



Work Integrated Learning (WIL) Guide

Table of Contents

1. Important Contact Details.....	3
2. Overview	3
3. What is Work Integrated Learning?	3
4. How does the WIL Program Work?	4
5. Preparing for the WIL Program	4
6. Work Experience.....	4
7. Reflection	5
8. Assessment.....	5
9. Professional Practice Overview.....	5
10. Placement Experience.....	5
11. Formal Supervised Placement Calendar	6
12. WIL Practitioners.....	7
13. Roles and Responsibilities.....	8
14. Framework to Guide and Supervise WIL Practitioners	10
15. Assessment Protocols for WIL practitioners	10
16. Pre-requisites for Placement of Students.....	11
17. General Information about Placements.....	11
18. Placement Procedure.....	12
19. Attendance and Absence	12
20. Identifying 'At-risk' Students	13
21. WIL Risks and Mitigating Strategies.....	13
22. Dress Standards	15
23. Code of Conduct.....	15
24. Mobile Phones and Social Media	15
25. Work, Health, and Safety Issues.....	16
26. Duty of Care	16
27. Insurance.....	16
28. Compliance and Quality Assurance.....	17
29. Monitoring and Reporting.....	17
30. Useful Resources for Professional Practice Experience	18
Appendix 1 - Site Risk Assessment Template	19
Appendix 2 – Placement Registration Form	21
Appendix 3 – Support Plan.....	23

I. Important Contact Details

Contact	Phone Number
Student Support Manager	TBA
Librarian	TBA
Critical Incident Officer	TBA
Professional Experience Coordinator (PEC)	TBA
Supervisor	TBA
Placement Centre Emergency Contact Person	TBA

2. Overview

This Work Integrated Learning Guide for Graduate Diploma of Early Childhood Education (GDECE) is designed to provide staff and students with information and guidance on how to approach and engage with the Work Integrated Learning (WIL) program as part of Lead Institute of Higher Education (LIHE) GDECE study.

This Guide provides learning frameworks including principles, practices and learning outcomes that guide Course Director in their curriculum decisions, and assist them in planning, delivering and evaluating quality programs in early childhood settings and students with the necessary information to enhance the professional experience.

3. What is Work Integrated Learning?

Work Integrated Learning (WIL) is a teaching approach that combines academic learning with practical, hands-on experience. It encompasses any arrangement where students undertake learning in a work context as part of their course requirements. This may include:

- Professional workplace placements (internships, clinical placements, fieldwork, practicums)
- Online or virtual WIL with real clients or industry partners
- Industry-partnered projects that involve collaboration with businesses, community organizations, or government
- Simulated work environments that include industry consultation or assessment.

Work Integrated Learning allows students to apply what they learn in the classroom to real-world situations, to help them develop practical skills and gain valuable work experience.

The WIL program is an important component of the Graduate Diploma of Early Childhood Education. It provides students with the opportunity to engage in meaningful work experience, which is essential for professional development and success in the early childhood education services.

4. How does the WIL Program Work?

The WIL program is designed to be immersive and relevant. It is typically completed over a period of 15 weeks per semester and involves a combination of theoretical learning linked to practical work experience, and professional development.

During the LIHE WIL program, students will be required to complete a minimum of 180 hours of practical work experience in an early childhood education setting. This experience will enable them to develop their practical skills and apply their academic knowledge to real-world situations.

LIHE WIL program is structured around four key phases:

- a. Preparation: students prepare for their work experience by attending orientation sessions and completing any required training;
- b. Work experience: students complete their practical work experience in an early childhood education setting;
- c. Reflection: students reflect on their work experience and identify areas for improvement;
- d. Assessment: students complete their assessments and demonstrate the achievement of learning outcomes.

5. Preparing for the WIL Program

Before students begin their professional experience placement, it is important to prepare for the challenges and opportunities that lie ahead. Some things that students can do to prepare include:

- a. Familiarise themselves with the WIL program requirements and expectations;
- b. Attend orientation sessions and training sessions conducted by the Institute and early learning centre;
- c. Revise theoretical components of the course that relate to professional experience;
- d. Seek guidance and support from the Supervisor and the Course Director, academic staff, or student support services;
- e. Develop a professional attitude and approach to the professional experience.
- f. Students should also be aware of potential costs associated with their placements, such as Working With Children Checks (WWCC), first aid certification, and travel expenses (all placements will be within one hour of metropolitan Sydney). These are non-tuition fees that students must cover themselves. For details on fee-related policies, including any potential refunds, please refer to the Fee Refund Policy. However,
- g. All student support services, including academic assistance, placement guidance, and referrals, are provided at no additional cost to students. LIHE is committed to ensuring equitable access to student support throughout the WIL experience. If students require further assistance, they should reach out to the Student Support Manager or their designated WIL supervisor.

6. Work Experience

The professional experience component of the WIL program is a valuable opportunity for students to apply their academic knowledge and develop practical skills. Following are some points for making the most of the professional experience:

- a. Approach the work with a positive and proactive attitude;
- b. Be open to learning from peers, colleagues and supervisors;
- c. Seek feedback on performance and use it to improve skills;
- d. Communicate effectively with peers, colleagues and supervisors;
- e. Follow workplace policies and procedures, including health and safety guidelines;

- f. Keep a record of activities and experiences for future reference.

7. Reflection

Reflection is an important component of the WIL program, as it allows students to identify strengths as well as areas for improvement and to develop strategies for future success. Some activities that assist students to reflect on their work experience include:

- a. Maintain a journal or log of their experiences and reflections;
- b. Discuss their experiences with peers, colleagues and academic staff;
- c. Identify areas for improvement and develop strategies for addressing them;
- d. Consider and document how their work experience has influenced their professional development.

8. Assessment

The assessment component of LIHE WIL program is designed to demonstrate student learning outcomes and provide feedback on their performance. It must be aligned with LIHE's Assessment Policy and Work Integrated Learning Policy. As such, assessment criteria include:

- Industry supervisor feedback, using a standardized evaluation form.
- Academic assessments, including reports, case studies, or presentations that align with course learning outcomes.
- Student reflections, which demonstrate critical thinking, problem-solving, and professional growth.
- Compliance with professional accreditation standards, where applicable.

To maximise performance in the assessment component students should:

- a. Familiarise themselves with the assessment requirements and expectations;
- b. Seek guidance and feedback from the academic staff;
- c. Prepare the assessments in a professional and well-organised manner;
- d. Use feedback from the work experience and reflection to inform their assessments.

9. Professional Practice Overview

The Professional Practice unit of the GDECE course designed by LIHE is intended to equip students with the knowledge and skills required for successful classroom practice. This is facilitated through professional experience placements in early childhood educational settings. These placements offer students the opportunity to gain practical experience and learn from experienced, practicing teachers in an authentic environment. The guiding principle for designing professional experience at LIHE is that students should be actively engaged in the setting to enhance their confidence, knowledge, and skills for teaching. Students should demonstrate their commitment and willingness to learn, take guidance, and exhibit initiative while continually assessing the impact of their learning through professional practice.

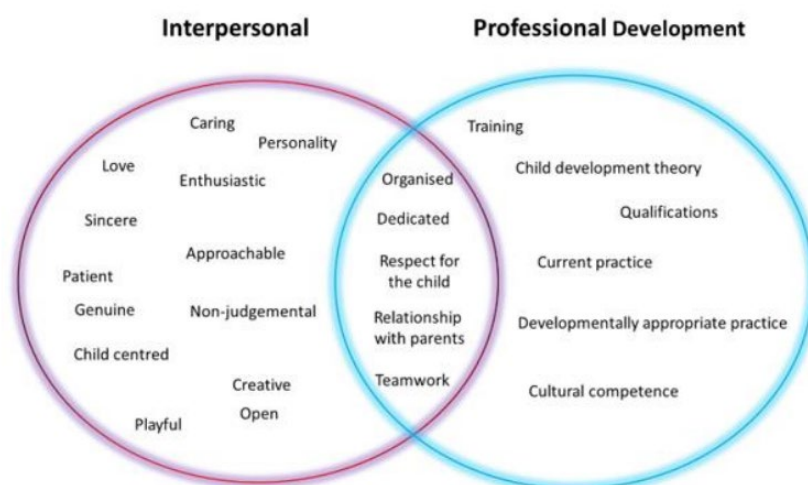
10. Placement Experience

The placement focuses on developing the student's capabilities and confidence in an early childhood setting. During the placement, it is essential that the professional practice students are not counted in the ratio for educators and staffing. This placement will provide an opportunity for

students to be part of the early learning centre environment to enhance their understanding of the diverse roles of an early childhood educator. Students will get chance to complete observations, plan learning engagements and participate in experiences as part of their professional experience.

It is expected that during their placement, the students will develop the requisite knowledge, skills, values, and attitudes to plan for and manage successful early learning. Students will develop commitment, enthusiasm, and the interpersonal skills to assume a professional role within early childhood centres and their broader communities and to contribute to the operations of an early childhood centre. They will also develop the domains of knowledge, practice and commitment to children, families and colleagues according to *the National Quality Standard for Early Childhood Education and Belonging, Being and Becoming: The Early Years Learning Framework for Australia*.

During their placement, it is expected that students who are developing as early childhood education professionals will exhibit several characteristics that are indicative of a professional practitioner.



[Fig 1 - Choose Your Words Wisely: Descriptions of a Professional Early Childhood Practitioner, 2019]

As the placement is structured with 10 days (one day per week for 10 weeks) during semester in addition to the block placement, students have the opportunity to integrate their professional learning with the theoretical learning on campus. It also gives the students more opportunity to share questions, reflections and queries to the GDECE classrooms.

11. Formal Supervised Placement Calendar

LIHE has created a preliminary placement calendar for the professional practice unit. A sample of the calendar is provided below:

Semester 1 Week 1	Week Beginning (Feb 5)		
Week 2	(Feb 12)		
Week 3	(Feb 17)		
Week 4	(Feb 19)		
Week 5	(Feb 26)		I-day Professional Experience
Week 6	(Mar 4)		I-day Professional Experience

Week 7	(Mar 11)		I-day Professional Experience
Mid semester break	(Mar 18)		
Week 8	(Mar 25)		I-day Professional Experience
Week 9	(Mar 25)		I-day Professional Experience
Week 10	(Apr 1)		
Week 11	(Apr 8)		
Week 12	(Apr 15)		
Week 13	(Apr 22)	Study Week	
Week 14	(Apr 29)	Exam Week 1	
15 – 19	(May 6, 13, 20, 27, Jun 3)		5-week Professional Experience Block
Student Vacation	(Jun 10)		
	(Jun 17)		
	(Jun 24)		
Semester 2 Week 1	(Jul 1)		
Week 2	(Jul 8)		
Week 3	(Jul 15)		
Week 4	(Jul 22)		
Week 5	(Jul 29)		I-day Professional Experience
Week 6	(Aug 5)		I-day Professional Experience
Week 7	(Aug 12)		I-day Professional Experience
Mid semester break	(Aug 19)		
Week 8	(Aug 26)		I-day Professional Experience
Week 9	(Sept 2)		I-day Professional Experience
Week 10	(Sept 9)		
Week 11	(Sept 16)		
Week 12	(Sept 23)		
Week 13-17	(Sept 30, Oct 7, 14, 21, 28)		5-week Professional Experience Block

In addition to the professional experience placements outlined above, students will demonstrate expert content knowledge, pedagogical content knowledge and effective teaching practice by completing assessment tasks as outlined in the Graduate Diploma of Early Childhood Unit Outlines. Students will be required to keep a record of professional reflection with reference to the National Quality Standard (NQS) elements and quality practice within the early childhood setting. This aims to improve their knowledge, understanding and application of the NQS in practice. The record consists of at least one 500-word reflection each week where students write about successes/challenges and comment on any issues arising within the placement context. Students are required to justify and support their reflections with reference to available research and literature in the related area.

12. WIL Practitioners

WIL practitioners are responsible for designing, implementing, and evaluating WIL experiences that provide students with opportunities to gain practical experience and develop professional

skills. WIL practitioners play a critical role in ensuring that students have access to high-quality WIL opportunities that help them develop the skills and knowledge needed to succeed in their chosen career paths. At LIHE, there are two WIL practitioners fulfilling different roles; one serves as the Professional Experience Coordinator, while the other functions as the overarching Supervisor. For each site there will also be a designated Classroom Educator.

Professional Experience Coordinator (PEC): The PEC is typically responsible for overseeing the overall administration of the WIL program. This may include tasks such as developing partnerships and agreements with industry partners, identifying potential WIL opportunities for students, and ensuring that the program meets relevant accreditation requirements. The PEC is also responsible for coordinating with other stakeholders, such as academic staff and student support services, to ensure that the WIL program is integrated into the broader curriculum effectively.

Supervisor: The Supervisor, is typically responsible for overseeing the day-to-day operations of the WIL unit. This may include tasks such as providing guidance and support to students, liaising with industry partners, and assessing student performance. WIL Supervisor may also be responsible for identifying learning opportunities for students, providing feedback on their performance, and facilitating reflective practice to ensure all round supervised learning of the students. The Supervisor will also conduct onsite visits when students are on professional experience.

Classroom Educator: The Classroom Educator (CE) is the onsite day-to-day supervisor of the student undertaking the professional experience. The CE provides onsite information related to the childcare centre and its operations and is the student’s first line of support during the professional experience. The CE also conducts ongoing observation and monitoring of student performance and progress.

13. Roles and Responsibilities

Each professional practice placement involves several key people. The respective roles and responsibilities are detailed below.

Role	Responsibility
Student	<ul style="list-style-type: none"> • Hold current Working with Children Check (WWCC) and National Criminal History Record Checks specifically for placement purposes and ensure they remain current during the period of the placement. • Submit a signed ‘Placement Registration’ Form through SONIA, prior to commencement of the scheduled Professional Practice unit which identifies previous professional experience and any potential conflicts of interest at prospective learning sites. • Declare and discuss with the PEC any individual learning plan; • Observe the rules and professional expectations of staff members at the learning site (as communicated by the PEC or Supervisor). • Read relevant LIHE policy documents and implement practices consistent with these policies. • Keep an up-to-date and organised working e-portfolio that records evidence of all planning, teaching, assessment and

	<p>reflection tasks and make it available for perusal by the Supervisor for the duration of the placement.</p> <ul style="list-style-type: none"> • Discuss progress with the Supervisor and set professional learning goals for improvement in teaching practice in response to feedback, the Supervisor classroom observations. • Attend staff meetings and/or orientation sessions conducted by the PEC or other early learning centre-based personnel as directed. • Present the day's preparation to the Supervisor at a mutually agreed time each morning or as requested. • Complete the assessment tasks for the Professional Practice unit by selecting evidence of the impact of their practice on children's learning.
<p>PEC</p>	<ul style="list-style-type: none"> • Arrange placement of the students with an early learning centre. • Liaise with LIHE staff about all aspects of the placement. • Check all pre-placement documents (Student ID, National Police Clearance, Working with Children Check, Anaphylaxis Training Certificate). • Oversee students placed at the learning site and support the Supervisor where required. • Disseminate information and guidelines, reporting materials and pay claim documentation to supervising educators. • Assist the Supervisor in the assessment of a student experiencing difficulty in meeting any expectations of the placement. • Notify the Supervisor immediately if a student's progress or professional conduct is below expectations. • Complete the 'Risk Assessment Template' (see Appendix I) in conjunction with the Supervisor.
<p>Supervisor <i>(Academic staff member based on campus)</i></p>	<ul style="list-style-type: none"> • Provide information and clarification of the expectations for professional practice placements to the Classroom Educator. • Maintain contact with the early learning centre or site-based partners throughout the placement. • Conduct at least one site visit during the professional experience block component of the placement to support and monitor the student's progress and support the PEC in making judgements on students' achievement. (Where physical site visits are not possible, phone, video and email contact will be used for this purpose.) • Monitor students deemed to be 'at-risk' and mediate the process. • Respond to requests for support or advice from the Classroom Educator. • Communicate all expectations for the placement to Classroom Educator. • When the Supervisor is also the lecturer/tutor for the unit, he/she will prepare students for the Professional Practice placement through the delivery of tutorials and workshops, monitor attendance and preparedness of students, and mark assessment to determine eligibility for proceeding to the professional experience block placement. • Provide students with formative feedback on their performance mid-way through the professional experience.

	<ul style="list-style-type: none"> • Moderate student evidence of their practice and impact on student learning by marking the e-portfolio assessment task, where relevant. • Finalise, sign and submit the Final Summative Report to record the student's grade for the placement.
Classroom Educator	<ul style="list-style-type: none"> • Conduct an orientation or induction to the site in relation to workplace health and safety policy, early learning centre or site procedures and professional conduct during the placement. • Be informed and aware of the expectations outlined in the 'Information for Classroom Educator' regarding students on professional experience placement; • Assist the student to familiarise themselves with the work environment and practices. • Ensure students only practise within the scope of the professional experience. • Monitor the student's onsite/day-to-day interaction with the children and staff to ensure professional competency and development of skills is occurring. • Be familiar with the procedure for identification, notification, and support of students 'at risk'. • Alert the LIHE staff – Supervisor about any concerns regarding student competence, behaviour or other any other potential risk or concern.

14. Framework to Guide and Supervise WIL Practitioners

The PEC and Supervisor work together to ensure that the WIL practice is implemented and evaluated effectively. By working collaboratively, they can help to ensure that students have access to high-quality WIL opportunities that support their development and prepare them for success in their chosen career paths. The following presents a comprehensive framework that functions as a guide for practitioners in the field of Work-Integrated Learning (WIL):

- a. LIHE will provide training and support to WIL practitioners, to ensure that they have the necessary skills and knowledge to support students effectively and provide quality WIL experiences;
- b. WIL practitioners will work with academic staff, industry partners, and other stakeholders to define clear learning outcomes that align with the needs of students and industry partners;
- c. WIL practitioners will identify and develop partnerships with industry partners that provide relevant and meaningful WIL opportunities for students;
- d. WIL practitioners will provide ongoing support to students throughout their WIL experience. This may include providing guidance and feedback through a variety of methods, such as one-on-one meetings with students, group debriefs, or reflective writing tasks;
- e. WIL practitioners will regularly evaluate the effectiveness of WIL and identify areas for improvement. This may include collecting and analysing feedback from students, industry partners, and other stakeholders, and using this feedback to inform course design and delivery.

15. Assessment Protocols for WIL practitioners

LIHE has a set of guidelines and procedures that are put in place to evaluate the performance of staff and Classroom Educators involved in WIL. The assessment protocols include a range of assessment methods, such as self-assessment, peer review, student evaluation, and feedback from industry partners. The assessment protocols are designed to ensure that WIL practitioners are

providing effective support to students during their WIL experience, and that they are meeting the course and unit learning outcomes.

LIHE will implement the following assessment protocols for WIL practitioners:

- a. Define clear performance indicators that align with course and unit learning outcomes;
- b. Use multiple assessment methods to provide a comprehensive evaluation of staff involved in WIL;
- c. Provide clear guidelines and expectations for staff regarding their roles and responsibilities in the WIL;
- d. Offer training and support to staff and Classroom Educators to help them understand the assessment protocols and develop the skills and knowledge needed to provide effective feedback and support to students;
- e. Evaluate and revise assessment protocols regularly to ensure they are effective and align with course and unit learning outcomes;
- f. Include opportunities for self-reflection and self-assessment in the assessment protocols to help staff and Classroom Educators identify areas for improvement;
- g. Provide timely and constructive feedback to staff and Classroom Educators to help them improve their performance and support students effectively;
- h. Use a collaborative approach to assessment, involving staff, Classroom Educators, and other stakeholders in the evaluation process;
- i. Ensure that the assessment protocols align with relevant policies and procedures, such as those related to privacy and confidentiality;
- j. Use technology to support the assessment process, such as online feedback forms or electronic portfolios.

16. Pre-requisites for Placement of Students

To begin a placement in an early learning centre, students must be enrolled in LIHE Graduate Diploma of Early Childhood Education Professional Practice unit and possess a current Working with Children and National Criminal History Record Check. However, eligibility to undertake a placement also depends on the student's prior knowledge of curriculum content, pedagogical content knowledge, and the skills necessary for planning, management, teaching, and reflection tasks involved in each placement. This knowledge and understanding are demonstrated through the successful completion of the assessment tasks integrated in other units in the course.

It is crucial for students to note that placement in any suitable educational site will not be pursued or finalised if the eligibility requirements, including completion of prerequisite units, have not been fulfilled.

17. General Information about Placements

Placements should be completed as per the structure provided in the Placement Calendar. Dates for Professional Practice placements are set annually in the Calendar. The Calendar will be provided to the student before the commencement of the professional practice unit and can be accessed from the LIHE website. In situations where variations to the dates shown on the calendar are unavoidable, the students should obtain approval for changes to the placement schedule from the Supervisor (or their delegate) by submitting a 'Student Request for Variation to Placement Dates' form. This form will be available through SONIA under the Forms tab.

Students will complete the placement for the Professional Practice unit in a prior to school setting or early learning centre under the overarching supervision of the Supervisor whose teaching

qualification is recognised by the Australian Children's Education and Care Quality Authority (ACECQA). For additional information, please refer to the following link: <http://www.acecqa.gov.au/>.

Students must be aware that they cannot receive remuneration in any form for duties carried out as part of professional experience placements.

18. Placement Procedure

Students will be contacted by the Supervisor regarding the timely notification and submission of a 'Placement Registration Form' (see Appendix 2) for a scheduled placement. Registration forms must be received by the Supervisor by the nominated due date on the form.

Placement registration forms require information about previous placements and year levels (where relevant) and notification of any potential conflicts of interest affecting placement at a particular site. In usual circumstances, students will not be placed at a site where a conflict of interest exists.

Examples of potential conflicts of interest that typically arise include:

- a. A spouse/partner or family member is employed at the site;
- b. Children, siblings or children of close family members are enrolled as students at the site;
- c. Employment at the site (e.g. as a teacher aide, casual music or dance teacher, etc).

All students who are eligible for a professional experience placement must follow the process outlined below to ensure that a suitable placement is organised in a timely manner.

- a. Complete all required sections of the 'Placement Registration' form; declare any potential conflicts of interest that affect placement in a learning site; and acknowledge and sign the declaration that the information provided is correct.
- b. Submit the completed form through SONIA by the due date.
- c. Follow all instructions for applying for a Working with Children Check and National Criminal History Record Check provided at the time of enrolling in the course or registering for placement, and ensure they have completed all compliance requirements before commencing any WIL placement.

19. Attendance and Absence

If a student is unable to attend their nominated site for any reason, the following procedure should be adopted:

- a. Notify the Supervisor and the Classroom Educator or professional experience setting at least one hour before scheduled commencement of the daily program stating the reason and probable duration of the absence; and, where possible, supply planning and resources for any scheduled teaching due to be undertaken during the period of absence. (Email may be used to supply materials.) Students should note that it is inappropriate to send text messages in lieu of contacting the early learning centre to advise of absence;
- b. As soon as possible after the absence, discuss with the Supervisor and Classroom Educator any preparation requirements needed on return to the site.

With due regard to the learner's personal circumstances, a student who is absent for more than 5 days may be required to withdraw and repeat the placement in a later term. A student who is absent for more than two consecutive days in any placement must supply documentary evidence (e.g., medical certificate or letter from a counsellor) providing adequate grounds for the absence in accordance with the procedures outlined in the *Deferral and Suspension Policy and Procedure*.

20. Identifying 'At-risk' Students

A student is identified as being 'at-risk' of unsatisfactory performance in the placement when he or she is not demonstrating adequate progress towards meeting the expected outcomes or criteria for professional practice. The Supervisor will identify 'at-risk' students through several approaches such as Classroom Educator reports, academic performance, attendance, professionalism, engagement, and behaviour at the early learning centre. The Supervisor will regularly monitor and observe their performance and interactions in the setting including their intentional teaching/instructional techniques, classroom management, and ability to establish positive relationships with children and colleagues.

If the Supervisor identifies 'at-risk' students, he/she will contact the Classroom Educator to arrange a meeting to discuss the issues surrounding the assessment judgement. The student must respond within 5 working days and subsequently be present at this meeting. The Supervisor will visit the early learning centre to meet with the student and Classroom Educator and create a Support Plan (see Appendix 3). The Support Plan will outline the requirements and strategies needed to address the issues leading to the 'at-risk' status.

No further action is required if the student progresses to complete the placement successfully.

If the student fails to show improvement, fails to address the issues of concern or fails to respond appropriately to feedback and continues to perform at a standard that is consistently 'below the expected level' for the placement, the following process will occur;

- a. The Supervisor will be contacted, and the student will be informed of failure to meet the expected standard of practice;
- b. The student will be withdrawn from the learning site and receive a grade of Fail for the placement and the Professional Practice unit overall;
- c. The student must attend a meeting with the Supervisor to reflect on the reasons for the result and to develop a Support Plan to address areas of concern prior to subsequent re-enrolment in the Professional Practice unit.

The establishment of a Support Plan will provide a framework for implementing strategies and interventions to assist the student in meeting the expected outcomes and criteria for Professional Practice. By taking proactive steps to support 'at-risk' students, LIHE will ensure that they receive the necessary guidance and resources to improve their performance and ultimately succeed in their professional practice.

21. WIL Risks and Mitigating Strategies

The LIHE WIL placements require proactive risk assessment and mitigation. Students and industry partners must follow LIHE's General Site Risk Assessment Template, which considers:

Risks	Mitigating Strategies
Site and (slips, trips, access barriers, emergency procedures) health and safety risks (workplace hazards, PPE requirements, infection control in health placements)	WIL placements often involve working in real-world environments where there may be potential hazards. To minimise the potential risks associated with WIL placements, the early learning centre, in collaboration with LIHE, will employ the following strategies:

	<ul style="list-style-type: none"> • Conduct thorough risk assessments of all placement sites; • The PEC will complete the 'Risk Assessment Template' in conjunction with the Supervisor; • Provide comprehensive health and safety training to students; • Ensure that students have access to appropriate personal protective equipment; • Encourage regular communication with Classroom Educator; • Ongoing monitoring of placement conditions for identifying and addressing any emerging safety concerns.
Legal and ethical risks (confidentiality, professional conduct, conflicts of interest)	<p>WIL placements may expose students to legal and ethical challenges, such as confidentiality breaches, conflicts of interest, or professional misconduct. To mitigate these risks, the early learning centre, in collaboration with LIHE will employ the following strategies:</p> <ul style="list-style-type: none"> • Provide clear guidelines and codes of conduct to students by encouraging familiarity with the ECA Code of Ethics; • Ensure that students understand the professional standards and ethical considerations relevant to their field encouraging familiarity with the ECA Code of Ethics and Australian Professional Standards for Teachers; • Encourage regular communication with Classroom Educator; • Provide mentorship support to help students navigate these challenges and make ethical decisions.
Quality assurance risks	<p>Maintaining the quality and consistency of WIL experiences is crucial. To mitigate this risk, LIHE will employ the following strategies:</p> <ul style="list-style-type: none"> • Establish clear expectations, criteria, and assessment methods for WIL placements; • Regular monitoring and evaluation of placements, including site visits; • Collecting feedbacks from students and Classroom Educators to identify any gaps or inconsistencies and allow for timely intervention and support.
Equity and diversity risks (ensuring all students have equal opportunities)	<p>Ensuring equal access and opportunities for all students, regardless of their background, is essential in WIL placement. The early learning centre, in collaboration with LIHE will employ the following strategies to mitigate equity and diversity risk:</p> <ul style="list-style-type: none"> • Actively promote diversity and inclusion in placement opportunities; • Consider students' individual needs and accommodations, and address any barriers that may prevent equitable participation; • Ongoing communication and support for students from diverse backgrounds and foster an inclusive learning environment.
Communication risk	<p>Effective communication between the Institute, students, Classroom Educators, the Supervisor and other stakeholders</p>

	<p>is vital for successful WIL experiences. The early learning centre, in collaboration with LIHE will employ the following strategies to mitigate the communication risk:</p> <ul style="list-style-type: none"> • Establish clear lines of communication; • Provide guidance on expectations and reporting procedures, and facilitate regular check-ins and feedback mechanisms; • Proactive communication to help mitigate misunderstandings, resolve issues promptly, and ensure a smooth flow of information throughout the WIL process.
Financial risks	WIL placement may involve costs for students, such as transportation. LIHE will mitigate financial risks by providing transparent information about potential costs associated with placement and helping students access available resources.

22. Dress Standards

The Classroom Educator of the early learning centre has the authority to establish the dress code that aligns with the centre's values and policies. Students must maintain a professional and tidy appearance during their placement at all times. If no written policy or specific instructions are provided, students should follow the dress standards applicable to the professional work. It is crucial for students to keep in mind that they not only represent themselves as professionals but also as LIHE students. The impression they create through their appearance and conduct will influence the centre's willingness to accept future students or offer ongoing employment.

Other specific dress standard requirements are:

- Appropriate clothing for professional placement setting;
- Personal hygiene and grooming are to be of a high standard (e.g. deodorant and hair care);
- Pressed/ironed clothes;
- Shirts must be buttoned up;
- Closed-in shoes are required for some work areas;
- Institute name badges are supplied and should be worn on each placement day;
- If the early learning centre policy requires a student to wear or display a 'Visitor's card' during the placement, this condition must be adhered to.

23. Code of Conduct

As developing professionals, students have the responsibility to maintain a high standard of professional conduct and to act in an ethical manner towards the children, Classroom Educator, Supervisor, all other site personnel, families and other community members. At all times, students are expected to comply with the code of conduct outlined in the *Student Code of Conduct* and of the early learning centre and adhere to all expectations as if a member of staff. Students should also be referring to the National Quality Standard for Early Childhood Education.

24. Mobile Phones and Social Media

Students should be mindful at all times of the need to maintain confidentiality. The need for establishing a working relationship with their mentor, teacher and other staff during the professional experience is essential. Personal observations made during the professional experience must never be shared on social networking sites e.g., Facebook, Twitter etc. Mobile phones should be switched off during work hours and photographs of children or activities cannot be taken unless specifically directed by the early learning centre with parental permission.

25. Work, Health, and Safety Issues

Students are encouraged to be familiar with the work, health and safety related policies and procedures in each early childhood centre where they participate in professional experience. These may include responses to emergency, accidents, first aid, fire, and critical incidents.

Students are encouraged to maintain their own general health while on professional experience and are not encouraged to undertake professional experience if they are experiencing acute or infectious health issue. Students are also encouraged to discuss with the PEC any concerns regarding their fitness to practice e.g., anaphylaxis, asthma or a chronic condition requiring regular medical therapy which may result in absences from a placement.

If you feel unwell at any time during the placement period, contact the centre immediately.

26. Duty of Care

The PEC, Supervisor and Classroom Educator have a significant responsibility toward the learner's duty of care during their professional experience placement. This duty of care includes ensuring that the learning environment is safe and free from harm, providing appropriate supervision and support, and responding promptly to any concerns or issues that may arise.

GD ECEd students have no legal status with respect to responsibility for the children they are teaching. This legal responsibility is, at all times, vested in the Supervisor, Classroom Educator and the Institute. It is necessary, therefore, for the Supervisor and Classroom Educator to undertake a risk assessment or exercise judgment in determining the reasonableness of tasks undertaken by students in relation to duty of care. Students are not to be left unsupervised in a classroom setting at any stage during a professional experience placement.

In particular, the Supervisor and Classroom Educators must take reasonable steps to:

- a. Ensure that the learning environment is safe and free from harm, including identifying and managing potential risks and hazards in the workplace;
- b. Provide appropriate supervision and support to students, including monitoring their progress, providing constructive feedback, and addressing any performance issues that may arise;
- c. Respond promptly and appropriately to any concerns or issues raised by students, including addressing any incidents of bullying, harassment, or discrimination;
- d. Maintain confidentiality and privacy in relation to student information and records and comply with relevant privacy and confidentiality laws and policies;
- e. Ensure students receive their break entitlements during placement shifts.

By fulfilling their duty of care towards students, the Supervisor and Classroom Educator can help to ensure that students have a positive and productive work-integrated learning experience and are well-prepared for their future careers in early childhood education and care.

27. Insurance

LIHE will maintain appropriate indemnity insurance to protect students who are working off-campus with a partner organisation as part of a professional experience placement.

28. Compliance and Quality Assurance

LIHE recognises the importance of compliance and quality assurance in Work-Integrated Learning (WIL). To ensure compliance and quality assurance of its WIL in accordance with the Higher Education Standards Framework Domain 5, LIHE will take the following steps:

Steps	Action
Develop written arrangements with industry partners	<ul style="list-style-type: none">• LIHE will establish written agreements with industry partners that clearly outline the roles and responsibilities of all parties involved in the WIL.• These agreements will include provisions for compliance with the Higher Education Standards Framework and will be regularly reviewed and updated to ensure ongoing compliance.
Conduct regular audits and reviews	<ul style="list-style-type: none">• LIHE will conduct regular audits and reviews of its WIL to ensure ongoing compliance with the Higher Education Standards Framework.• This will involve assessing the quality of the professional practice, evaluating the learning outcomes of students, and identifying any areas where compliance may be lacking.
Provide training and support for WIL practitioners and staff	<ul style="list-style-type: none">• LIHE will provide training and support for WIL practitioners to ensure that they are aware of the requirements of the Higher Education Standards Framework and are equipped to implement appropriate compliance and quality assurance measures in the WIL.
Collect feedback from stakeholders	<ul style="list-style-type: none">• LIHE will collect feedback from stakeholders, including students, industry partners, and regulatory bodies, to assess the effectiveness of its WIL and identify areas for improvement.• This feedback will be used to improve the quality of the placement practice and ensure ongoing compliance with the Higher Education Standards Framework.

By implementing these measures, LIHE will ensure that its WIL practice remains compliant with the Higher Education Standards Framework and provides students with high-quality learning experiences that meet the required standards for compliance and quality assurance.

29. Monitoring and Reporting

LIHE will regularly monitor and report the professional practice activities of WIL participants to the Academic Board to ensure transparency, accountability, and continuous improvement of the WIL. LIHE will collect and analyse qualitative and quantitative feedback from students, Classroom Educators, Supervisors, and other staff involved in the professional practice activities. This feedback will help evaluate the quality of the placements, the level of student satisfaction, and the extent to which the placements align with the intended learning outcomes. The Academic Board will receive an annual report that summarises the key findings, trends, and insights derived from the collected data. The report will provide a comprehensive overview of the strengths and areas for improvement in the professional practice activities, highlighting successful practices and identifying any challenges or issues that need attention.

All records related to Work Integrated Learning, including student placements, assessment outcomes, and compliance documentation, will be retained securely by LIHE. These records will be maintained in accordance with the Records Management Policy and stored for a minimum of two years after a student ceases to be enrolled, ensuring compliance with regulatory and institutional requirements.

30. Useful Resources for Professional Practice Experience

The following resources are provided to assist students prepare for professional experience and develop a deeper awareness of expectations during placement.

- Aboriginal & Torres Strait Islander Education Resources for accreditation (1.4 & 2.4)
- Australian Government Department of Education [AGDE] (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia (V2.0)*. https://www.acecqa.gov.au/sites/default/files/2023-01/Belonging_Being_And_Becoming_V2.0.pdf
- Australian Government Department of Education for the Ministerial Council. <https://www.acecqa.gov.au/media/35756>
- Professional Experience Evidence Guide for Supervising Teachers
- <https://www.acecqa.gov.au/>
- <https://www.acecqa.gov.au/nqf/national-quality-standard>
- <https://www.aitsl.edu.au/tools-resources>
- <https://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>

Appendix I - General Site Risk Assessment Template for Work Integrated Learning

Scope of works						
Type of Placement	Business <input type="checkbox"/>	IT <input type="checkbox"/>	Hospitality <input type="checkbox"/>	Healthcare <input type="checkbox"/>	Education <input type="checkbox"/>	Other <input type="checkbox"/>
Start date		Finish date		Time		
Organisation's name			Assessment undertaken by (name)			
Site address			Signature			

If you have identified any of the listed or other potential hazards on the site, you will need to enter a suitable control below to show how you have controlled the hazard(s). If any further hazards are introduced, record them and update the table at the bottom on this page.

#	Items to consider when conducting a risk assessment
1	Can parking arrangements at the site cause incidents and injuries to any persons?
2	Are there any slips, trips and falls impacting on the safe access and egress?
3	What are the potential hazards or risks associated with allowing students to participate in work-integrated learning at the host organisation?
4	What measures can be put in place to minimize or mitigate the risks identified in question 3?
5	Are there any specific health and safety policies or procedures that the workplace has in place that must be followed during work-integrated learning?
6	What training or orientation will be provided to students before they begin work-integrated learning to ensure they understand and can adhere to health and safety policies and procedures?
7	How will students be supervised during work-integrated learning to ensure their safety and compliance with workplace standards?
8	Are there any potential risks associated with the students interacting with any stakeholders? If so, what measures can be put in place to minimize these risks?
9	How will any incidents or accidents that occur during work-integrated learning be reported and managed?
10	What communication will take place between the workplace and the educational institution providing the work-integrated learning program to ensure that all parties are aware of any risks or incidents that occur?

11	What measures will be put in place to protect privacy and confidentiality related issues during work-integrated learning?
12	Are there any legal or regulatory requirements that must be followed during work-integrated learning, and if so, what are they?

Date	Hazard(s) identified	Actions taken	By Whom

All corrective actions must be completed prior to work being undertaken.

Appendix 2 – Placement Registration Form

1. Personal Details

Full Name _____
Student ID No. _____
Contact Phone No. _____
Email Address _____
Course Graduate Diploma of Early Childhood Education

2. Emergency Details

Emergency Contact Person _____
Relationship _____
Emergency Contact Phone No. _____

3. Cultural Information

Ethnicity _____
Do you Identify as Aboriginal or Torres Strait Islander?
 Yes No
Student Domestic Student International Student

4. Pre- Placement Requirements Checklist

LIHE requires students to provide some of, **or** all, the following 4 documents at the point of registration – depending on your course of study. Whilst you will already have this clarified to you previously, if you are unsure, please speak to or email your Course Director.

Student ID National Police Clearance
 Working with Children Check Anaphylaxis Training Certificate

5. Student Placement Health Declaration

Are you aware of any medical condition, physical or otherwise, that may impact upon your placement? This may include but is not limited to: lack of sero-conversion for Hepatitis vaccine, Asthma, heart condition, spinal/back problems, mental health condition, life threatening allergic reactions, a carrier of a blood born disease such as hepatitis, HIV etc.

Yes No

Student

Signature: _____ Date: _____

Office Use Only

Received by	
Received Date	/ /
Reviewed by	

Appendix 3 – Support Plan

Areas for Development/Corrective Action <i>(This section is completed by the Supervisor in consultation with the PEC)</i>	Strategies and Timelines for Addressing Identified Concerns <i>(This section is completed by the Supervisor in consultation with the PEC)</i>	Review and Reflection <i>(This section is completed by the Student prior to the scheduled review meeting. The students should outline the actions taken to address identified concerns)</i>	Outcome of Intervention Plan <i>(This section is to be completed by the Supervisor)</i>

All sections must be dated and signed by staff and student.