

2010
Requirements Booklet
Professional Experience in Community and Culture
Bachelor of Education (K – 12 Middle Schooling)



Professional Experience Office
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Time frame to complete this placement:

Given the nature of this placement and the flexibility required for community organisations to accommodate pre-service teachers, various arrangements will be supported. This means, in negotiation with the community organisation, a pre-service teacher must complete 15 days (or 105 hours) to suit the organisation and the pre-service teacher.

Please note: A pre-service teacher cannot receive payment or any financial contributions from community organisations for this placement.

If you have any questions, please contact the Professional Experience Office.

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Introduction

The Bachelor of Education (K-12 Middle Schooling) is an innovative undergraduate teacher education program. The intent of the degree is to prepare teachers to work with and educate young adolescents in a range of school settings. This course supports a range of professional experience opportunities one of which includes placement in a non-traditional school or community setting.

Pre-service teacher education students require extensive and purposeful experiences in diverse educational settings. These experiences provide pre-service teachers with the opportunity to build upon the practical experience and understandings developed in previous professional experiences. This diverse placement provides the opportunity for pre-service teachers to broaden their professional experience by working in a range of alternative educational and community settings. This diverse placement is based on the general principle of broadening and deepening pre-service teachers' understandings of the issues confronting the wider education community.

To facilitate this understanding, participating in a placement in a range of diverse settings provides the opportunity to explore how learning and teaching are conducted in a variety of settings. This type of placement recognises that educational opportunities are linked to wider social issues and contexts. Pre-service teachers will be undertaking this placement in a range of settings including hospitals, youth services, detention centres and other organisations working with adolescents. Considering the diversity of placements, the requirements for this professional experience placement are designed to be flexible enough to ensure that each pre-service teacher can complete the set tasks and also develop a workable learning agreement (with their supervisor) in whatever setting they are in. The set tasks are also designed to meet accreditation purposes.

To date pre-service teachers have undertaken placements in primary and high schools. Pre-service teachers are familiar with a block professional experience however there are aspects of this placement that are different to those which they have previously undertaken. During this placement each pre-service teacher requires a supervisor. This person will be involved in the supervision of the pre-service teacher.

Some supervisors may find this placement somewhat different to others they have encountered in the past. For supervisors familiar with traditional teaching or clinical placements you may find aspects of the set requirements less definitive. This is intentional to allow the pre-service teachers greater responsibility for their own learning.

The Murray School of Education places a high value on practical opportunities for pre-service teachers and views them as vital in helping relate theory to practice and for the development of workplace skills and competencies. This course endorses the need for a partnership between pre-service training providers and the sites of professional practice in securing the most ideal educational experience for the development of skilled, innovative and reflective future practitioners.

Thank you for your assistance and cooperation in the organisation of this Professional Experience. We hope that this experience proves to be a positive and productive exercise for all those involved.

Learning Outcomes

As a result of participating in this professional experience placement pre-service teachers will:

- ◆ Engage in critical self-reflection and ongoing personal and professional development;
- ◆ Adopt a range of roles and responsibilities offered by community services;
- ◆ Examine and critique models of support and intervention provided by a range services;
- ◆ Critically reflect on adolescent issues and behaviours;
- ◆ Engage in critical enquiry and dialogue with service providers' clients;
- ◆ Understand system requirements and responsibilities of community organisations;
- ◆ Continue to refine communication skills and the ability to work effectively as part of a team of educators;
- ◆ Integrate their own learning experiences into the contexts in which they will teach.

Supervisors please note that during this Professional Experience pre-service teachers are **not** to be given sole responsibility for the clients or young people being supported by your organisation. This means that:

- ◆ Pre-service teachers should not be left alone to supervise students or clients.
- ◆ Pre-service teachers must report any accidents to supervising staff.

Pre-Requisite

Pre-service teachers have participated in two sessions on Child Protection and one session on Occupational Health & Safety Regulations.

Attendance

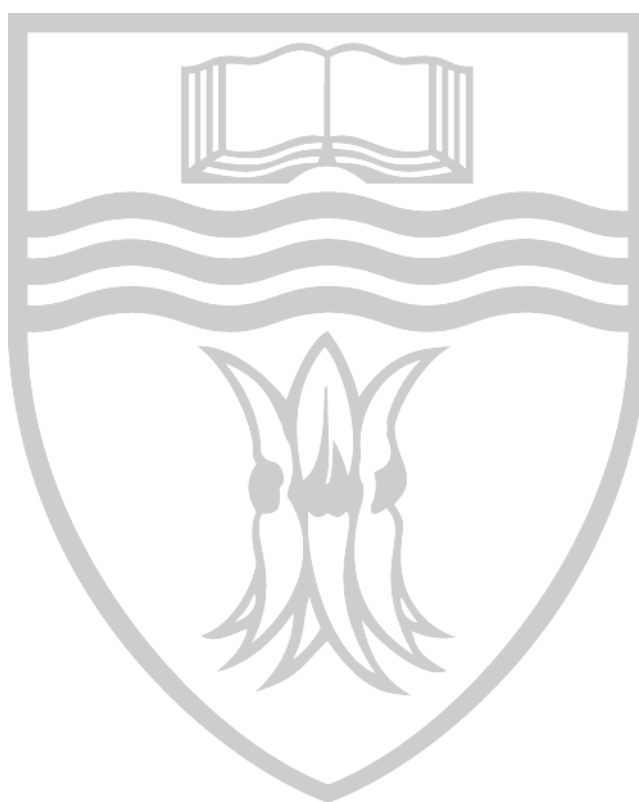
- ◆ Pre-service teachers must complete 15 days (or the equivalent of approximately 105 hours). Full attendance and satisfactory performance are required to pass this placement. The hours may include preparation time.
- ◆ Pre-service teacher **must** complete the Timesheet on the back page of the report form and have it signed by the supervisor.

In case of illness or misadventure, the pre-service teacher should notify the supervising teacher **before** the day begins and arrange to make up the missed days.

Report

The report should be completed by the supervisor at the completion of the placement. **The completed report and Timesheet are to be returned to the Professional Experience Office.**

In settings that require multiple supervisors a mentor may need to be appointed to assume responsibility for the report.





To be completed: 15 days (or 105 hours) of professional experience at times to suit both the organisation and the pre-service teacher. The timesheet should be initialled **by the pre-service teacher** and the arrival and departure times shown each day. The details entered here is an auditing requirement. If more space is required, please photocopy this sheet and attach before it is submitted to the Professional Experience Office.

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Total hours/days completed: _____

Supervisor signature: _____

(required to meeting auditing regulations)

*Please complete
and return to:*

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