

Professional Experience

Participant Handbook

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Bachelor of Education / Master of Teaching

Initial Teaching Experience A Semester 1, 2025

Introduction

Dear Preservice Teachers and School Coordinators,

This handbook provides the essential information for preservice teachers to successfully complete the INITIAL TEACHING EXPERIENCE A Professional Experience, and for school coordinators to productively contribute to this outcome. This year's handbook includes:

- The roles and responsibilities of all participants during this Professional Experience;
- The dates of the INITIAL TEACHING EXPERIENCE Professional Experience placement for the current year;
- An overview and description of the INITIAL TEACHING EXPERIENCE Professional Experience; and
- How preservice teachers will be evaluated during this Professional Experience placement.

I encourage preservice teachers, mentor teachers and school coordinators to familiarise themselves with this resource, including reviewing the responsibilities (including legal requirements) related to preservice teachers and their roles in schools.

Tabor uses Sonia Online to manage placements, including the submission of forms and validation of certificates. The Professional Experience Office will email links to open the electronic forms. Exemplars are located on our website at learn.tabor.edu.au by following Study > Education > Professional Experience > Initial Teaching Experience.

All preservice teachers are required to have a **current 'Tertiary Student' Department of Human Services Working with Children Check (WWCC)** and a **RRHAN-EC Fundamentals course / Masterclass course Certificate** prior to their first Professional Experience and for all following Professional Experiences. A valid 'Volunteer' WWCC will need to be upgraded. Preservice teachers should be prepared to produce evidence of their WWCC and RRHAN-EC to their host school upon request, accessible in Sonia.

Since Professional Experience placements are a core component of Pedagogy units, preservice teachers are expected to comply with the following requirements of Tabor in this regard;

- If a preservice teacher requires leave of absence for any time during a Professional Experience placement they *must* make written application to the Professional Experience Office. If permission is given, a change in Professional Experience attendance will then be considered with due consideration to the school and Professional Experience requirements of the placement.
- All Professional Experience placements are at the discretion of the host school. The host school reserves the right to terminate any placement with or without notice. If a host school believes that their students are being disadvantaged or are placed at-risk as a result of a preservice teacher's placement, their students' needs will be prioritised and the placement will be managed accordingly.
- Tabor reserves the right to withdraw preservice teachers from Professional Experience placements. There are a variety of reasons why this might occur (for example, concerns about Professional Knowledge, Professional Practice or Professional Engagement – Australian Professional Standards for Teachers: Standards 1-7). Wherever possible, termination of a placement will only follow a process for identifying and sharing concerns, opportunities for preservice teachers to respond to this feedback by implementing changes and a review process.

Preservice teachers prosper in knowledge, skills and capacity from an integrated approach to Professional Experience. This means strong collaboration between preservice teachers, school based staff and the Tabor Professional Experience Team.

On behalf of the Tabor team, I look forward to supporting you in your roles and to making this placement a valuable teaching and learning experience for all.

Regards,

Mr Brent Willsmore

Director of Partnerships and Professional Experience

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1 GENERAL INFORMATION

1.1 Contacts

Academic Staff

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Dean of Education

Professional Experience Office

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Ms Jenny Cox

Professional Experience Administrator (Primary)

Ms Taryn Gough

Professional Experience Administrator (Secondary)

Examples of the Professional Experience Forms can be viewed on the Tabor Online website.

- 1) Access Tabor Online via learn.tabor.edu.au
- 2) Click on **Study** from the main menu and select **Education** from the drop down list. You will find the **Professional Experience** site listed here.

All forms will be submitted electronically through Sonia Online. The Professional Experience Office will email the school coordinator the following link: **School Statement** form.

1.2 Roles and Responsibilities of Participants

1.2.1 The Preservice Teacher

Any placement requests **must always** be directed to the Tabor Professional Experience Office. Preservice teachers must **NOT** directly contact school personnel with placement requests. It is Tabor's policy that preservice teachers not be placed in schools where close relatives attend or work, **or** they have attended in the last five years. If a preservice teacher seeks to pursue an employment-based pathway and complete a placement where they currently work or volunteer or have done so in the previous five years, please get in touch with the Professional Experience Office so we can negotiate a diversity of placement experiences for professional growth. All placements are at the discretion of the Professional Experience Office.

It is expected that the preservice teacher will have read and fully understood the requirements for each Professional Experience before they begin their placement. If they experience any obstacles in meeting the requirements they are to speak to their school coordinator or Tabor Professional Experience Office for support.

The preservice teacher has completed a declaration prior to their placement that they are physically, emotionally, and mentally competent to commence and complete this Professional Experience placement.

The preservice teacher has a responsibility to:

- **Be responsible and considerate.**
 - Make every effort to meet all personal responsibilities and to minimise disruptive impacts on the work of others.
 - Check and follow procedures for such things as paying for refreshments, phone calls and photocopying, borrowing and returning books, teaching aids, resources and IT access.
 - Establish the desired arrival time at school and adhere to it. Similarly, any time commitments within the school should be met conscientiously.
- **Dress appropriately.**
 - Respect and adhere to the dress codes of the particular schools they are visiting.
- **Display Professional behaviour at all times.**
 - Follow the professional behaviour of other teachers, especially in relation to school students.
 - Adhere to the host school's code of conduct for staff.
 - Respect the ethos and values of the school.
- **Attend all designated in-school days and activities deemed appropriate/necessary.**

If unable to attend on any occasion, the preservice teacher should:

- Notify the school coordinator before 8:00am on the day,
- Notify Tabor Professional Experience Office as early as possible on that day.

The preservice teacher will be required to make up each absent day as soon as possible in negotiation with Tabor and the school coordinator. This must **not** be on a day when they have any lectures at Tabor.

- In case of any physical threat or if the school has a lock-down, inform the Professional Experience Office as soon as it is safe to do so.
- **Negotiate ANY change to the Professional Experience** with the Professional Experience Office *in writing*.

PLEASE NOTE: Non-compliance with the above roles and responsibilities may result in the preservice teacher being withdrawn from this Professional Experience.

Step-by-step guide to Professional Experience responsibilities of the preservice teacher:

- Ensure you have a current Working With Children Check.
- Ensure you have completed a RRHAN-EC Fundamentals course and Masterclass course.
- Observe for 6 single days in the school as outlined in INITIAL TEACHING EXPERIENCE A.
- Ensure that the Sonia form, *Professional Experience INITIAL TEACHING EXPERIENCE A (Semester 1) Log Form*, is completed and saved as a draft at the conclusion of each Observation Day.
- Submit the *Professional Experience INITIAL TEACHING EXPERIENCE A (Semester 1) Log in Sonia* by the end of Semester 1. Any missed days should be made-up and all completed *Professional Experience INITIAL TEACHING EXPERIENCE A (Semester 1) Log Forms* must be submitted **by Friday 6th June 2025**.

1.2.2 The School Staff

Under the supervision of the school coordinator, the preservice teacher will be allocated to various areas within the school, including the library, maintenance, canteen, front office, as well as with classroom teachers. The preservice teacher should experience the tasks and functions of the area where they are placed for a day. Each area within the school plays a vital role in the school community and this experience should assist the preservice teacher to understand and appreciate the varied tasks and responsibilities carried out in the area of the school and the importance that this area has within the whole school community.

1.2.3 The School Coordinator (Principal or other designated person)

The school coordinator has the responsibility to:

- Implement the program within the school.
- Assist the preservice teacher to organise a program for the 6 weekly visits. Blank forms are available on the Tabor Online Website at learn.tabor.edu.au (follow the links from *Study > Education > Professional Experience > Initial Teaching Experience*).
- Ensure that organisational and physical arrangements are attended to, so that the preservice teachers have a working space, access to resources and IT, and acceptance within school activities.
- Ensure that the allocated School Staff are well informed of their roles.
- Monitor the general effectiveness of the Tabor in-school program and provide suggestions for its improvement as desired.
- Take active interest in the development of preservice teachers, providing them with input and feedback and participate in the appraisal of their activities as needed.
- Verify that the preservice teacher has attended the school for six Observation visits in Term 2 on the School Statement form.
- Submit the School Statement form to Tabor **by Friday 6th June 2025**. A link to the form will be emailed to the school coordinator at the beginning of Term 2, Week 6.

If the school coordinator has any concerns it is imperative that they:

1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

2 THE PROFESSIONAL EXPERIENCE

2.1 Professional Experience Calendar – INITIAL TEACHING EXPERIENCE 2025

SEM 1 Week (Beginning Monday)	SCHOOL TERM DATES & HOLS	INITIAL TEACHING EXPERIENCE A (6 Days)	SEM 2 Week (Beginning Monday)	SCHOOL TERM DATES & HOLS	INITIAL TEACHING EXPERIENCE B (18 Days)	
JAN 20		Tabor Semester Break	JUL 07	School Hols	Tabor Semester Break	
JAN 27 Aust Day 27	1 ^		JUL 14			
FEB 03	2		JUL 21	1	Mid-year 'O' Week	
FEB 10	3		JUL 28	2		
FEB 17	4		'O' Week	AUG 04	3	1 Day
FEB 24	5		Lectures commence	AUG 11	4	1 Day
MAR 03	6			AUG 18	5	1 Day
MAR 10 Adel Cup 10	7			AUG 25	6	5 Days *P
MAR 17	8			SEPT 01	7	5 Days®
MAR 24	9			SEPT 08	8	5 Days *2®
MAR 31	10		SEPT 15	9	*** MTAR due at Tabor	
APR 07	11		SEPT 22	10		
APR 14 Good Fri Apr 18	School Hols	Tabor Mid-Semester Break	SEPT 29	School Hols	Tabor Mid-Semester Break	
APR 21 Easter Mon 21 Anzac Day 25			OCT 06 Labour Day 06			
APR 28	1	1 Day	OCT 13	1		
MAY 05	2	1 Day	OCT 20	2		
MAY 12	3	1 Day	OCT 27	3		
MAY 19	4	1 Day	NOV 03	4		
MAY 26	5	1 Day	NOV 10	5		
JUN 02	6	1 Day	NOV 17	6	Tabor Semester Break	
JUN 09 King's Bir 09	7		NOV 24	7		
JUN 16	8	Tabor Semester Break	DEC 01	8		
JUN 23	9		DEC 08	9		
JUN 30	10		DEC 15			

LEGEND: ^ Department for Education Schools begin

*P Preferred week for Tabor liaison's Preliminary visit to observe preservice teacher and guide/discuss planning process

*2 Preferred week for Tabor liaison's Second visit to observe preservice teacher

® Preferred weeks for Round-Table meetings

*** **Mentor Teacher Assessment Recommendation (MTAR)** due at Tabor

2.2 INITIAL TEACHING EXPERIENCE A Professional Experience

Dates	Semester 1: 30 Apr – 4 June, 2025: single day weekly visits (Wednesdays)
Required No. of Days	6
Aim	To provide preservice teachers with a holistic experience of a school. Preservice teachers will be able to gain first-hand knowledge through observation, experience and participation in the different components of a school.
<p>On these first observation days it is anticipated that preservice teachers will experience being part of a school community with the aim of appreciating the important role that each member of staff plays in this context. Preservice teachers need to be aware of the many different people who contribute to student learning and well-being; from the classroom teacher, to support staff, administration, and parents.</p> <p>Opportunities to develop a more holistic understanding may include any or all of the following:</p> <ul style="list-style-type: none"> • observing teachers in different year levels to gain knowledge on the teaching profession • shadowing support staff to gain a better understanding of this important role • assisting in the Library/resource centre • assisting with administrative tasks. <p>Preservice teachers are expected to be pro-active, and contribute positively to the school community. It is up to the school to decide how the preservice teachers might best fit within the school.</p> <p>Practical Details: The school coordinator (or delegate) should provide induction and work out a program for the preservice teacher’s visits. The school coordinator (or delegate) is the agreed point of contact and is responsible for the overall organization and professional well-being of the preservice teacher.</p> <p>A Tabor Professional Experience Officer is available if there are any queries or concerns (email practicum@adelaide.tabor.edu.au or Phone 8373 8737).</p> <p>At the conclusion of the weekly visits, the school coordinator will determine:</p> <ul style="list-style-type: none"> • If the preservice teacher is ready for a three-week classroom Professional Experience • Who the mentor teacher(s) will be. <p>The school coordinator is responsible for submitting the School Statement form to Tabor by the end of Week 6 of Term 2, Friday 6th June 2025.</p>	

2.3 INITIAL TEACHING EXPERIENCE B Professional Experience

TERM 3 Preservice teachers who successfully complete INITIAL TEACHING EXPERIENCE A will subsequently be enrolled in INITIAL TEACHING EXPERIENCE B and continue their Professional Experience in the same school. This is included for your future reference.

Dates	Semester 2: 3 single day weekly visits on 6 August, 13 August, 20 August 2025 (Wednesdays) 15 day block 25 August – 12 September, 2025
Required No. of Days	18 days: 3 single day weekly visits plus a 3-week block in Term 3, Weeks 6-8
Aim	This Professional Experience is concentrated within a classroom setting which provides an opportunity to build knowledge and skills, which in turn will build confidence. The preservice teacher will be involved in a range of the practicalities of the classroom e.g. engagement with students, lesson planning, teaching, evaluation, administration procedures. The focus is on gradually increasing the number of teaching experiences, including lessons, to ensure that the preservice teacher develops skills in planning, preparing, teaching and reflecting. The preservice teacher should also be making connections to the Australian Professional Standards for Teachers. During this Professional Experience placement the preservice teacher is supported by a Tabor liaison. Secondary preservice teachers only: Lesson content for this Professional Experience should focus on the preservice teacher's Teaching Area(s).
<p>PROGRAM</p> <p>Three days Observation:</p> <p>The preservice teacher is to spend one day per week for three weeks in the school prior to the teaching block, during which they should</p> <ul style="list-style-type: none"> • Familiarise themselves with relevant policies • Spend time working with the mentor teacher, engaging with students and making observations about classroom practice • If possible, begin planning for lessons to be taught during the Three Week Block <p>Three Week Block:</p> <p>Week 1:</p> <p>The preservice teacher should, in consultation with the mentor teacher, initially begin program and lesson planning for Weeks 2 and 3. Where possible, Primary preservice teachers should teach one lesson each day. Secondary preservice teachers should, where possible, team-teach or independently teach a minimum of one lesson each day. Each lesson will be planned using the lesson plan format provided.</p> <p>The preservice teacher will appreciate the feedback of the mentor teacher to help develop their critical reflection on their teaching and student learning.</p> <p>When the preservice teacher is not teaching, they should use the time to observe the mentor teacher and record their observations with a view to better understanding what it means to be a teacher.</p> <p>Week 2 and 3:</p> <p>Primary preservice teachers will teach at least two lessons each day. Secondary preservice teachers will teach between a minimum of 10 lessons and a maximum of 15 lessons per week or approximately 50% FTE teaching load. The content for these lessons needs to be negotiated and discussed in advance. Lesson plans should be detailed and well-presented and shown to the mentor teacher.</p> <p>The mentor teacher observes each lesson and provides written feedback, electronically or handwritten. It is optional to use a Mentor's feedback book which may be supplied by the preservice teacher. (Preservice teachers need to be sensitive to the limited time resources of the mentor teacher by finding regular feedback sessions that are manageable for both participants).</p> <p>Schedule of Round-Table Meetings</p> <ul style="list-style-type: none"> • First Round-Table Meeting – early in the second week of the teaching block • Second Round-Table Meeting – the end of the last week of the teaching block <p>It is the mentor teacher's responsibility to ensure that the RT1 and RT2 forms are submitted to the Tabor Professional Experience Office on the day of the Round-Table meeting.</p>	

3 ASSESSMENT AND REPORTING

3.1 Evaluation of Teaching Competence

The Participating School will submit a School Statement form and may accept or decline the continuation of the preservice teacher into the INITIAL TEACHING EXPERIENCE B Term 3 Block. This decision is dependent on the School's assessment of the preservice teacher's professional conduct during the Semester 1 Observation phase.

- If the School determines that the preservice teacher is ready, the preservice teacher will continue in that school for their INITIAL TEACHING EXPERIENCE B Term 3 Block.
- If the School determines that the preservice teacher is not ready, the placement will cease, and the INITIAL TEACHING EXPERIENCE A result will be a fail.

3.2 Student at Risk Procedure

If any preservice teacher is perceived to be at risk, the school coordinator is to contact the Tabor Professional Experience Office as soon as possible.

In the Faculty of Education, a preservice teacher who fails their INITIAL TEACHING EXPERIENCE A unit may apply to repeat the unit, with the Professional Experience conducted at a different school site. A preservice teacher will only be provided with a second attempt at the discretion of the Dean of Education or delegate.

To gain a second attempt, apply in writing to the Dean of Education for consideration for a repeat Professional Experience placement, demonstrating a rationale for providing a repeat Professional Experience and outlining the reasons for not being successful. This application is to be accompanied by an Action Plan identifying strengths and areas for improvement.

- a. **If a repeat Professional Experience is offered, the Student must:**
 1. Re-enrol in the corresponding unit and complete all components in the following year.
 2. Meet with the Director of Professional Experience to review their Action Plan, discussing their understanding of the reasons for failure, and explaining the process that they will use to implement their Action Plan.
- b. **If a repeat Professional Experience is not offered by the Dean of Education or delegate,** the Student is advised and counselled regarding this decision made by the Dean of Education to exit the course.

4 CLAIMS

4.1 Payment of Schools and School Coordinators

This placement spans Semester One and incorporates the whole school community. Therefore, a single payment of **\$155 + GST per preservice teacher** will be made to the school for allocation as the school chooses. The school needs to send an invoice to Tabor for this payment.

In addition, the **school coordinator** may claim **\$78 per first-year preservice teacher**. This payment covers supervision for the entire First Year program (i.e. INITIAL TEACHING EXPERIENCE A AND INITIAL TEACHING EXPERIENCE B Professional Experiences). To claim payment, either the school will invoice (**+ GST**) Tabor on behalf of the school coordinator or the school coordinator will complete a Claim Form **together with a Statement by Supplier form** and send to Tabor for direct payment into the school coordinator's nominated bank account.

Completed invoices should be scanned and emailed to practicum@adelaide.tabor.edu.au or posted to

**Tabor Faculty of Education
Professional Experience Office
181 Goodwood Road
Millswood SA 5034**

5 LEGAL RESPONSIBILITIES

5.1 Legal Responsibilities during In-school Activities

5.1.1 Duty of Care

Because teachers are in a position of authority, they are deemed by law to owe a duty of care towards students. This duty means that teachers should take reasonable and practical measures to prevent injury and to provide a safe environment for students. The duty of care that is owed varies according to the age of each student, the activity concerned, disability, past history, and the teacher's training and ability. There is a moral obligation involved as well as the legal one, of course.

While preservice teachers are given some responsibility for the students in their class, it must be recognised that they are only teachers in preparation under the control and supervision of a mentor teacher with whom they are placed. To this end, mentor teachers are ultimately responsible for the safety of the students. Preservice teachers, however, are required to act with vigilance and caution, and work under the supervision of school staff to ensure the health, safety and well being of all students in their care.

The extent to which professional activities are delegated to preservice teachers by mentor teachers must be based on a careful assessment of the preservice teachers' current progress and readiness to assume responsibility and always under the direct supervision of qualified staff.

5.1.2 Children and Young People (Safety) Act (2017)

All preservice teachers have completed a RRHAN-EC Fundamentals course and Masterclass course.

Refer to the [Protective practices for staff in their interactions with children and young people](#) (Guidelines for staff working or volunteering in education and care sites) document on the Department for Education website www.education.sa.gov.au.

6 APPENDIX

6.1 Australian Professional Standards for Teachers, Graduate Career Stage

PROFESSIONAL KNOWLEDGE

Standard 1 — Know students and how they learn

1.1 Physical, social and intellectual development and characteristics of students

Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.

1.2 Understand how students learn

Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students

Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.

1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

Demonstrate knowledge and understanding of strategies for differentiating 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

Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.

Standard 2 — Know the content and how to teach it

2.1 Content and teaching strategies of the teaching area

Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.

2.2 Content selection and organisation

Organise content into an effective learning and teaching sequence.

2.3 Curriculum, assessment and reporting

Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.

Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

2.5 Literacy and numeracy strategies

Know and understand literacy and numeracy teaching strategies and their application in teaching areas.

2.6 Information and Communication Technology (ICT)

Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

PROFESSIONAL PRACTICE

Standard 3 — Plan for and implement effective teaching and learning

3.1 Establish challenging learning goals

Set learning goals that provide achievable challenges for students of varying abilities and characteristics.

3.2 Plan, structure and sequence learning programs

Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.

3.3 Use teaching strategies.

Include a range of teaching strategies.

3.4 Select and use resources

Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.

3.5 Use effective classroom communication

Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.

3.6 Evaluate and improve teaching programs

Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.

3.7 Engage parents/carers in the educative process

Describe a broad range of strategies for involving parents/carers in the educative process.

PROFESSIONAL PRACTICE Continued

Standard 4 — Create and maintain supportive and safe learning environments

4.1 Support student participation

Identify strategies to support inclusive student participation and engagement in classroom activities.

4.2 Manage classroom activities

Demonstrate the capacity to organise classroom activities and provide clear directions.

4.3 Manage challenging behaviour

Demonstrate knowledge of practical approaches to manage challenging behaviour.

4.4 Maintain student safety

Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.

4.5 Use ICT safely, responsibly and ethically

Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.

Standard 5 — Assess, provide feedback and report on student learning

5.1 Assess student learning

Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.

5.2 Provide feedback to students on their learning

Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.

5.3 Make consistent and comparable judgements

Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.

5.4 Interpret student data

Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

5.5 Report on student achievement

Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.

PROFESSIONAL ENGAGEMENT

Standard 6 — Engage in professional learning

6.1 Identify and plan professional learning needs

Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.

6.2 Engage in professional learning and improve practice

Understand the relevant and appropriate sources of professional learning for teachers.

6.3 Engage with colleagues and improve practice

Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

6.4 Apply professional learning and improve student learning

Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

Standard 7 — Engage professionally with colleagues, parents/carers and the community

7.1 Meet professional ethics and responsibilities

Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.

7.2 Comply with legislative, administrative and organisational requirements

Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

7.3 Engage with the parents/carers

Understand strategies for working effectively, sensitively and confidentially with parents/carers.

7.4 Engage with professional teaching networks and broader communities


Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

Study for your
meaningful career
at Tabor College.

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