This form of Accreditation includes *Accreditation to Teach in a Catholic School*.

Accreditation to Teach in a Catholic School

This is essential for all teachers wishing to be considered for a position in a Catholic School. This applies to all programs. This form of Accreditation does not require, or in fact allow, a person to teach RE. This form of Accreditation may best suit those undertaking a Secondary Teaching program.

Students must complete three approved courses in Theology and/or Religious Education.

No Accreditation

Students are awarded a Teaching Qualification which makes them eligible to teach in any system other than the Catholic (e.g. State, other independent systems), although Secondary teachers might still be employed subject to completing *Accreditation to Teach in a Catholic School* (through the Catholic Education Office) while in employment.

Apart from taking CORE1030 (one of the 3 core curriculum courses), students in this category are not required to take any other RE Accreditation courses.

NOTE: At both enrolment and re-enrolment, check your program plan to ensure that you have enrolled in the correct courses.

[Australian Professional Standards for Teachers](#)

The Australian Professional Standards for Teachers (developed by the Australian Institute of Teaching and School Leadership – AITSL) comprise seven Standards which outline what teachers should know and be able to do. The Standards are interconnected, interdependent and overlapping. Each of the standards is also mapped against four career stages: Graduate, Proficient, Highly Accomplished and Lead. During your teacher education you should be working towards demonstration of each standard at the Graduate level.

Table 1: The Australian Professional Standards for Teachers

Domain	Standard	Focus Area
Professional Knowledge	1. Know students and how they learn	1.1 Physical, social and intellectual development and characteristics of students 1.2 Understand how students learn 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 Strategies to support full participation of students with disability
	2. Know the content and how to teach it	2.1 Content and teaching strategies of the teaching area 2.2 Content selection and organisation 2.3 Curriculum, assessment and reporting 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 2.5 Literacy and numeracy strategies 2.6 Information and Communication Technology (ICT)
Professional Practice	3. Plan for and implement effective teaching and learning	3.1 Establish challenging learning goals 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 3.4 Select and use resources 3.5 Use effective classroom communication 3.6 Evaluate and improve teaching programs 3.7 Engage parents/ carers in the educative process
		4.1 Support student participation 4.2 Manage classroom activities 4.3 Manage challenging behaviour

	4. Create and maintain supportive and safe learning environments	4.4 Maintain student safety 4.5 Use ICT safely, responsibly and ethically
	5. Assess, provide feedback and report on student learning	5.1 Assess student learning 5.2 Provide feedback to students on their learning 5.3 Make consistent and comparable judgements 5.4 Interpret student data 5.5 Report on student achievement
Professional Engagement	6. Engage in professional learning	6.1 Identify and plan professional learning needs 6.2 Engage in professional learning and improve practice 6.3 Engage with colleagues and improve practice 6.4 Apply professional learning and improve student learning
	7. Engage professionally with colleagues, parents/carers and the community	7.1 Meet professional ethics and responsibilities 7.2 Comply with legislative, administrative and organisational requirements 7.3 Engage with the parents/carers 7.4 Engage with professional teaching networks and broader communities

ASSESSMENT

See Course Outlines for the specifics for each course being studied and consult your Program Regulations listed under “Regulations” in this booklet. You may also like to refer to the University’s Assessment Policy [here](#).

Submission of assessment items

- Students are required to submit assessment items by their respective due dates, as advised in the course outline.
- Requests for extensions of time are approved only in exceptional circumstances and must be made on the official form which should be given to the tutor.
- The request must be made before the due date of the assessment, unless unforeseen circumstances have prevailed.
- A Request for Extension form is available from Reception in the School of Education and [here](#).
- Where a request is made on medical grounds an appropriate and current medical certificate must be attached.
- After consideration by the tutor, the student seeking the extension will be given a copy of the completed request form indicating whether the extension has been approved and the new due date. The tutor will retain the original and forward a photocopy to the relevant program coordinator.
- All assignments must be presented with the official coversheet attached this can be found [here](#).
- Directions about submission of assignments will be provided by the Course Coordinator and outlined in the course outline. Course coordinators can choose to request submission of some assignments through the software program turnitin. Turnitin is an online text matching software tool to help you ensure the academic integrity of your work. Assignments may also be submitted via the assignment box in the foyer of the School of Education. Assignments should not be handed directly to the lecturer or tutor.
- Students submitting assignments **must receipt** their assignment and keep the receipted section as proof of submission (at the assignment box in the foyer of ND36).

Penalties for late submission of assessment items

- An assessment item submitted after the due date without an approved extension is subject to penalty.
- An assessment item that is submitted after the due date without approval for extension will incur a penalty of 10% per day of the total value of the assessment for the first 5 days (weekend included) and zero after that time. The assessment item will still need to be submitted in order to be deemed to have met course requirements.
- Failure to submit an assessment item will result in a Fail grade in the course.

Special consideration

- A tutor may grant special consideration in respect of an assignment or project. This may relate to an unpredicted circumstance that has impacted on your ability to submit the assignment by the due date.
- Requests for special consideration in respect of an assignment or project must be lodged with the tutor no later than three days after the due date of the assessment item.
- The University's policy regarding special consideration can be found [here](#).
- An application for special consideration can be obtained [here](#).

Re-marking

- Re-marking is the marking for a second time of an item submitted for assessment where that item has not been altered or added to by the student.
- A request for remarking is made on the basis that a student considers an individual piece of work to have been unfairly or inappropriately assessed.
- Before requesting a re-marking a student must discuss the reasons for the allocated mark with the relevant course lecturer/tutor.
- A request for re-marking must be made to the Dean within fourteen calendar days of the mark or grade in question being made available to the student.
- The request must be in writing and must clearly state the grounds for the request. The Dean's decision as to whether or not to permit a re-marking is final.
- The mark derived from the re-marking shall be final and the Dean will inform the student of the outcome.

Re-submission

- Re-submission is the acceptance for marking of a piece of work that has been altered, added to, re-written or re-worked by the student since the original assessment where it was marked as a fail grade. Re-submission is not generally permissible within the School of Education.
- In exceptional circumstances course lecturers/tutors may offer or students may request the opportunity to re-submit work.

- Where a student requests re-submission of an item of assessment, the request must be in writing and must clearly state the grounds for the request. If the course lecturer supports the request, they transmit the request to the Dean, whose decision is final.
- If a re-submission results in a new grade, this grade will become the final grade for that assessment item.
- The highest grade that can be achieved for a re-submitted assessment item is a Pass grade.

Grades

- Student results are recorded using the following grades. The description that accompanies each grade is given as a guideline only.

Table 2: Grades and descriptions

Grade	Level of performance	Understanding of the subject matter	Skill development	Interpretative and analytical ability and intellectual initiative	Achievement of objectives of the course
High Distinction (HD)	<i>Exceptional</i>	<i>Comprehensive understanding</i>	<i>Mastery</i>	<i>Extremely high level of ability and initiative</i>	<i>All objectives achieved</i>
Distinction (D)	<i>Excellent</i>	<i>Very high level of understanding</i>	<i>Very high level of skill development</i>	<i>Very high level of ability and initiative</i>	<i>All objectives achieved</i>
Credit (C)	<i>Good</i>	<i>High level of understanding</i>	<i>High level of skill development</i>	<i>High level of ability</i>	<i>Some objectives not fully achieved</i>
Pass (P)	<i>Satisfactory</i>	<i>Adequate understanding</i>	<i>Partial development</i>	<i>Adequate level of ability</i>	<i>Failure to achieve some (minor) objectives</i>
Fail (F)	<i>Unsatisfactory</i>	<i>Inadequate understanding</i>	<i>Failure to develop relevant skills</i>	<i>Insufficient evidence of ability</i>	<i>Failure to achieve key objectives</i>

- Grades are awarded according to the following scale of results:
 - **High Distinction (HD)** 80%+
 - **Distinction (D)** 70 – 79%
 - **Credit (C)** 60 - 69%
 - **Pass (P)** 50 – 59%
 - **Fail (F)** <50%
- It is a School policy that “The overall grade awarded for the assignment cannot be greater than that awarded for the Academic Literacy component”.

Distribution of grades

- The grades of “High Distinction” and “Distinction” will be awarded only to those students who have demonstrated ‘exceptional’ or ‘outstanding’ achievement.
- achieving the grade of ‘High Distinction’ is normally no more than approximately 10% of the total course enrolment.

Appeals against assessment

- A student who wishes to query an assessment must first discuss the matter with the tutor.
- If discussions with the tutor do not resolve the issue the student should discuss the matter with their program coordinator.
- If the issue remains unresolved, the student may make a formal appeal to the Dean. A formal appeal must be lodged in writing with the Dean within fourteen days of the assessment result being made available to the student. A formal appeal must outline the grounds upon which the assessment review is being sought.
- A student may appeal the decision of the Dean to the Pro Vice Chancellor. The decision of the Pro Vice Chancellor is final in respect of all appeals.
- More information about appeals can be found on the UNDA website [here](#).

ATTENDANCE

- Full time attendance at all scheduled meetings, classes (both on campus and on line) and briefings is compulsory.
- A student who is absent from a course without the approval of the Program Coordinator or Course Coordinator from its scheduled lectures, tutorials, workshops or any other teaching period outlined in the course outline may not be permitted to sit the final examination for the course and/or receive a Fail due to Non-Completion (FN) grade for the course.
- A student who misses more than two teaching sessions in a standard course, will be required to have a meeting with their Program Coordinator to discuss any support they may need and their viability in the course at this time.



COMMUNICATION and CALENDAR

- All students are issued with an UNDA student email address. Students are asked to check this address on a regular basis as staff use this facility as a mode of communication with students. Conversely, students can redirect their UNDA address to an email address/account they use on a frequent basis.
- Staff may also choose to communicate with students via Learnit (Blackboard). Students should check course Learnit information regularly for courses in which they are currently enrolled.
- The School of Education Calendar is available [here](#). Students should check this prior to making travel or other commitments. Students are expected to be available during teaching, practicum and examination periods.

CONDUCT DURING TEACHING SESSIONS

- Students are required to conduct themselves professionally as active learners during class time.
- The use of social media, messaging and email is not permitted during class time unless prior agreement has been sought and given through the tutor.
- Students are expected to comply with the University's [Code of Conduct](#) for students.

COURSE INFORMATION

- At the commencement of each course, the lecturer will provide each student with a course outline.
- Once distributed, any changes need to be negotiated with students.

COURSE EVALUATIONS

- Students will be asked to evaluate courses in the final teaching session of the course.
- The anonymity of students will be protected.



DISCIPLINE

Liability of students to disciplinary action

- A student is subject to disciplinary action if that student:
 - engages in misconduct; or
 - violates academic integrity

Definition of misconduct

- Misconduct is any conduct which is inconsistent with the character and goals of the University and includes but is not limited to:
 - intimidation, harassment or deliberate injury to any person within or outside the University community;
 - any dishonesty, whether financial or otherwise, and including cheating and forgery;
 - serious disturbance or disruption of the University community in a manner inconsistent with the interests of other members of that community;
 - theft of, or damage to, the property of the University or members of the University community;
 - bringing the reputation of the University into disrepute;
 - providing to others, by sale or otherwise, any illegal drug or substance; and
 - possession on University property or at any function connected with the University, of any illegal drug or substance.

Definition of violation of academic integrity

- A violation of academic integrity is any action taken by a student in connection with an academic task which is misleading or deceptive, and includes but is not limited to plagiarism.

Allegations of misconduct

- An allegation that a student has engaged in conduct rendering them subject to disciplinary action may be made by:
 - another student; or
 - a member of academic or administrative staff of the University; or
 - any other person.
- An allegation must be referred in the first instance to the Dean or, where the person making the allegation is the Dean of the School in which that student is undertaking studies, the Associate Dean of that School or a Dean, who will perform the functions of the Dean.
- Where an allegation is referred to the Dean of the School the Dean may deal with the allegation informally, after having discussed the matter with the student concerned, and forming the opinion that no action should be taken in respect of the allegation on the grounds that it is either not well-founded or is not of a serious character. The Dean of the School may also deal with the allegation as a matter of School discipline or refer the allegation to the Discipline Committee.



ENROLMENT OVERLOAD

- A student may not enrol in more than the prescribed load for a semester without the approval of the Program Coordinator.
- A student in a Commonwealth Supported Place who elects to study a course/s outside their program structure must enrol in this course on a 'not for degree' basis and pay the full fee for this course.

EXAMINATIONS

Invigilated examination

- Examinations periods for both full semester courses and intensive courses are available on the web.
- Examinations will normally be 2 hours and 10 minutes in duration, inclusive of reading time. The examination date, time and venue will be advised by the Registrar.

Deferred examinations

- A deferred examination is an examination held on a date different to the scheduled date or time for an examination in respect of a course. A student may apply for a deferred examination on medical or compassionate grounds if the student believes that illness, psychological considerations, disability through accident or other special circumstances will prevent or prevented their attendance at the final examination.
- Application for a deferred examination must be made on the appropriate form, download form [here](#) and submitted to the School prior to or within three calendar days of the final examination in the course concerned, and must be supported by appropriate documentary evidence, which in the case of illness shall include a medical certificate.
- Deferred examinations will not be granted on the grounds that a student mistook the time or venue of an examination. The School of Education Calendar, which appears on the web, should be consulted carefully regarding when examination periods have been scheduled. Leave (other than for medical reasons) will not be granted during examination periods.
- A student who is granted a deferred examination in a course is eligible for the award of the full range of grades available for that course.



GRADUATE TEACHER ATTRIBUTES

There are generic attributes that this University is looking for in its graduates. Students ought to be aware of these early in their program so that they can self-monitor how they are progressing toward them:

- *Communication*
- *Critical and Reflective Thinking*
- *Technical Competence*
- *Life-long Learning*
- *Ethical Responsibility*
- *Philosophical and Religious Approaches to Life*
- *Team work and Interdisciplinary*
- *Research and Information Retrieval Skills*
- *Internationalisation*
- *Commitment to Active Citizenship*

From these generic attributes the School of Education has generated its own attributes which all Teacher Education graduates are expected to possess:

- *Personal Development*
- *Professional Knowledge*
- *Professional Practice*
- *Professional, Legal and Ethical Responsibilities*



LITERACY STANDARDS

- All students are expected to maintain a high standard of literacy. Tutors will penalise work that is unsatisfactory in terms of spelling, grammar and syntax.
- All course assignments have an academic literacy component. School of Education policy states that *“the overall grade awarded for an assignment cannot be greater than the grade achieved for the academic literacy component”*.
- Student assessment rubrics should make provision for feedback on personal literacy standards.
- Oral literacy is an important component of teacher preparation and assessment will include this aspect wherever possible.
- It is a School policy that “The overall grade awarded for the assignment cannot be greater than that awarded for the Academic Literacy component”.

THE NATIONAL LITERACY AND NUMERACY TEST FOR INITIAL TEACHER EDUCATION (LANTITE).

- Students enrolled from 2017 in awards that lead to a teaching Qualification are required to sit and achieve the required standards of the [Literacy and Numeracy Test for Initial Teacher Education \(LANTITE\)](#). This is a National external requirement for all students enrolled in initial teacher education programs in Australia. The test is administered by the Australian Council of Educational Research (ACER) and students will be required to register with ACER and pay for the test.



PLAGIARISM & COPYRIGHT

- Plagiarism is to take someone else’s words or ideas and present them as your own without proper acknowledgement. Words and ideas can be plagiarised from books, articles, design projects, artwork, the internet or another student’s work.
- The University regards plagiarism as a very serious offence. At the very least it is a misuse of academic conventions; where it is deliberate and systematic, plagiarism is cheating and false pretences. It is the obligation of students to understand and respect the rules concerning plagiarism: the excuse of ignorance will not be accepted.

- Examples of plagiarism
Students may be accused of plagiarism if they:
 - write about someone’s ideas without giving a reference. This includes ideas that are quoted directly or paraphrased.
 - use an author’s exact words without indicating that they are quoting directly.
 - present their own version of other people's ideas which have been collected from a number of sources without proper acknowledgement.
 - try to put ideas into their own words but change only a few words of the original source. A lecturer may decide that this is plagiarism because the words are almost the same as the original, even if a reference is given.
 - take an image, diagram or artwork from another source without appropriate acknowledgement.
 - collaborate inappropriately when individual work is required.
 - copy another student’s work and submit it as his or her own. If a student lends an assignment to another student and their assignment is copied and handed in by that student, both students can be penalised as the lecturer may not be able to find out who originally wrote the assignment.
 - submit work written by someone else as his or her own.

- Copyright infringement is no less serious, and potentially most costly, than plagiarism. To breach copyright provisions is to copy more of an author’s work than that which is permitted by law.

- The institution, as well as the individual, can be heavily fined if convicted of copyright breaches (e.g. photocopying a whole textbook). Always check with the Library regarding current copyright provisions prior to photocopying a document.

See also Academic Integrity – under “Discipline” Heading

PROFESSIONAL EXPERIENCE OFFICE

- All matters concerning Professional Experience should be directed to one of the staff of the Professional Experience Office located in ND36/201 or email: PEX@nd.edu.au
-

PROFFESIONAL EXPERIENCE BRIEFINGS

- All students must attend a compulsory professional experience briefing prior to the commencement of the professional experience.
- Briefings will be conducted by the Professional Experience Office with assistance from Program Coordinators.

PROFESSIONAL EXPERIENCE DATES

Students should consult the University website for School Professional Experience dates. The link to the School of Education calendar is [here](#)

Failure to complete the scheduled Professional Experience courses may extend an individual’s program.

SPECIAL REQUIREMENTS RELATING TO PROFESSIONAL EXPERIENCE

- A student must disclose to the Dean any physical or mental health issue that has the potential to impact upon their capacity to undertake a school placement, to complete that placement, or to complete it at the assigned school. **Failure to disclose may result in disciplinary action being taken against the student.**
- **Students will not be placed in schools or centres where they have an association or a possible conflict of interest.**
- This includes schools or centres:
 - you have attended as a student
 - you volunteer or have worked at, or currently work
 - where you have participated as a parent or community member on a School or Centre Board or Committee
 - where family and friends work or attend as a student *or*
 - where someone with whom you currently have, or have had, a relationship (not necessarily a friend or relative) works or attends.

If you are unsure whether someone you know is at a school or centre and there is the potential for a conflict of interest, you must disclose this as well. **Failure to disclose any association or conflict of interest (or potential conflict of interest) can result in disciplinary action with the placement terminated.**

- A student must disclose any associations or conflict of interests with schools or centres
- A student must attend the entire period of the placement and a student who fails to do so will be deemed to not have met the requirements of the course and will be awarded a Fail grade. The Dean may waive the requirement of complete attendance provided that;
 - the student's absence is due to illness or exceptional circumstances, such as a death in the family;
 - a medical certificate in the case of illness and/or other appropriate documentation regarding exceptional circumstances is provided to the relevant Dean; and
 - the entire period of absence is no greater than 10% of the entire period of the placement.
- The university will provide all pre-service teachers going out on their first professional experience with a name badge. Any replacement badges will be paid for by the pre-service teacher.
- **UNDER NO CIRCUMSTANCES ARE STUDENTS TO ARRANGE THEIR OWN SCHOOLS FOR PROFESSIONAL EXPERIENCES. ALL SUCH ARRANGEMENTS MUST BE FACILITATED VIA THE PROFESSIONAL EXPERIENCE OFFICE.**
- A Grading Resolution Process will take place if a mentor and supervisor are unable to achieve a consensus regarding your final grade. To assist the resolution committee in their deliberations, please ensure that you retain all of your Practicum working documents for a period of three months post practicum.

PROFESSIONALISM

- Students are expected to behave in a manner which reflects the professional nature of Teaching. This applies to both in-class and in-school behaviour.
- Students need to arrive to class session on time and are not to leave early as both of these behaviours can cause serious disruption to sessions.
- In the interests of common courtesy, students who miss a session are expected to email their tutor explaining why.
- The Australian Professional Standards for Teachers requires teachers to engage professionally with parents/carers and the community (Standard 7) and meet professional ethics and responsibilities (7.1). It is important throughout your teacher education journey that you display a high level of professionalism at all times.

PROGRESS IN THE PROGRAM

- Students who wish to apply for Advance Standing on the basis of courses studied elsewhere, must do so by the end of their first semester of study to avoid risking a fee.
- For program work courses, a student who fails a course twice shall not be permitted to enrol again in that course and, if that course is a compulsory course, failure in the same course twice will result in the student's enrolment in that degree program being terminated unless otherwise permitted by the Dean.
- By contrast, failure in a required school experience course will normally preclude the student from continuing in the program. A student may repeat a failed school experience course only if the student has the written permission of the Dean to re-enrol.



REFERENCING IN ACADEMIC WORK

- The School of Education uses the author-date system, based upon the American Psychological Association Publications Manual (also known as the APA system).
- An on-line Referencing Guide is available to students. The Guide is accessible through the [University's Library page under Style and Referencing Guides](#).
- Students are responsible for ensuring that sources are appropriately acknowledged and referenced. Failure to do so may result in the student leaving themselves open to an allegation of plagiarism.

REGULATIONS

All students must be aware of the regulations that apply to the degree that they are studying, see the following links:

For Bachelor of Education (Early Childhood & Care 0-8 years) [regulations](#)

For Bachelor of Education (Primary) [regulations](#)

For Bachelor of Education (Secondary) [regulations](#)

For Master of Teaching (Primary) [regulations](#)

For Master of Teaching (Secondary) [regulations](#)

REQUISITE, PREREQUISITE AND CO-REQUISITE COURSES

- A requisite course is one that is a compulsory course of the degree or award.
- A prerequisite course is one that must be satisfactorily completed before a student can enrol in a particular course.
- A co-requisite course is one which must be taken at the same time as another course.
- The courses that are requisite, pre-requisite and co-requisite are listed in the School Regulations on the University website.



STUDENT ATTENDANCE

- It is compulsory for students to attend all lectures, tutorials/workshops (both on campus and on line). By enrolling in the University, students are deemed to:
 - *undertake to observe the Statutes, Rules and Regulations of the University; and*
 - *accept that, in order to complete a prescribed program or course, that he or she must attend prescribed classes, lectures, seminars, tutorials, practical and clinical practice; must complete prescribed work for the program or course at a satisfactory standard; and pass prescribed examinations.*
- Students who arrive late to classes or leave early will be marked as absent.
- Students who do not attend 85% of scheduled lectures and tutorials may not be permitted to sit the examination.
- Attendance *per se* will not form part of any assessment.
- NOTE: Tutorials for all Education courses commence in the first week of semester. You may need to check with other schools when tutorials commence for courses offered outside of Education.

STUDY ABROAD

- Notre Dame has partnerships with a number of international universities. Information about the Study Abroad program can be obtained from the Study Abroad Office located in Student Services.

STUDY CENTRE

The Study Centre provides the services of a range of support to assist students with specific needs to manage their studies.

The Centre offers:

Workshops

These run through the semester.

Every week, there are FREE workshops covering topics such as:

- Essay writing
- Using library resources
- Making good presentations in class
- Developing your IT skills
- Managing the reading load

Short Programs

These are low-cost programs, usually 8 – 12 hours long, designed to give you a better understanding of a particular skill e.g. academic writing.

STAFF CONTACTS & PORTFOLIOS

Staff Member	Responsibility	ND36 Room:	Telephone	Email
Baker, Sophie	Liaison Officer, Office of Professional Practice	201	9433 0162	sophie.baker@nd.edu.au
Chambers, Dianne	Assoc. Prof. Special Needs & Research	214	9433 0170	dianne.chambers1@nd.edu.au
Coffey, Anne	Associate Dean, BEd Secondary Coordinator	232	9433 0153	anne.coffey@nd.edu.au
Cranley, Linda	Primary Program Coordinator	205	9433 0155	linda.cranley@nd.edu.au
Day, Lorraine	Double Degree Coordinator: Maths Ed.	219	9433 0163	lorraine.day@nd.edu.au
Donaldson, Claire	Senior Administrative Officer	211	9433 0154	claire.donaldson.@nd.edu.au
Gamba, Sue	Administrative Officer	Downstairs Reception	9433 0150	sue.gamba@nd.edu.au
Gumina, Marta	Administrative Officer	Downstairs Reception	9433 0150	marta.gumina@nd.edu.au
Hackett, Chris	Associate Dean, Religious Education	231	9433 0159	chris.hackett@nd.edu.au
Hampton, Patrick	Literacy and Primary Education	222	9433 0979	patrick.hampton@nd.edu.au
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Hurrell, Derek	Mathematics Education Master of Teaching (Primary) and Bachelor of Education, Conversion Coordinator	225	9433 0181	derek.hurrell@nd.edu.au

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Stephens, Heather	Manager Professional Experience Office	210	9433 0156	heather.stephens@nd.edu.au
Treasure, Tracy	Early Childhood Education and Care Program Coordinator	220	9433 0155	tracy.treasure@nd.edu.au
Young, Wendy	Administrative Officer	Upstairs Reception	9433 0157	wendy.young@nd.edu.au

STUDENT SUPPORT OFFICER (SSO)

The SSO is the first port of call for students with program-related administrative enquiries. If the SSO cannot assist the student, they will refer the matter to the relevant Program Coordinator. The SSO can be contacted by phone: 9433 0169 or fremantle.esso@nd.edu.au



TEACHER PERFORMANCE ASSESSMENT (TPA)

From 2019, all teacher education students in Australia will need to pass a Teacher Performance Assessment in order to graduate. At Notre Dame, the TPA we are using is the [Graduate Teacher Performance Assessment \(GTPA\)](#). The GTPA is an integrated competence assessment that connects the academic program and the Professional Experience program in schools. It requires preservice teachers to connect research, theory and practice. The GTPA is a single authentic assessment undertaken for summative purposes in a final-year professional experience placement. It includes five practices: planning, teaching, assessing, reflecting and appraising. It provides evidence of competence for classroom practice and ability to meet the Australian Professional Standards for Teachers at the Graduate level (Australian Institute for Teaching and School Leadership [AITSL], 2011, www.aitsl.edu.au).

TEXTBOOKS

- Students are expected to purchase all nominated textbooks.
- Textbooks must NOT be photocopied. It is a breach of copyright legislation to do so. It is also a breach of the legislation to copy more than 10% or one chapter of any book. If uncertain about what may be copied, always check with Library staff prior to doing so.
- A list of required **textbooks** for each course is available on our website.

TIMETABLE: LECTURES AND TUTORIALS

- Students must attend the tutorial into which they are placed – there is no possibility to elect to attend at another, alternative time unless:
 - The student can demonstrate a timetable clash between the nominated tutorial and another course;
 - The student can negotiate with another student to swap tutorial groups – however, this must be done in the first two weeks of the semester.
- All tutorials for Education courses commence in the first week of semester.



WORKING WITH CHILDREN CHECK & EDUCATION CRIMINAL RECORD CHECK

ALL STUDENTS:

All Education students require current Working with Children Check (WWC) and Education Criminal Record Check (ECRC). These **MUST** be obtained at the beginning of the program. If a student already has these checks then a copy of the card or notice must be given in to the downstairs reception in the School of Education. Without these checks there will be no opportunity to enter practicum preferences, complete a practicum or program work in a school.

Working with Children forms are available from Education Professional Practice Office or the Post Office.

The Education Criminal Record Check is available online through the Department of Education website.
<https://apps.det.wa.edu.au/ecrc/home>

A PDF copy of your WWCC should be uploaded to the Sonia Portal – School of Education under
<https://sonia.nd.edu.au/SoniaOnline/School.aspx>

WORKLOAD

The average number of contact hours that a student must commit to will vary according to the degree being undertaken. The rule of thumb in determining the time commitment your studies requires is: for every 1 hour of in-class contact requires 2-3 hours of additional time for reading, information gathering, and assignment work. Students need to consider these demands when undertaking part-time employment concurrent with their studies.