

School Engagement Experience

A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2026
BACHELOR OF EDUCATION

1 CONTENTS

1 CONTENTS	1
2 INTRODUCTION	2
3 GENERAL INFORMATION	3
4 ROLES AND RESPONSIBILITIES	4
4.1 <i>The Preservice Teacher</i>	4
4.2 <i>The Supervisor</i>	5
4.3 <i>The School Coordinator (Principal or other designated person)</i>	5
5 THE PROFESSIONAL EXPERIENCE	6
5.1 <i>The Structure of the In-school Experience</i>	6
5.2 <i>School Engagement Experience Outline</i>	7
5.3 <i>Step -by-step Guide to Professional Experience Responsibilities</i>	8
6 ASSESSMENT AND REPORTING	9
6.1 <i>Verification by Supervisor</i>	9
6.2 <i>Student at Risk Procedure</i>	9
7 CLAIMS	10
7.1 <i>Payment of Schools and School Coordinators</i>	10
8 LEGAL RESPONSIBILITIES	10
8.1 <i>Legal Responsibilities during In-school Activities</i>	10

2 INTRODUCTION

Dear Preservice Teachers and Supervisors,

Thank you for taking part in the School Engagement Placement. This 'experience' recognises the diversity of experiences that occur within a school and how they better prepare a preservice teacher to be ready for the realities of a school (Le Cornu 2015). We acknowledge that the classroom can be challenging and see this experience as a chance for the preservice teacher to support your programs or be used in any useful capacity to the school. School Engagement is unique in that it is a School Experience not requiring formal teaching or assessment.

If your School welcomes volunteers to support your programs, then the School Engagement Experience will be of benefit to you. Many preservice teachers currently work in various capacities within a school, such as an ESO (Educational Support Officer). This will validate what they are already doing and how they support your school programs. We regularly have requests for preservice teachers to attend camps or be involved in musical productions, and the preservice teacher will document the involvement.

A log/timesheet is kept by the preservice teacher that will be emailed to the nominated supervisor for electronic verification.

This year's handbook includes:

- The roles and responsibilities of all participants during this Professional Experience
- An overview and description of the School Engagement Experience
- How a preservice teachers' hourly log/timesheet may be validated during this Professional Experience placement.

I encourage preservice teachers and supervisors 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 submission and collection of forms. A link to all forms will be emailed to the supervisor for verification.

All preservice teachers have a **current** Department of Human Services **Working with Children Check (WWCC)** and **RRHAN-EC training**. Preservice teachers should be prepared to produce evidence to the host school upon request.

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;

- 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. 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

TABOR

Le Cornu, R. (2015). Key components of effective professional experience in initial teacher education in Australia. *Australian Institute for Teaching and School Leadership, Melbourne.*

3 GENERAL INFORMATION

Professional Experience Office

Phone: 8373 8737

Email: practicum@adelaide.tabor.edu.au

Mr Brent Willsmore

Director of Partnerships and Professional Experience

Ms Jenny Cox

Professional Experience Administrator (Primary)

Ms Taryn Gough

Professional Experience Administrator (Secondary)

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

- 1) Access Tabor Online via learn.tabor.edu.au
- 2) Click on **School & Subject Listing** 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 to the supervisor of the preservice teacher the following link: **School Engagement Experience Evidence Log/timesheet** form.

4 ROLES AND RESPONSIBILITIES

4.1 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. 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 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 all relevant school procedures.
 - Establish an agreed day and time to attend the school and adhere to it. Similarly, any time commitments within the school should be met conscientiously.
 - The preservice teacher should not volunteer on a day when they have any lectures at Tabor.
- **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 school staff, 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.
 - 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.

- Complete 50 hours in a school as outlined in SCHOOL ENGAGEMENT EXPERIENCE Unit Description.
- Enter each hour (nearest half hour) completed in a school into the *School Engagement Experience Evidence Log/timesheet Form*.
- Advise the Professional Experience Office by email when the preservice teacher has completed their time in that school with that supervisor so that a link to the *School Engagement Experience Evidence Log/timesheet Form* can be emailed to the supervisor for verification.
- The preservice teacher must complete the 50 hours in a school setting by **31st October 2026**.

4.2 The Supervisor

Under supervision, the preservice teacher will assist in various areas as agreed. The supervisor will validate the log/timesheet of hours once completed.

4.3 The School Coordinator (Principal or other designated person)

The school coordinator has the responsibility to:

- Implement the program within the school.
- Liaise with Tabor Professional Experience Office to organise placements.
- Ensure that organisational and physical arrangements are attended to so that the preservice teacher can properly assist with school activities.
- Monitor the general effectiveness of the Tabor School Engagement Experience program and provide suggestions for its improvement as desired.

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

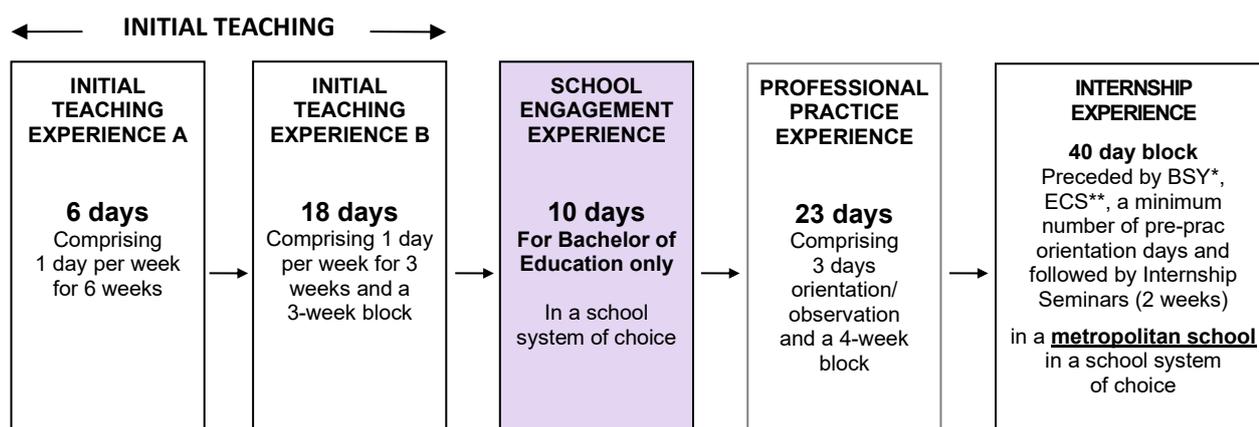
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

5 THE PROFESSIONAL EXPERIENCE

5.1 The Structure of the In-school Experience

Preservice teachers enrolled in the **Bachelor of Education** are undertaking a **four-year** program in either Primary or Secondary Education.

The course presents a holistic approach, with all components interconnected and with a close relationship between theory and practice. The school-based activities are structured into five Professional Experience placements, as illustrated below.



* For Primary only: Beginning of School Year (BSY) observation days, one day in the week when teachers return to school and two days in the week when students return to school. ** Early Career Seminar (ECS), two days in June prior to Internship Experience block.

This chart shows the total number of days of Professional Experience undertaken for each course, and in which year of the course the particular Professional Experience usually occurs.		BACHELOR OF EDUCATION	
PROFESSIONAL EXPERIENCE	NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
INITIAL TEACHING EXPERIENCE A	6	1 st	Christian or Independent (same school)
INITIAL TEACHING EXPERIENCE B	3+15	1 st	
SCHOOL ENGAGEMENT EXPERIENCE	10	2 nd	Any school setting
PROFESSIONAL PRACTICE EXPERIENCE	3+20	3 rd	Department for Education
Observations (incl Beginning of School Year Obs) (linked with Internship)	8	4 th	(Same School as Internship)
FINAL INTERNSHIP EXPERIENCE	40	4 th	Student Choice (Metropolitan)
TOTAL NO. DAYS	105		

5.2 School Engagement Experience Outline

Required No. of Hours	50 hours (10 day equivalent)
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>The School Engagement Experience allows the preservice teacher to experience and contribute to a school community with the aim of appreciating the important role that each member of staff plays in this context.</p> <p>Types of ‘School Engagement Experience’ the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"> • Assisting with Literacy/Numeracy Programs – e.g., reading with school students • Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions • Assisting ESO’s • Assisting on camps • Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School. <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p>Practical Details: The school coordinator (or delegate) should provide induction and support in the same way as they supervise a volunteer. The school coordinator (or delegate) is the agreed point of contact and is responsible for the overall organisation 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>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</p>	

5.3 Step -by-step Guide to Professional Experience Responsibilities

5.3.1 Prior to School Engagement

- Submit the School Engagement Experience Information Form in Sonia.
- Professional Experience Office will contact the school(s) nominated.
- Professional Experience Office will advise preservice teacher when a school agrees to consider a preservice teacher for School Engagement Experience.
- Preservice teacher will contact the school when advised by the Professional Experience Office. The school will be expecting to have contact with the preservice teacher. Please ensure that contact is professional and timely.
- Preservice teacher to confirm placement (including supervisor name and email address and commencement date) with the Professional Experience Office by email.
- Preservice teacher will complete Fitness for placement and Roles and Responsibilities form in Sonia. This will be released to preservice teachers in Sonia at the beginning of the academic calendar year.
- The Professional Experience Office will allocate a timesheet to Sonia.

5.3.2 School Engagement Responsibilities

- Preservice teacher to complete hours in the school and log this in the timesheet form as you complete them (save as draft). Please fill in the Comments column each day outlining the type of activity/engagement experience undertaken.
- When all hours at one site are complete, the Preservice teacher will submit the timesheet form and advise the Professional Experience Office.
- A link to the Timesheet form will be emailed to the supervisor by the Professional Experience Office for verification of hours.
- It is possible to complete the School Engagement Experience at more than one site. The preservice teacher will need to discuss this with the Professional Experience Office

6 ASSESSMENT AND REPORTING

6.1 Verification by Supervisor

The participating supervisor will receive an online SONIA link requiring verification of the hours attended by the preservice teacher. There is no formal assessment required by the supervisor.

6.2 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 SCHOOL ENGAGEMENT EXPERIENCE 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, discuss their understanding of the reasons for failure, and explain 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.

7 CLAIMS

7.1 Payment of Schools and School Coordinators

There is no payment for this Professional Experience.

8 LEGAL RESPONSIBILITIES

8.1 Legal Responsibilities during In-school Activities

8.1.1 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.

Preservice teachers in this School Engagement Experience will work much the same as a volunteer under the control and supervision of a supervisor. Similarly, preservice teachers 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 with whom they work.

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

All preservice teachers have undertaken RRHAN-EC Fundamentals and Masterclass training.

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 settings 2017 (2nd Edition, revised 2019)) document on the Department for Education website www.education.sa.gov.au.



For more information, visit our website:

www.tabor.edu.au

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