

# School Engagement Experience

A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2025  
**BACHELOR OF EDUCATION**

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## 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](mailto: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](http://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 **31<sup>st</sup> October 2025**.

## 4.2 The Supervisor

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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)

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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:**

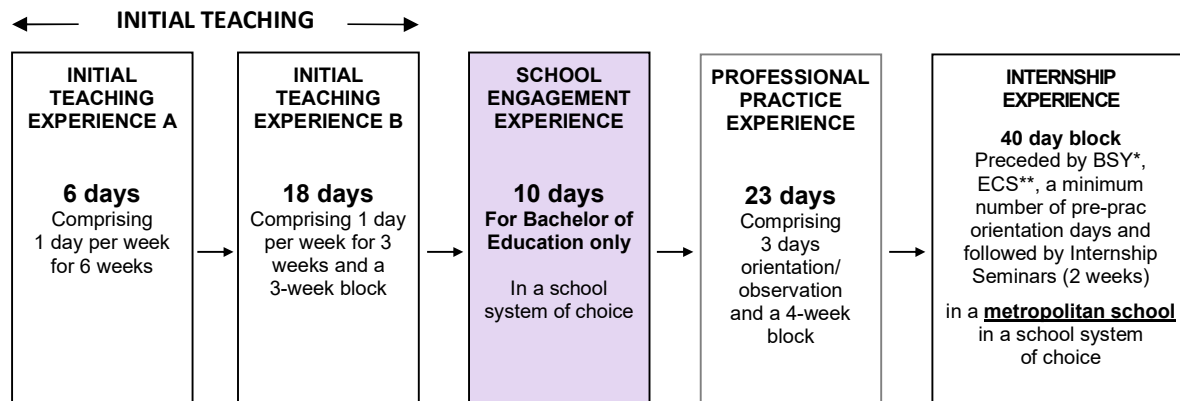
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p> <p style="text-align: center;"><b>BACHELOR OF EDUCATION</b></p>				
INITIAL TEACHING EXPERIENCE A	6	1 <sup>st</sup>	Christian or Independent (same school)	
INITIAL TEACHING EXPERIENCE B	3+15	1 <sup>st</sup>		
SCHOOL ENGAGEMENT EXPERIENCE	10	2 <sup>nd</sup>	Any school setting	
PROFESSIONAL PRACTICE EXPERIENCE	3+20	3 <sup>rd</sup>	Department for Education	
Observations (incl Beginning of School Year Obs) (linked with Internship)	8	4 <sup>th</sup>	(Same School as Internship)	
FINAL INTERNSHIP EXPERIENCE	40	4 <sup>th</sup>	Student Choice (Metropolitan)	
<b>TOTAL NO. DAYS</b>	<b>105</b>			

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	



## 5.3 Step -by-step Guide to Professional Experience Responsibilities

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### 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

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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

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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

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There is no payment for this Professional Experience.

## 8 LEGAL RESPONSIBILITIES

### 8.1 Legal Responsibilities during In-school Activities

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#### 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 (2<sup>nd</sup> Edition, revised 2019)) document on the Department for Education website [www.education.sa.gov.au](http://www.education.sa.gov.au).



For more information, visit our website:

[www.tabor.edu.au](http://www.tabor.edu.au)

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1300 482 267

The information contained in this prospectus is correct at the time of printing. Please be aware that Tabor's courses regularly undergo processes of review and reaccreditation. This may lead to changes in the award while you are studying. In order to graduate with an award, you must fulfil its requirements at the time of graduation, not the time of entry. TEQSA Provider Number PRV12103

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## 4.2 The Supervisor

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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)

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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.

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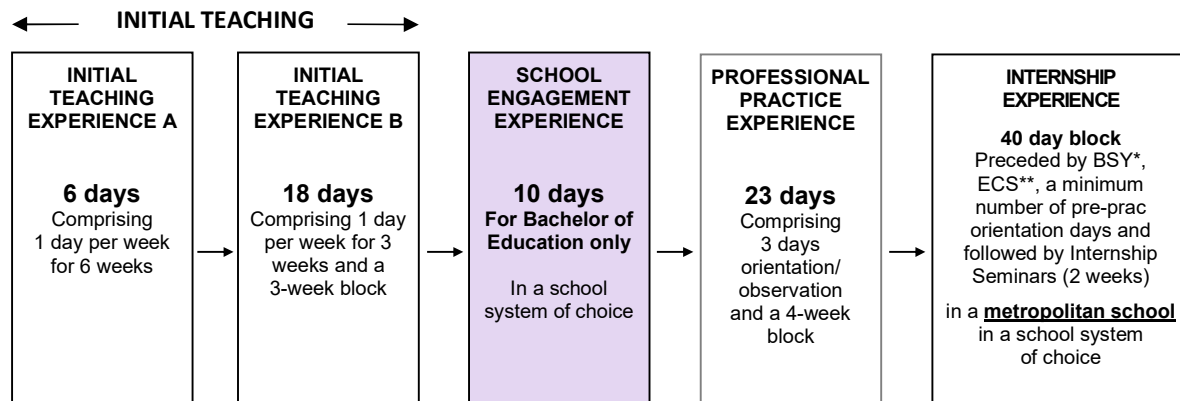
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# 5 THE PROFESSIONAL EXPERIENCE

## 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.

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<p>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.</p> <p style="text-align: center;"><b>BACHELOR OF EDUCATION</b></p>				
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INITIAL TEACHING EXPERIENCE B	3+15	1 <sup>st</sup>		
SCHOOL ENGAGEMENT EXPERIENCE	10	2 <sup>nd</sup>	Any school setting	
PROFESSIONAL PRACTICE EXPERIENCE	3+20	3 <sup>rd</sup>	Department for Education	
Observations (incl Beginning of School Year Obs) (linked with Internship)	8	4 <sup>th</sup>	(Same School as Internship)	
FINAL INTERNSHIP EXPERIENCE	40	4 <sup>th</sup>	Student Choice (Metropolitan)	
<b>TOTAL NO. DAYS</b>	<b>105</b>			

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></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.
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# 6 ASSESSMENT AND REPORTING

## 6.1 Verification by Supervisor

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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

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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

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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.

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-  PO Box 1777, Unley SA 5061
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# School Engagement Experience

A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2025  
**BACHELOR OF EDUCATION**

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## 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](mailto: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](http://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 **31<sup>st</sup> October 2025**.

## 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:**

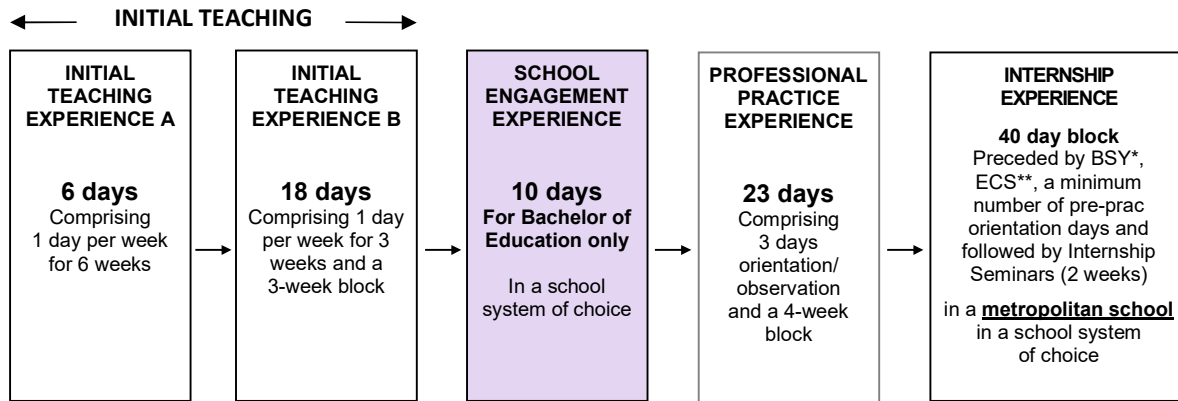
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
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.				
INITIAL TEACHING EXPERIENCE A		6	1 <sup>st</sup>	Christian or Independent (same school)
INITIAL TEACHING EXPERIENCE B		3+15	1 <sup>st</sup>	
SCHOOL ENGAGEMENT EXPERIENCE		10	2 <sup>nd</sup>	Any school setting
PROFESSIONAL PRACTICE EXPERIENCE		3+20	3 <sup>rd</sup>	Department for Education
Observations (incl Beginning of School Year Obs) (linked with Internship)		8	4 <sup>th</sup>	(Same School as Internship)
FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
TOTAL NO. DAYS		105		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	



## 5.3 Step -by-step Guide to Professional Experience Responsibilities

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### 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

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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.

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## 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

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#### 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.

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

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## 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.
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- 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.

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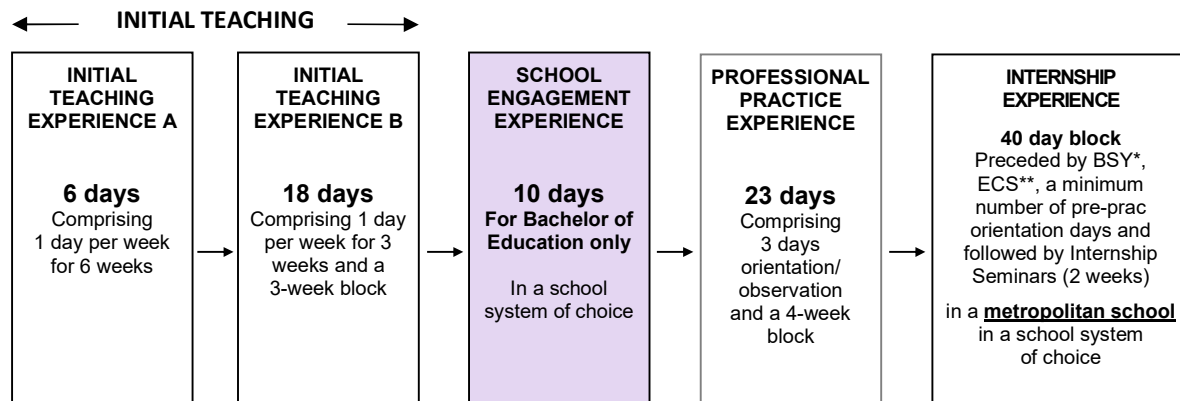
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# 5 THE PROFESSIONAL EXPERIENCE

## 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.



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INITIAL TEACHING EXPERIENCE B		3+15	1 <sup>st</sup>	
SCHOOL ENGAGEMENT EXPERIENCE		10	2 <sup>nd</sup>	Any school setting
PROFESSIONAL PRACTICE EXPERIENCE		3+20	3 <sup>rd</sup>	Department for Education
Observations (incl Beginning of School Year Obs) (linked with Internship)		8	4 <sup>th</sup>	(Same School as Internship)
FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
TOTAL NO. DAYS		105		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></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

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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.

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### 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 (2<sup>nd</sup> Edition, revised 2019)) document on the Department for Education website [www.education.sa.gov.au](http://www.education.sa.gov.au).



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-  181 Goodwood Rd, Millswood SA 5034
-  PO Box 1777, Unley SA 5061
-  [enquiry@tabor.edu.au](mailto:enquiry@tabor.edu.au)
-  1300 482 267

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# School Engagement Experience

A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2025  
**BACHELOR OF EDUCATION**

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## 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](mailto: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](http://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 **31<sup>st</sup> October 2025**.

## 4.2 The Supervisor

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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)

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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:**

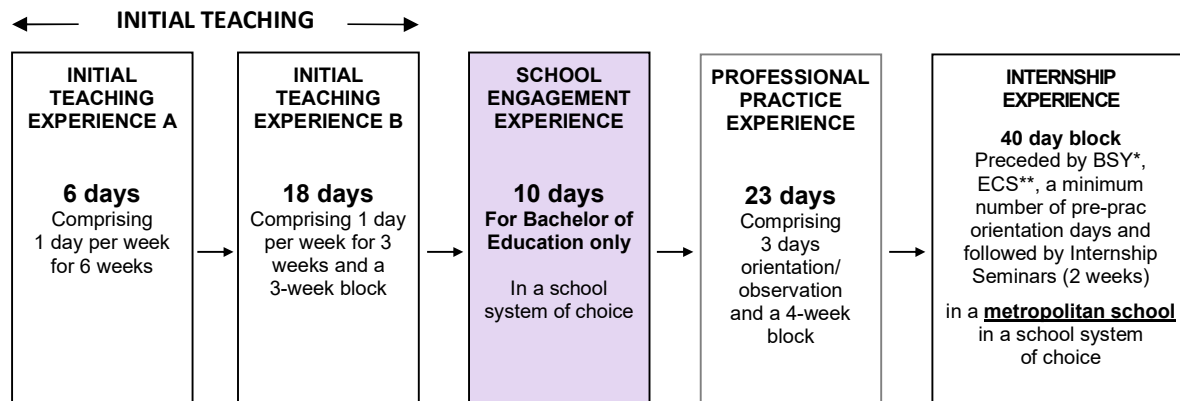
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p>				
INITIAL TEACHING EXPERIENCE A		6	1 <sup>st</sup>	Christian or Independent (same school)
INITIAL TEACHING EXPERIENCE B		3+15	1 <sup>st</sup>	
SCHOOL ENGAGEMENT EXPERIENCE		10	2 <sup>nd</sup>	Any school setting
PROFESSIONAL PRACTICE EXPERIENCE		3+20	3 <sup>rd</sup>	Department for Education
Observations (incl Beginning of School Year Obs) (linked with Internship)		8	4 <sup>th</sup>	(Same School as Internship)
FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	



## 5.3 Step -by-step Guide to Professional Experience Responsibilities

---

### 5.3.1 Prior to School Engagement

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---

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## 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.

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## 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.

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Director of Partnerships and Professional Experience

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- **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 **31<sup>st</sup> October 2025**.

## 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:**

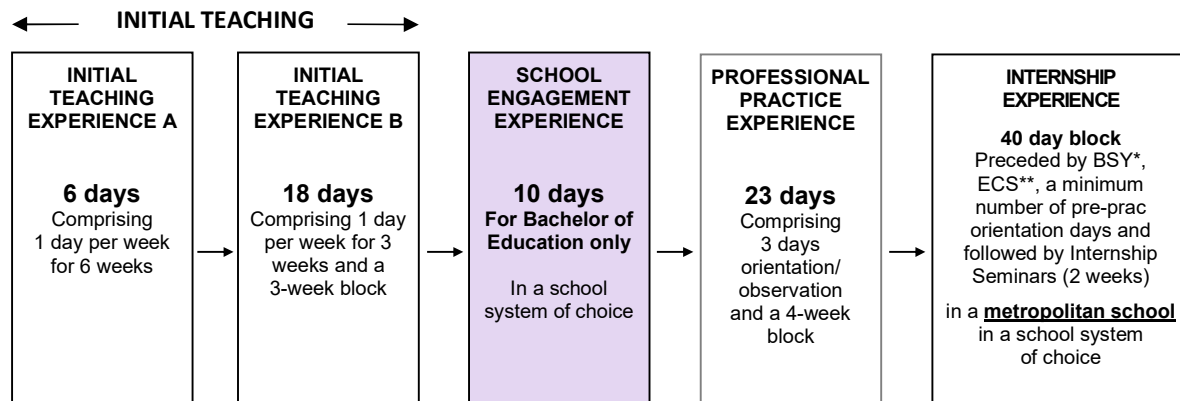
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
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.				
INITIAL TEACHING EXPERIENCE A		6	1 <sup>st</sup>	Christian or Independent (same school)
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SCHOOL ENGAGEMENT EXPERIENCE		10	2 <sup>nd</sup>	Any school setting
PROFESSIONAL PRACTICE EXPERIENCE		3+20	3 <sup>rd</sup>	Department for Education
Observations (incl Beginning of School Year Obs) (linked with Internship)		8	4 <sup>th</sup>	(Same School as Internship)
FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	

## 5.3 Step -by-step Guide to Professional Experience Responsibilities

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### 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

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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

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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.

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

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[www.tabor.edu.au](http://www.tabor.edu.au)

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-  PO Box 1777, Unley SA 5061
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-  1300 482 267

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# School Engagement Experience

A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2025  
**BACHELOR OF EDUCATION**

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

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The school coordinator has the responsibility to:

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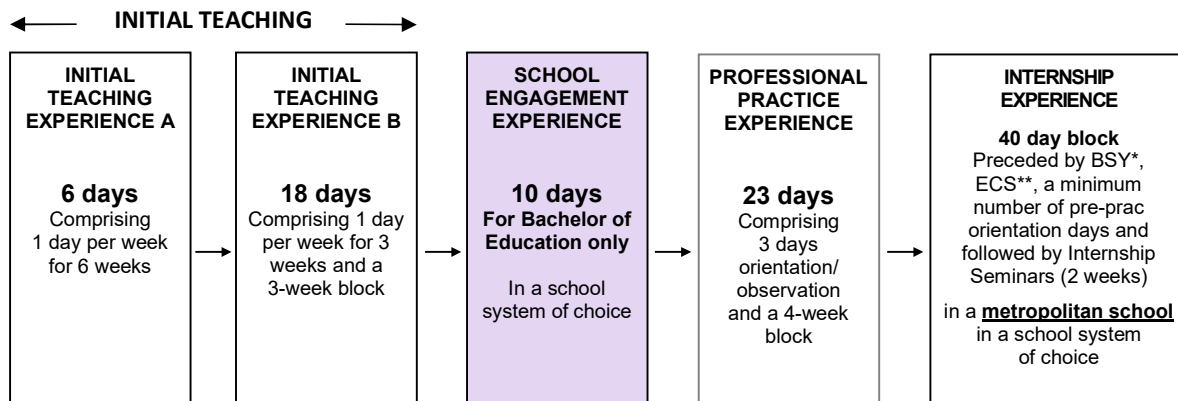
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
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# 5 THE PROFESSIONAL EXPERIENCE

## 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.



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PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
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<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	



## 5.3 Step -by-step Guide to Professional Experience Responsibilities

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## 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

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- 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.*

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### Professional Experience Office

Phone: 8373 8737

Email: [practicum@adelaide.tabor.edu.au](mailto: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](http://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 **31<sup>st</sup> October 2025**.

## 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:**

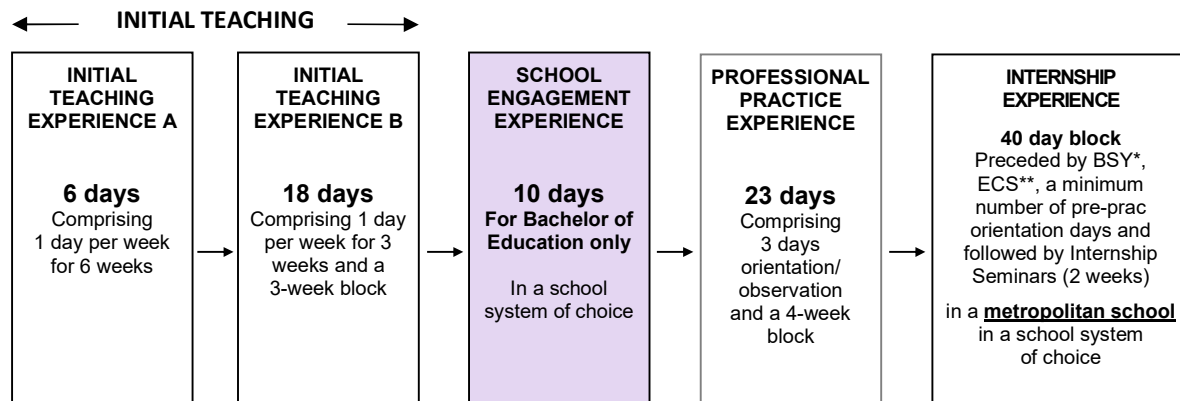
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p>				
INITIAL TEACHING EXPERIENCE A		6	1 <sup>st</sup>	Christian or Independent (same school)
INITIAL TEACHING EXPERIENCE B		3+15	1 <sup>st</sup>	
SCHOOL ENGAGEMENT EXPERIENCE		10	2 <sup>nd</sup>	Any school setting
PROFESSIONAL PRACTICE EXPERIENCE		3+20	3 <sup>rd</sup>	Department for Education
Observations (incl Beginning of School Year Obs) (linked with Internship)		8	4 <sup>th</sup>	(Same School as Internship)
FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	

## 5.3 Step -by-step Guide to Professional Experience Responsibilities

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### 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 (2<sup>nd</sup> Edition, revised 2019)) document on the Department for Education website [www.education.sa.gov.au](http://www.education.sa.gov.au).



For more information, visit our website:

[www.tabor.edu.au](http://www.tabor.edu.au)

Follow the journey on our socials:



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-  PO Box 1777, Unley SA 5061
-  enquiry@tabor.edu.au
-  1300 482 267

The information contained in this prospectus is correct at the time of printing. Please be aware that Tabor's courses regularly undergo processes of review and reaccreditation. This may lead to changes in the award while you are studying. In order to graduate with an award, you must fulfil its requirements at the time of graduation, not the time of entry. TEQSA Provider Number PRV12103



# School Engagement Experience

A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2025  
**BACHELOR OF EDUCATION**

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## 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;

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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,

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# 4 ROLES AND RESPONSIBILITIES

## 4.1 The Preservice Teacher

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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.

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

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## 4.2 The Supervisor

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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)

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The school coordinator has the responsibility to:

- Implement the program within the school.
- Liaise with Tabor Professional Experience Office to organise placements.
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**If the school coordinator has any concerns, it is imperative that they:**

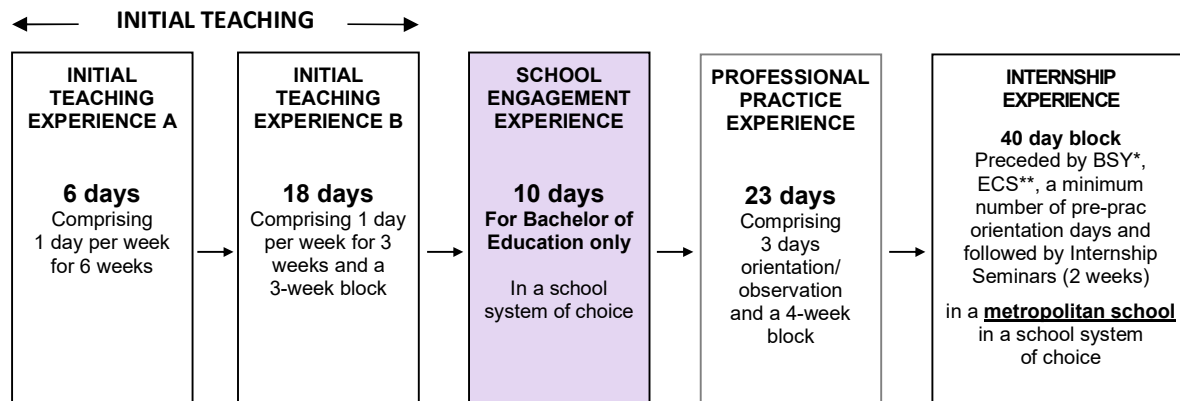
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
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# 5 THE PROFESSIONAL EXPERIENCE

## 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.



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PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p>				
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<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	



## 5.3 Step -by-step Guide to Professional Experience Responsibilities

---

### 5.3.1 Prior to School Engagement

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---

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## 6.2 Student at Risk Procedure

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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.

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## 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.

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# School Engagement Experience

A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2025  
**BACHELOR OF EDUCATION**

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## 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](mailto: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](http://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 **31<sup>st</sup> October 2025**.

## 4.2 The Supervisor

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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:**

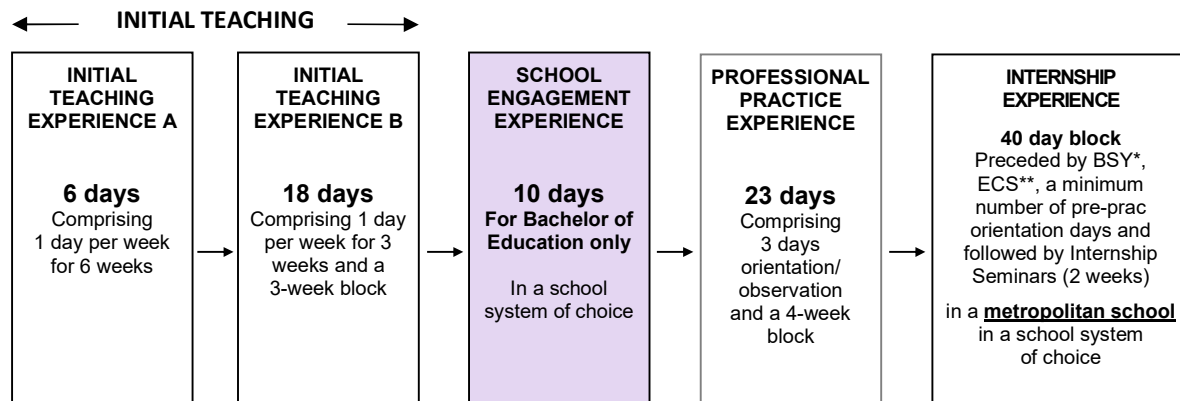
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p>				
INITIAL TEACHING EXPERIENCE A		6	1 <sup>st</sup>	Christian or Independent (same school)
INITIAL TEACHING EXPERIENCE B		3+15	1 <sup>st</sup>	
SCHOOL ENGAGEMENT EXPERIENCE		10	2 <sup>nd</sup>	Any school setting
PROFESSIONAL PRACTICE EXPERIENCE		3+20	3 <sup>rd</sup>	Department for Education
Observations (incl Beginning of School Year Obs) (linked with Internship)		8	4 <sup>th</sup>	(Same School as Internship)
FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	

## 5.3 Step -by-step Guide to Professional Experience Responsibilities

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### 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

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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

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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

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There is no payment for this Professional Experience.

# 8 LEGAL RESPONSIBILITIES

## 8.1 Legal Responsibilities during In-school Activities

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### 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 (2<sup>nd</sup> Edition, revised 2019)) document on the Department for Education website [www.education.sa.gov.au](http://www.education.sa.gov.au).



For more information, visit our website:

[www.tabor.edu.au](http://www.tabor.edu.au)

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-  PO Box 1777, Unley SA 5061
-  enquiry@tabor.edu.au
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Professional Experience Administrator (Primary)

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## 4.1 The Preservice Teacher

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  - 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.**

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## 4.2 The Supervisor

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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)

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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:**

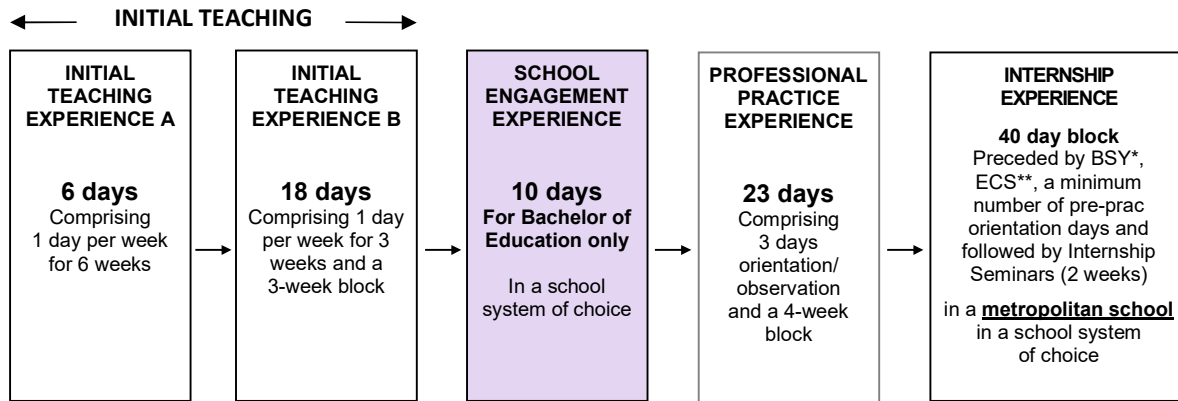
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.



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PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p>				
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INITIAL TEACHING EXPERIENCE B		3+15	1 <sup>st</sup>	
SCHOOL ENGAGEMENT EXPERIENCE		10	2 <sup>nd</sup>	Any school setting
PROFESSIONAL PRACTICE EXPERIENCE		3+20	3 <sup>rd</sup>	Department for Education
Observations (incl Beginning of School Year Obs) (linked with Internship)		8	4 <sup>th</sup>	(Same School as Internship)
FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></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.
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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.

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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.

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  1. Re-enrol in the corresponding unit and complete all components in the following year.
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### 7.1 Payment of Schools and School Coordinators

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There is no payment for this Professional Experience.

## 8 LEGAL RESPONSIBILITIES

### 8.1 Legal Responsibilities during In-school Activities

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#### 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.

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-  PO Box 1777, Unley SA 5061
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# School Engagement Experience

A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2025  
**BACHELOR OF EDUCATION**

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## 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](mailto: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)

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- 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 **31<sup>st</sup> October 2025**.

## 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:**

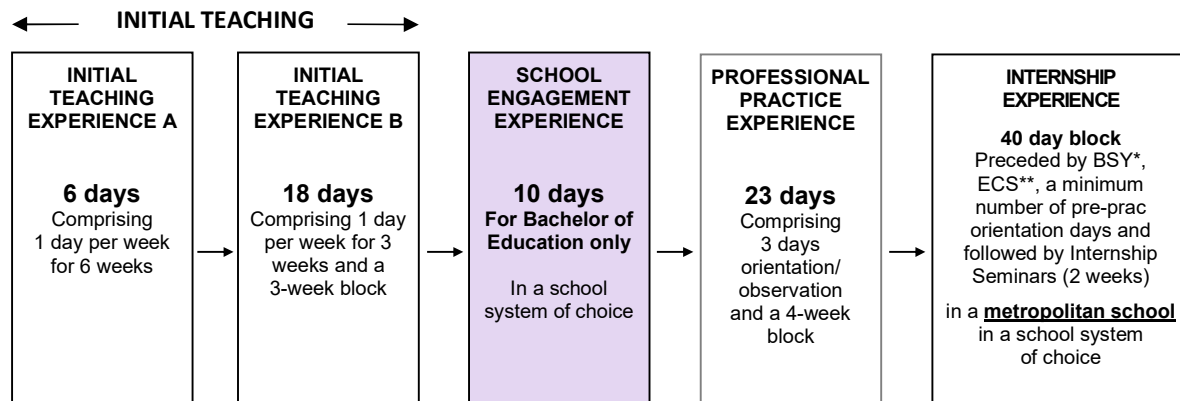
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p>				
INITIAL TEACHING EXPERIENCE A		6	1 <sup>st</sup>	Christian or Independent (same school)
INITIAL TEACHING EXPERIENCE B		3+15	1 <sup>st</sup>	
SCHOOL ENGAGEMENT EXPERIENCE		10	2 <sup>nd</sup>	Any school setting
PROFESSIONAL PRACTICE EXPERIENCE		3+20	3 <sup>rd</sup>	Department for Education
Observations (incl Beginning of School Year Obs) (linked with Internship)		8	4 <sup>th</sup>	(Same School as Internship)
FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	

## 5.3 Step -by-step Guide to Professional Experience Responsibilities

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### 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.
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# 6 ASSESSMENT AND REPORTING

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## 6.2 Student at Risk Procedure

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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.

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# 7 CLAIMS

## 7.1 Payment of Schools and School Coordinators

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There is no payment for this Professional Experience.

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## 8.1 Legal Responsibilities during In-school Activities

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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.

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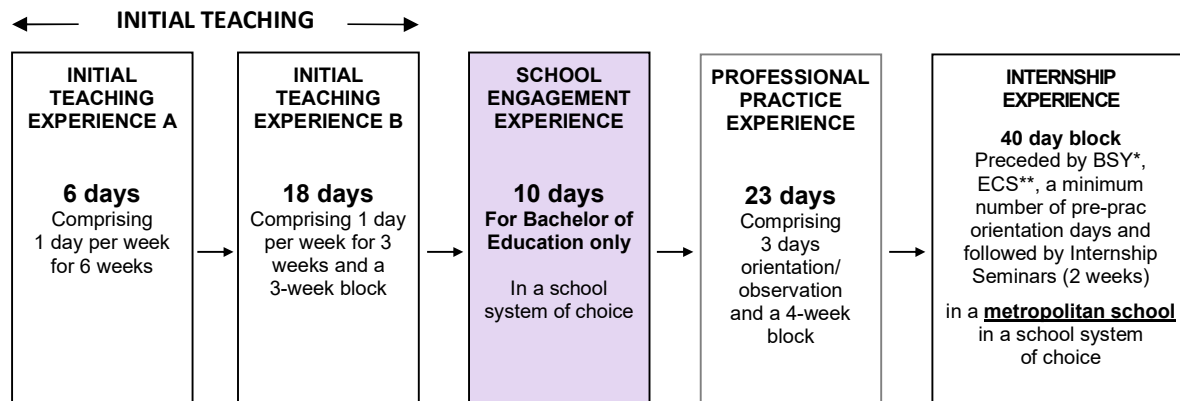
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PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>This chart shows the total number of days of Professional Experience undertaken for each course, and in which year of the course the particular Professional Experience usually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

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></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

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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

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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.

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  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.

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-  1300 482 267

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# School Engagement Experience

A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2025  
**BACHELOR OF EDUCATION**

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## 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](mailto: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](http://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 **31<sup>st</sup> October 2025**.

## 4.2 The Supervisor

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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)

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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:**

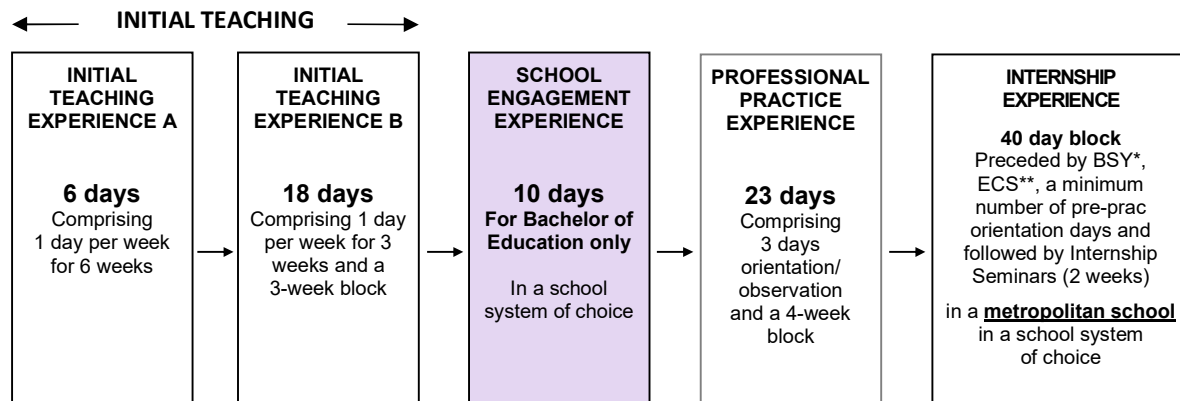
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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 <sup>st</sup>	Christian or Independent (same school)
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SCHOOL ENGAGEMENT EXPERIENCE	10	2 <sup>nd</sup>	Any school setting
PROFESSIONAL PRACTICE EXPERIENCE	3+20	3 <sup>rd</sup>	Department for Education
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FINAL INTERNSHIP EXPERIENCE	40	4 <sup>th</sup>	Student Choice (Metropolitan)
<b>TOTAL NO. DAYS</b>	<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	

## 5.3 Step -by-step Guide to Professional Experience Responsibilities

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### 5.3.1 Prior to School Engagement

- Submit the School Engagement Experience Information Form in Sonia.
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## 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.

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# 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.

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**BACHELOR OF EDUCATION**

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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 **31<sup>st</sup> October 2025**.

## 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:**

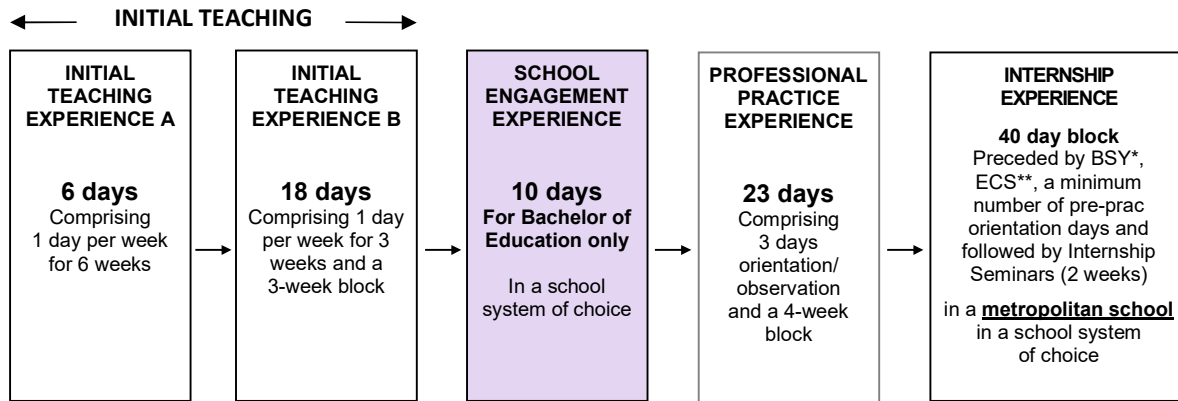
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p> <p style="text-align: center;"><b>BACHELOR OF EDUCATION</b></p>				
INITIAL TEACHING EXPERIENCE A	6	1 <sup>st</sup>	Christian or Independent (same school)	
INITIAL TEACHING EXPERIENCE B	3+15	1 <sup>st</sup>		
SCHOOL ENGAGEMENT EXPERIENCE	10	2 <sup>nd</sup>	Any school setting	
PROFESSIONAL PRACTICE EXPERIENCE	3+20	3 <sup>rd</sup>	Department for Education	
Observations (incl Beginning of School Year Obs) (linked with Internship)	8	4 <sup>th</sup>	(Same School as Internship)	
FINAL INTERNSHIP EXPERIENCE	40	4 <sup>th</sup>	Student Choice (Metropolitan)	
<b>TOTAL NO. DAYS</b>	<b>105</b>			

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	



## 5.3 Step -by-step Guide to Professional Experience Responsibilities

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### 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

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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

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#### 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.

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The information contained in this prospectus is correct at the time of printing. Please be aware that Tabor's courses regularly undergo processes of review and reaccreditation. This may lead to changes in the award while you are studying. In order to graduate with an award, you must fulfil its requirements at the time of graduation, not the time of entry. TEQSA Provider Number PRV12103

# School Engagement Experience

A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2025  
**BACHELOR OF EDUCATION**

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## 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](mailto: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](http://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.
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- **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.**

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---

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)

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The school coordinator has the responsibility to:

- Implement the program within the school.
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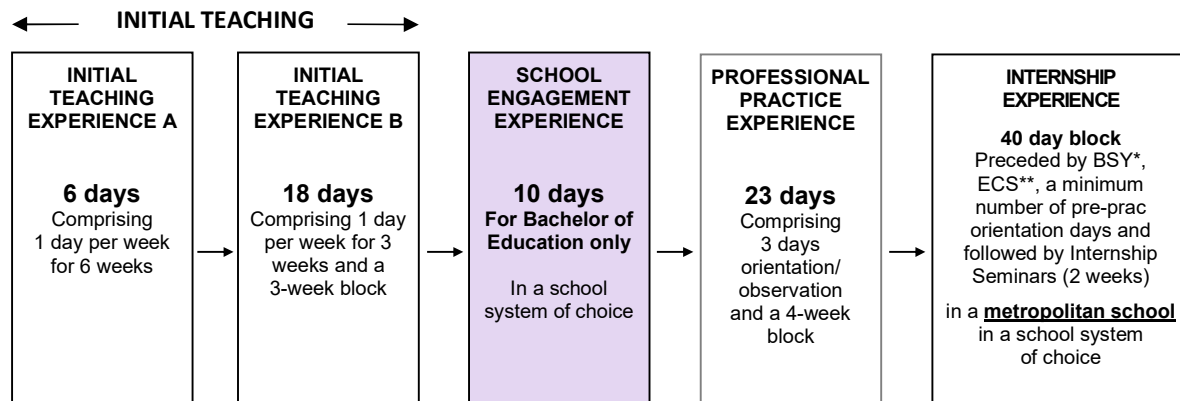
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# 5 THE PROFESSIONAL EXPERIENCE

## 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.



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PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
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<b>TOTAL NO. DAYS</b>	<b>105</b>			

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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.
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## 5.3 Step -by-step Guide to Professional Experience Responsibilities

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## 7 CLAIMS

### 7.1 Payment of Schools and School Coordinators

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There is no payment for this Professional Experience.

## 8 LEGAL RESPONSIBILITIES

### 8.1 Legal Responsibilities during In-school Activities

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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.

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### 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.*

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### Professional Experience Office

Phone: 8373 8737

Email: [practicum@adelaide.tabor.edu.au](mailto: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)

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- 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 **31<sup>st</sup> October 2025**.

## 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:**

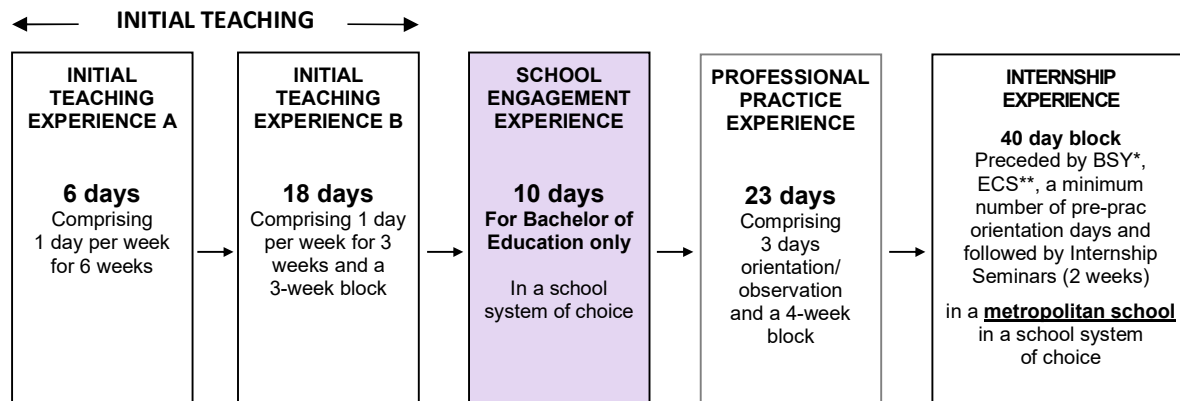
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p> <p style="text-align: center;"><b>BACHELOR OF EDUCATION</b></p>				
INITIAL TEACHING EXPERIENCE A	6	1 <sup>st</sup>	Christian or Independent (same school)	
INITIAL TEACHING EXPERIENCE B	3+15	1 <sup>st</sup>		
SCHOOL ENGAGEMENT EXPERIENCE	10	2 <sup>nd</sup>	Any school setting	
PROFESSIONAL PRACTICE EXPERIENCE	3+20	3 <sup>rd</sup>	Department for Education	
Observations (incl Beginning of School Year Obs) (linked with Internship)	8	4 <sup>th</sup>	(Same School as Internship)	
FINAL INTERNSHIP EXPERIENCE	40	4 <sup>th</sup>	Student Choice (Metropolitan)	
<b>TOTAL NO. DAYS</b>	<b>105</b>			

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	



## 5.3 Step -by-step Guide to Professional Experience Responsibilities

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### 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

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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

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There is no payment for this Professional Experience.

## 8 LEGAL RESPONSIBILITIES

### 8.1 Legal Responsibilities during In-school Activities

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#### 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 (2<sup>nd</sup> Edition, revised 2019)) document on the Department for Education website [www.education.sa.gov.au](http://www.education.sa.gov.au).



For more information, visit our website:

[www.tabor.edu.au](http://www.tabor.edu.au)

Follow the journey on our socials:



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-  181 Goodwood Rd, Millswood SA 5034
-  PO Box 1777, Unley SA 5061
-  enquiry@tabor.edu.au
-  1300 482 267

The information contained in this prospectus is correct at the time of printing. Please be aware that Tabor's courses regularly undergo processes of review and reaccreditation. This may lead to changes in the award while you are studying. In order to graduate with an award, you must fulfil its requirements at the time of graduation, not the time of entry. TEQSA Provider Number PRV12103

# School Engagement Experience

A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2025  
**BACHELOR OF EDUCATION**

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## 2 INTRODUCTION

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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.

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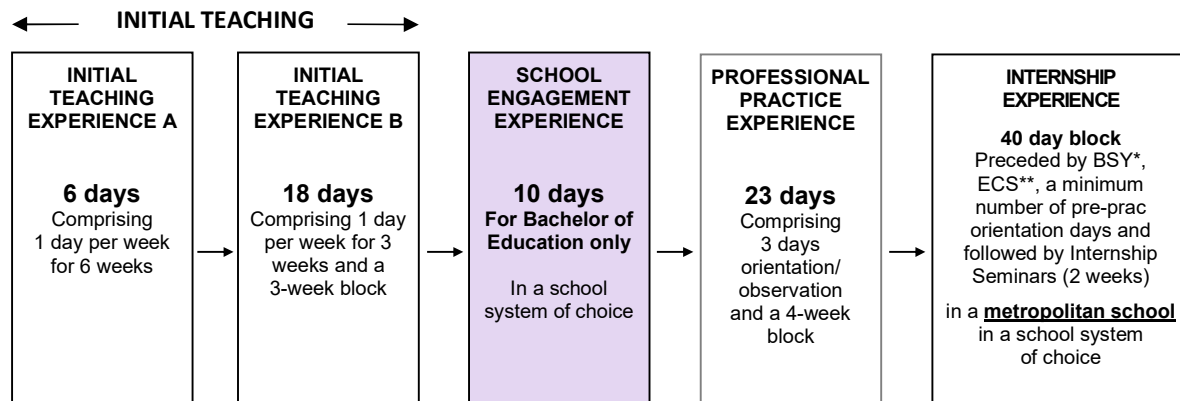
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# 5 THE PROFESSIONAL EXPERIENCE

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

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<b>TOTAL NO. DAYS</b>	<b>105</b>			

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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.
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# 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

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### 8.1.1 Duty of Care

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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 (2<sup>nd</sup> Edition, revised 2019)) document on the Department for Education website [www.education.sa.gov.au](http://www.education.sa.gov.au).



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# School Engagement Experience

A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2025  
**BACHELOR OF EDUCATION**

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## 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](mailto: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](http://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 **31<sup>st</sup> October 2025**.

## 4.2 The Supervisor

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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:**

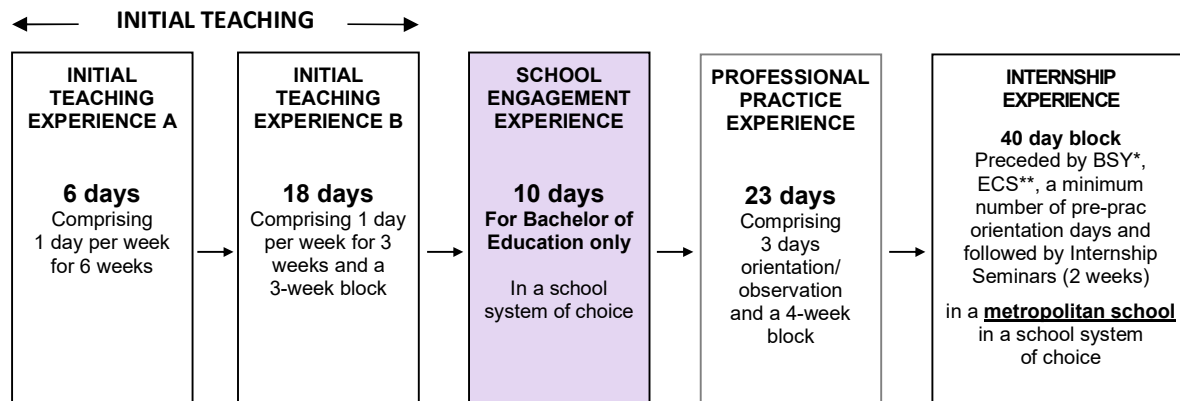
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p>				
INITIAL TEACHING EXPERIENCE A		6	1 <sup>st</sup>	Christian or Independent (same school)
INITIAL TEACHING EXPERIENCE B		3+15	1 <sup>st</sup>	
SCHOOL ENGAGEMENT EXPERIENCE		10	2 <sup>nd</sup>	Any school setting
PROFESSIONAL PRACTICE EXPERIENCE		3+20	3 <sup>rd</sup>	Department for Education
Observations (incl Beginning of School Year Obs) (linked with Internship)		8	4 <sup>th</sup>	(Same School as Internship)
FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	



## 5.3 Step -by-step Guide to Professional Experience Responsibilities

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### 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

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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

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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

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There is no payment for this Professional Experience.

# 8 LEGAL RESPONSIBILITIES

## 8.1 Legal Responsibilities during In-school Activities

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### 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.

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

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## 4.2 The Supervisor

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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:**

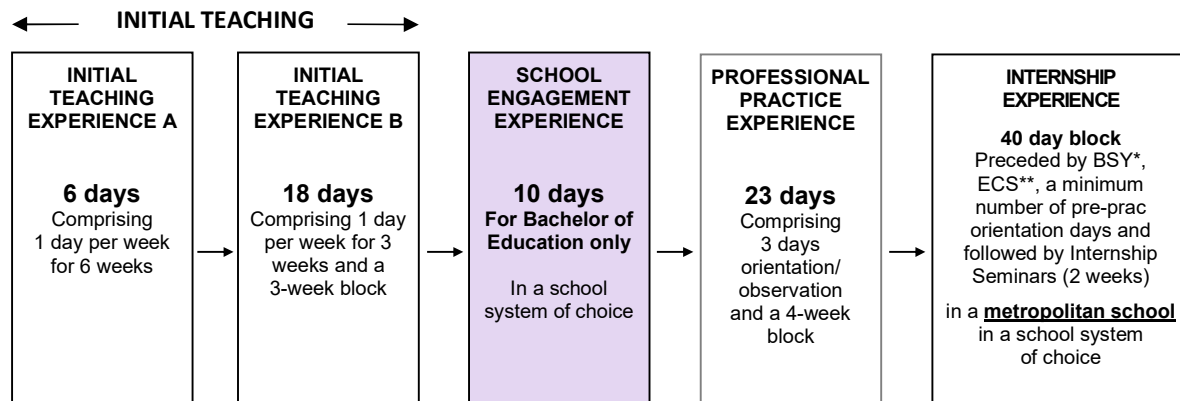
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2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p>				
INITIAL TEACHING EXPERIENCE A		6	1 <sup>st</sup>	Christian or Independent (same school)
INITIAL TEACHING EXPERIENCE B		3+15	1 <sup>st</sup>	
SCHOOL ENGAGEMENT EXPERIENCE		10	2 <sup>nd</sup>	Any school setting
PROFESSIONAL PRACTICE EXPERIENCE		3+20	3 <sup>rd</sup>	Department for Education
Observations (incl Beginning of School Year Obs) (linked with Internship)		8	4 <sup>th</sup>	(Same School as Internship)
FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	

## 5.3 Step -by-step Guide to Professional Experience Responsibilities

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### 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

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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

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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.

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  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.

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

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

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-  181 Goodwood Rd, Millswood SA 5034
-  PO Box 1777, Unley SA 5061
-  [enquiry@tabor.edu.au](mailto:enquiry@tabor.edu.au)
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# School Engagement Experience

A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2025  
**BACHELOR OF EDUCATION**

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## 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](mailto: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](http://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 **31<sup>st</sup> October 2025**.

## 4.2 The Supervisor

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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)

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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:**

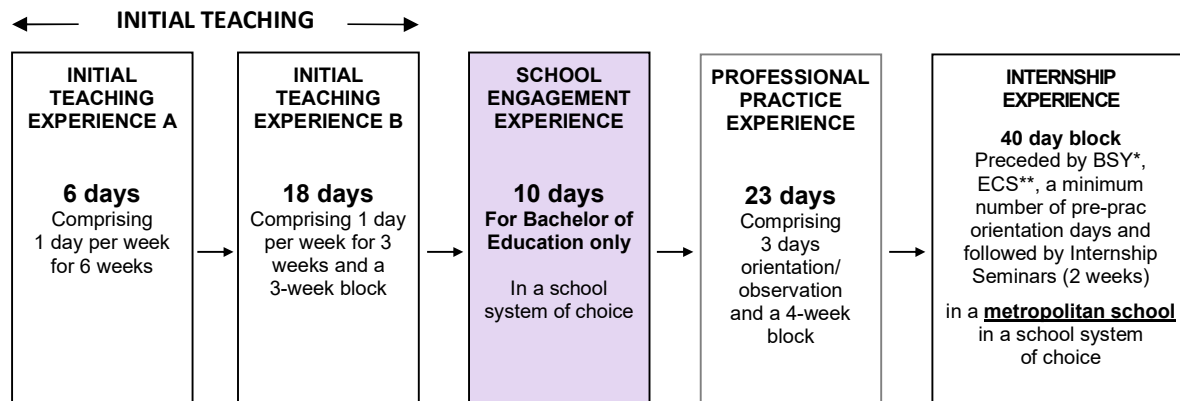
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p>				
INITIAL TEACHING EXPERIENCE A		6	1 <sup>st</sup>	Christian or Independent (same school)
INITIAL TEACHING EXPERIENCE B		3+15	1 <sup>st</sup>	
SCHOOL ENGAGEMENT EXPERIENCE		10	2 <sup>nd</sup>	Any school setting
PROFESSIONAL PRACTICE EXPERIENCE		3+20	3 <sup>rd</sup>	Department for Education
Observations (incl Beginning of School Year Obs) (linked with Internship)		8	4 <sup>th</sup>	(Same School as Internship)
FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></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.
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- 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.
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## 6.1 Verification by Supervisor

---

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## 6.2 Student at Risk Procedure

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## 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

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#### 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.

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  - 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 **31<sup>st</sup> October 2025**.

## 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:**

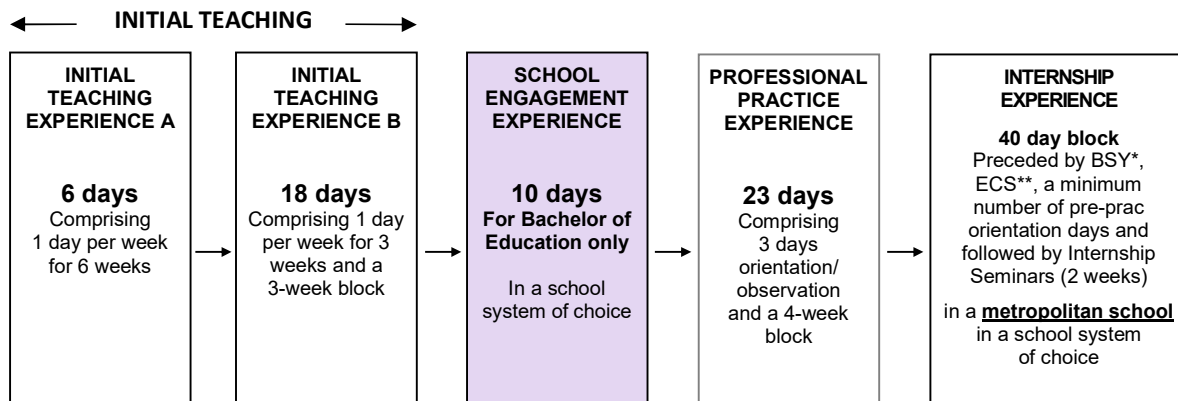
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p>				
INITIAL TEACHING EXPERIENCE A		6	1 <sup>st</sup>	Christian or Independent (same school)
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SCHOOL ENGAGEMENT EXPERIENCE		10	2 <sup>nd</sup>	Any school setting
PROFESSIONAL PRACTICE EXPERIENCE		3+20	3 <sup>rd</sup>	Department for Education
Observations (incl Beginning of School Year Obs) (linked with Internship)		8	4 <sup>th</sup>	(Same School as Internship)
FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

---

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	

## 5.3 Step -by-step Guide to Professional Experience Responsibilities

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### 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

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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

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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.

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

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-  PO Box 1777, Unley SA 5061
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-  1300 482 267

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# School Engagement Experience

A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2025  
**BACHELOR OF EDUCATION**

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## 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](mailto: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](http://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*.
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Under supervision, the preservice teacher will assist in various areas as agreed. The supervisor will validate the log/timesheet of hours once completed.

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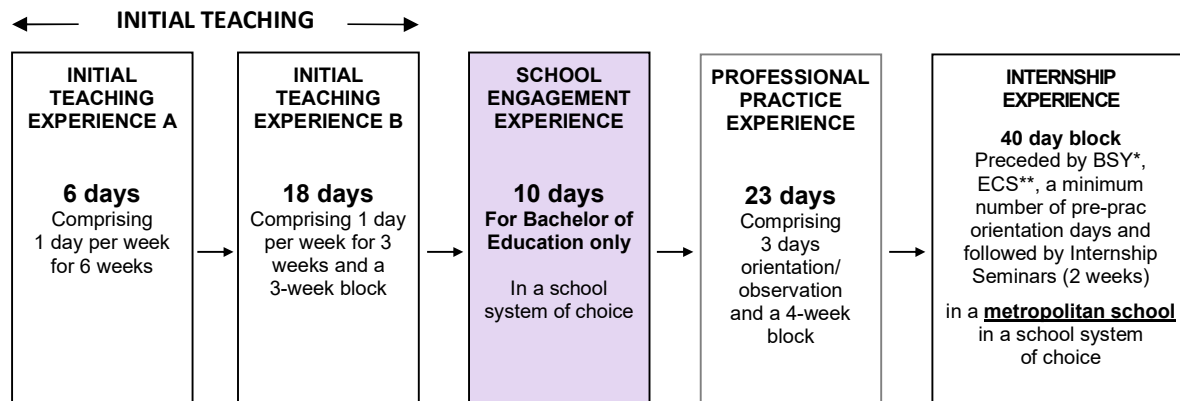
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
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# 5 THE PROFESSIONAL EXPERIENCE

## 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.



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PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p>				
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FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	



## 5.3 Step -by-step Guide to Professional Experience Responsibilities

---

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## 7 CLAIMS

### 7.1 Payment of Schools and School Coordinators

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There is no payment for this Professional Experience.

## 8 LEGAL RESPONSIBILITIES

### 8.1 Legal Responsibilities during In-school Activities

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- 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.*

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### Professional Experience Office

Phone: 8373 8737

Email: [practicum@adelaide.tabor.edu.au](mailto:practicum@adelaide.tabor.edu.au)

#### **Mr Brent Willsmore**

Director of Partnerships and Professional Experience

#### **Ms Jenny Cox**

Professional Experience Administrator (Primary)

#### **Ms Taryn Gough**

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

- 1) Access Tabor Online via [learn.tabor.edu.au](http://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 **31<sup>st</sup> October 2025**.

## 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:**

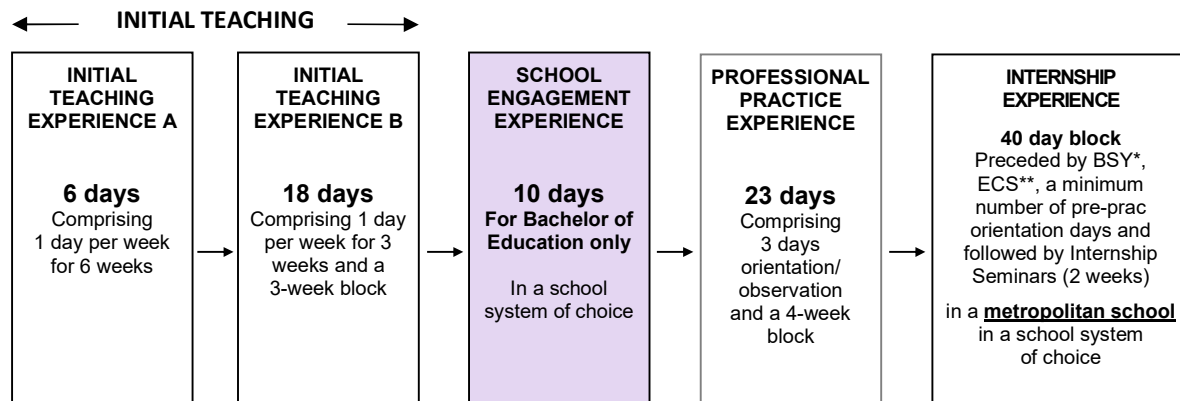
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p>				
INITIAL TEACHING EXPERIENCE A		6	1 <sup>st</sup>	Christian or Independent (same school)
INITIAL TEACHING EXPERIENCE B		3+15	1 <sup>st</sup>	
SCHOOL ENGAGEMENT EXPERIENCE		10	2 <sup>nd</sup>	Any school setting
PROFESSIONAL PRACTICE EXPERIENCE		3+20	3 <sup>rd</sup>	Department for Education
Observations (incl Beginning of School Year Obs) (linked with Internship)		8	4 <sup>th</sup>	(Same School as Internship)
FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	

## 5.3 Step -by-step Guide to Professional Experience Responsibilities

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### 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 (2<sup>nd</sup> Edition, revised 2019)) document on the Department for Education website [www.education.sa.gov.au](http://www.education.sa.gov.au).



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[www.tabor.edu.au](http://www.tabor.edu.au)

Follow the journey on our socials:



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-  1300 482 267

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# School Engagement Experience

A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2025  
**BACHELOR OF EDUCATION**

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## 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.
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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,

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# 4 ROLES AND RESPONSIBILITIES

## 4.1 The Preservice Teacher

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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.

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

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The school coordinator has the responsibility to:

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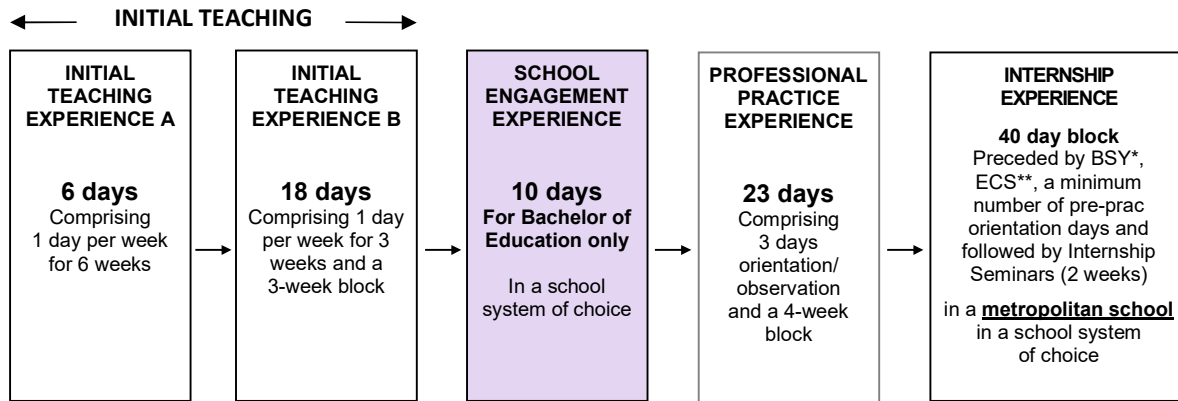
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.



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<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	



## 5.3 Step -by-step Guide to Professional Experience Responsibilities

---

### 5.3.1 Prior to School Engagement

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---

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# 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.

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A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2025  
**BACHELOR OF EDUCATION**

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## 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](mailto: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](http://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 **31<sup>st</sup> October 2025**.

## 4.2 The Supervisor

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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)

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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:**

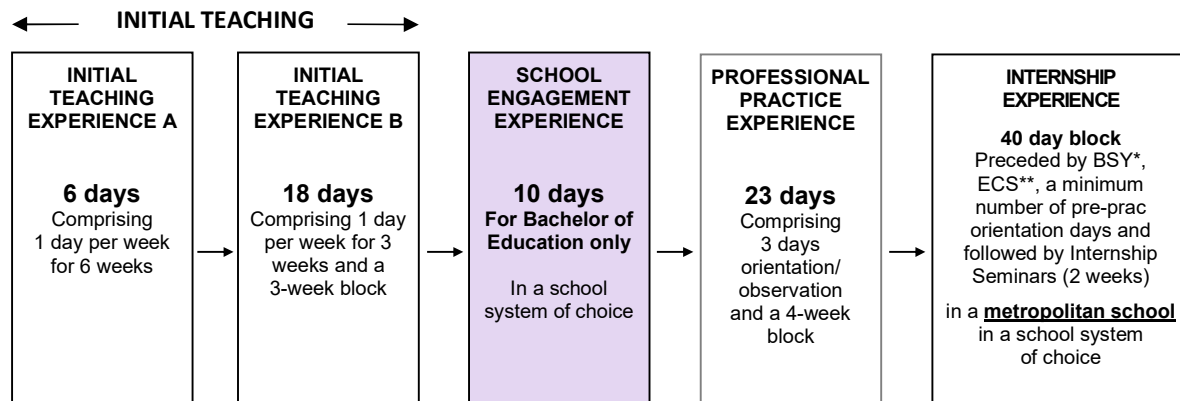
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p> <p style="text-align: center;"><b>BACHELOR OF EDUCATION</b></p>				
INITIAL TEACHING EXPERIENCE A	6	1 <sup>st</sup>	Christian or Independent (same school)	
INITIAL TEACHING EXPERIENCE B	3+15	1 <sup>st</sup>		
SCHOOL ENGAGEMENT EXPERIENCE	10	2 <sup>nd</sup>	Any school setting	
PROFESSIONAL PRACTICE EXPERIENCE	3+20	3 <sup>rd</sup>	Department for Education	
Observations (incl Beginning of School Year Obs) (linked with Internship)	8	4 <sup>th</sup>	(Same School as Internship)	
FINAL INTERNSHIP EXPERIENCE	40	4 <sup>th</sup>	Student Choice (Metropolitan)	
<b>TOTAL NO. DAYS</b>	<b>105</b>			

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	

## 5.3 Step -by-step Guide to Professional Experience Responsibilities

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### 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

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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

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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

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There is no payment for this Professional Experience.

## 8 LEGAL RESPONSIBILITIES

### 8.1 Legal Responsibilities during In-school Activities

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#### 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 (2<sup>nd</sup> Edition, revised 2019)) document on the Department for Education website [www.education.sa.gov.au](http://www.education.sa.gov.au).



For more information, visit our website:

[www.tabor.edu.au](http://www.tabor.edu.au)

Follow the journey on our socials:



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-  181 Goodwood Rd, Millswood SA 5034
-  PO Box 1777, Unley SA 5061
-  [enquiry@tabor.edu.au](mailto:enquiry@tabor.edu.au)
-  1300 482 267

The information contained in this prospectus is correct at the time of printing. Please be aware that Tabor's courses regularly undergo processes of review and reaccreditation. This may lead to changes in the award while you are studying. In order to graduate with an award, you must fulfil its requirements at the time of graduation, not the time of entry. TEQSA Provider Number PRV12103



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

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## 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)

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The school coordinator has the responsibility to:

- Implement the program within the school.
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- Monitor the general effectiveness of the Tabor School Engagement Experience program and provide suggestions for its improvement as desired.

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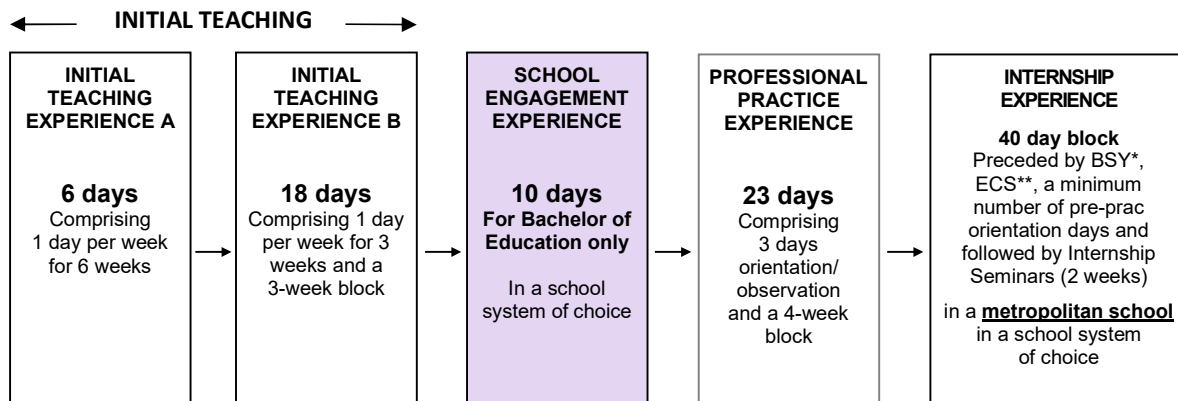
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
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# 5 THE PROFESSIONAL EXPERIENCE

## 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.



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PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p>				
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INITIAL TEACHING EXPERIENCE B		3+15	1 <sup>st</sup>	
SCHOOL ENGAGEMENT EXPERIENCE		10	2 <sup>nd</sup>	Any school setting
PROFESSIONAL PRACTICE EXPERIENCE		3+20	3 <sup>rd</sup>	Department for Education
Observations (incl Beginning of School Year Obs) (linked with Internship)		8	4 <sup>th</sup>	(Same School as Internship)
FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	



## 5.3 Step -by-step Guide to Professional Experience Responsibilities

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### 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.
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# 6 ASSESSMENT AND REPORTING

## 6.1 Verification by Supervisor

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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.

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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.
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## 7 CLAIMS

### 7.1 Payment of Schools and School Coordinators

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There is no payment for this Professional Experience.

## 8 LEGAL RESPONSIBILITIES

### 8.1 Legal Responsibilities during In-school Activities

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#### 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.

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# School Engagement Experience

A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2025  
**BACHELOR OF EDUCATION**

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## 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](mailto: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](http://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 **31<sup>st</sup> October 2025**.

## 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:**

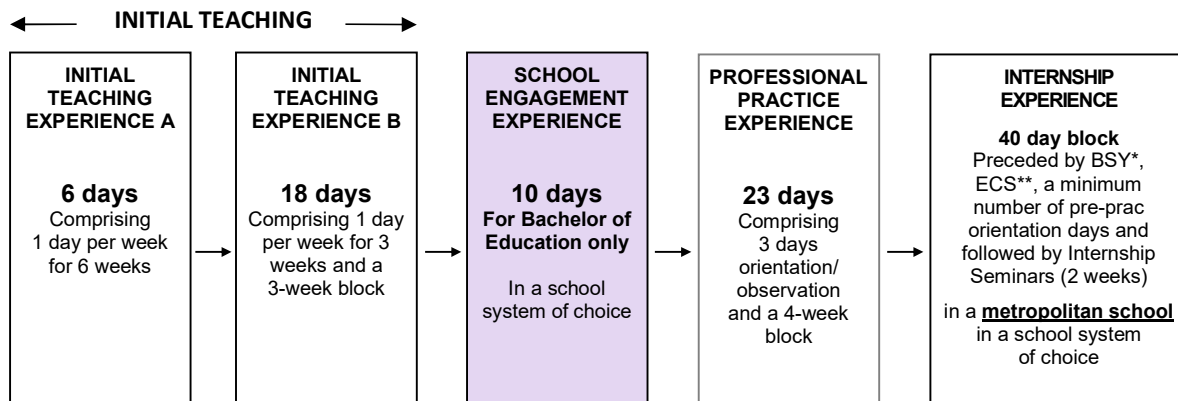
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p>				
INITIAL TEACHING EXPERIENCE A		6	1 <sup>st</sup>	Christian or Independent (same school)
INITIAL TEACHING EXPERIENCE B		3+15	1 <sup>st</sup>	
SCHOOL ENGAGEMENT EXPERIENCE		10	2 <sup>nd</sup>	Any school setting
PROFESSIONAL PRACTICE EXPERIENCE		3+20	3 <sup>rd</sup>	Department for Education
Observations (incl Beginning of School Year Obs) (linked with Internship)		8	4 <sup>th</sup>	(Same School as Internship)
FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	

## 5.3 Step -by-step Guide to Professional Experience Responsibilities

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### 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

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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.

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# 7 CLAIMS

## 7.1 Payment of Schools and School Coordinators

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There is no payment for this Professional Experience.

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## 8.1 Legal Responsibilities during In-school Activities

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### 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.

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

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## 4.2 The Supervisor

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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.

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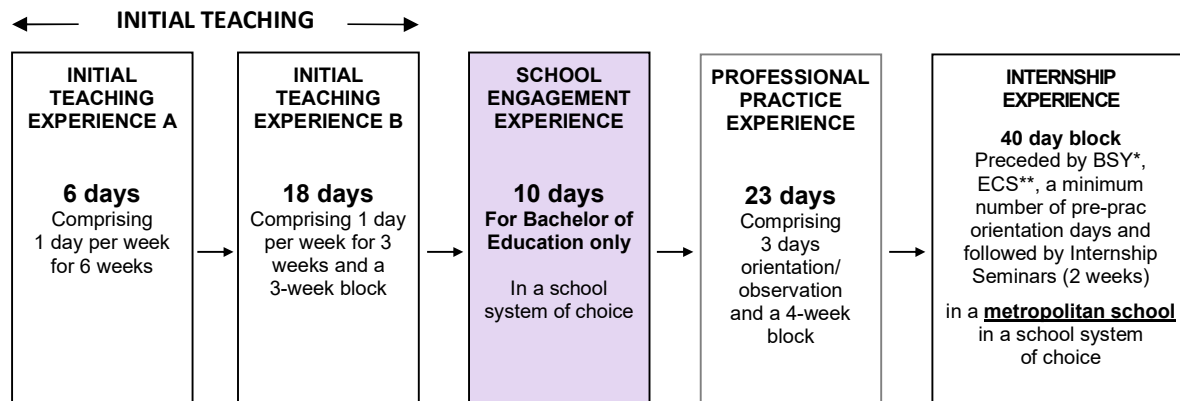
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2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.



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PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p>				
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INITIAL TEACHING EXPERIENCE B		3+15	1 <sup>st</sup>	
SCHOOL ENGAGEMENT EXPERIENCE		10	2 <sup>nd</sup>	Any school setting
PROFESSIONAL PRACTICE EXPERIENCE		3+20	3 <sup>rd</sup>	Department for Education
Observations (incl Beginning of School Year Obs) (linked with Internship)		8	4 <sup>th</sup>	(Same School as Internship)
FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	



## 5.3 Step -by-step Guide to Professional Experience Responsibilities

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### 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.

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

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PO Box 1777, Unley SA 5061



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1300 482 267

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# School Engagement Experience

A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2025  
**BACHELOR OF EDUCATION**

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## 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](mailto: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](http://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 **31<sup>st</sup> October 2025**.

## 4.2 The Supervisor

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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)

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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:**

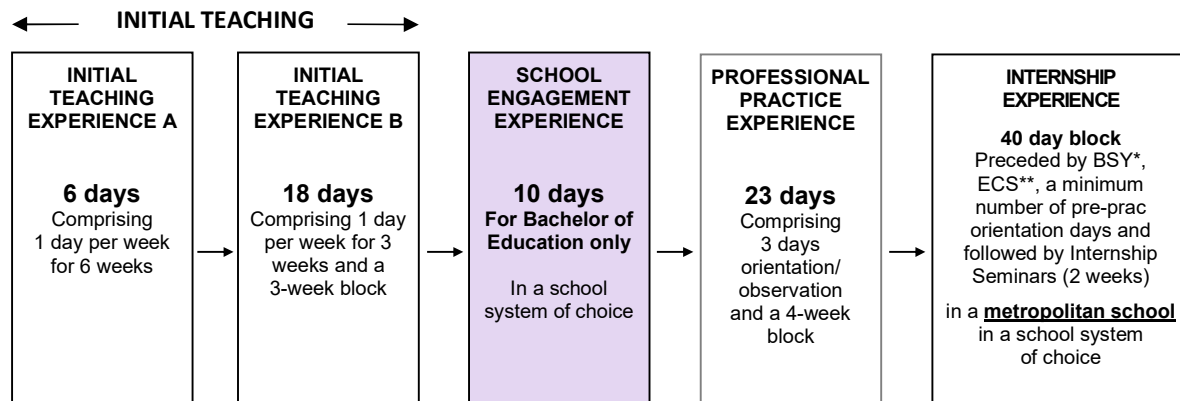
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p>				
INITIAL TEACHING EXPERIENCE A		6	1 <sup>st</sup>	Christian or Independent (same school)
INITIAL TEACHING EXPERIENCE B		3+15	1 <sup>st</sup>	
SCHOOL ENGAGEMENT EXPERIENCE		10	2 <sup>nd</sup>	Any school setting
PROFESSIONAL PRACTICE EXPERIENCE		3+20	3 <sup>rd</sup>	Department for Education
Observations (incl Beginning of School Year Obs) (linked with Internship)		8	4 <sup>th</sup>	(Same School as Internship)
FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	

## 5.3 Step -by-step Guide to Professional Experience Responsibilities

---

### 5.3.1 Prior to School Engagement

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## 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.

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# 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.

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Director of Partnerships and Professional Experience

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  - 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 **31<sup>st</sup> October 2025**.

## 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:**

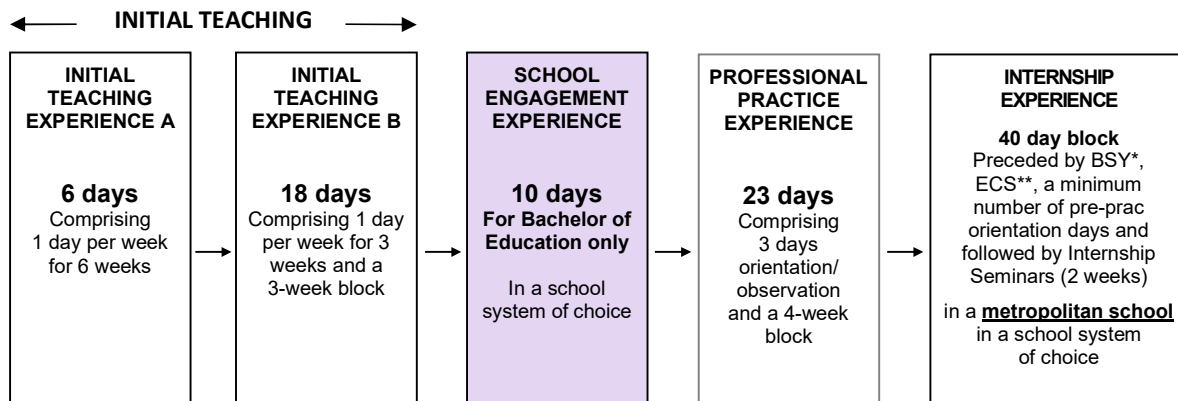
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p> <p style="text-align: center;"><b>BACHELOR OF EDUCATION</b></p>				
INITIAL TEACHING EXPERIENCE A	6	1 <sup>st</sup>	Christian or Independent (same school)	
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SCHOOL ENGAGEMENT EXPERIENCE	10	2 <sup>nd</sup>	Any school setting	
PROFESSIONAL PRACTICE EXPERIENCE	3+20	3 <sup>rd</sup>	Department for Education	
Observations (incl Beginning of School Year Obs) (linked with Internship)	8	4 <sup>th</sup>	(Same School as Internship)	
FINAL INTERNSHIP EXPERIENCE	40	4 <sup>th</sup>	Student Choice (Metropolitan)	
<b>TOTAL NO. DAYS</b>	<b>105</b>			

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	



## 5.3 Step -by-step Guide to Professional Experience Responsibilities

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### 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

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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

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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.

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

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# School Engagement Experience

A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2025  
**BACHELOR OF EDUCATION**

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## 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](mailto: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](http://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.**

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

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The school coordinator has the responsibility to:

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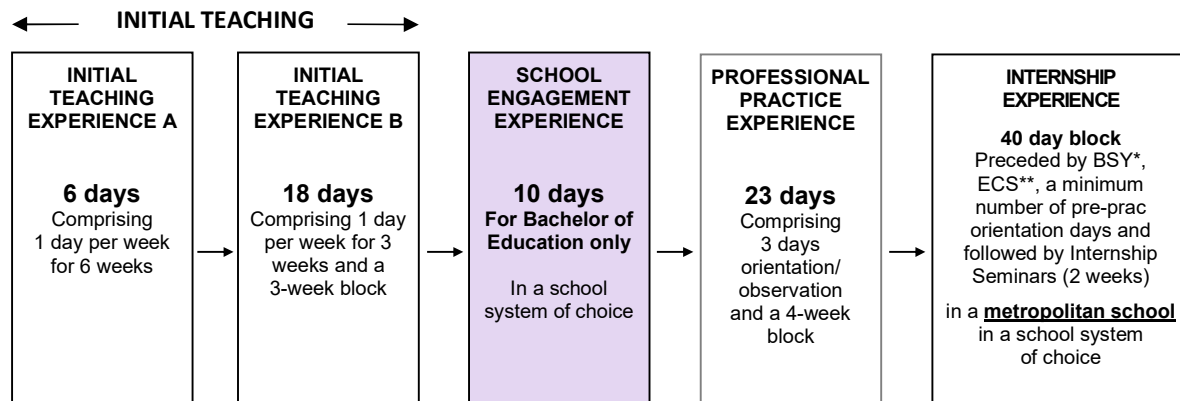
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
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# 5 THE PROFESSIONAL EXPERIENCE

## 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.



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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.				
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FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	

## 5.3 Step -by-step Guide to Professional Experience Responsibilities

---

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# 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

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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.*

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### Professional Experience Office

Phone: 8373 8737

Email: [practicum@adelaide.tabor.edu.au](mailto: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](http://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 **31<sup>st</sup> October 2025**.

## 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:**

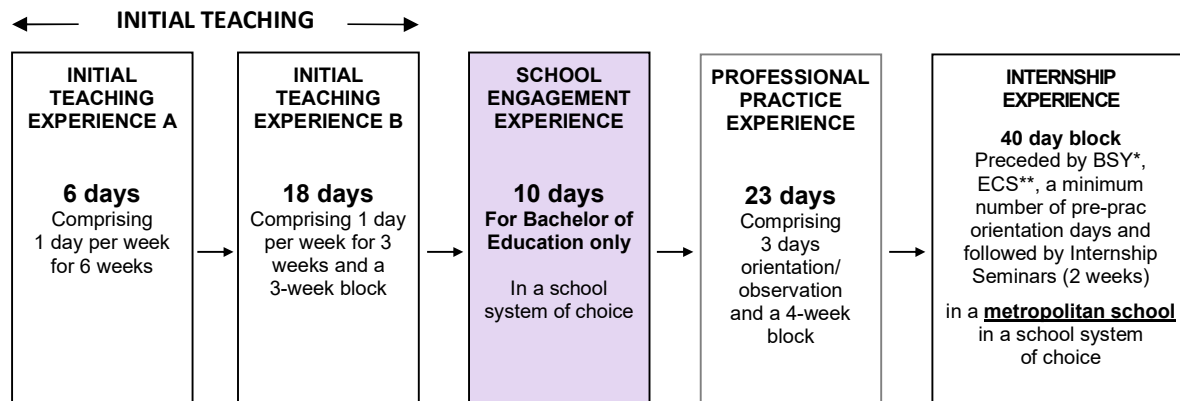
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p>				
INITIAL TEACHING EXPERIENCE A		6	1 <sup>st</sup>	Christian or Independent (same school)
INITIAL TEACHING EXPERIENCE B		3+15	1 <sup>st</sup>	
SCHOOL ENGAGEMENT EXPERIENCE		10	2 <sup>nd</sup>	Any school setting
PROFESSIONAL PRACTICE EXPERIENCE		3+20	3 <sup>rd</sup>	Department for Education
Observations (incl Beginning of School Year Obs) (linked with Internship)		8	4 <sup>th</sup>	(Same School as Internship)
FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></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 (2<sup>nd</sup> Edition, revised 2019)) document on the Department for Education website [www.education.sa.gov.au](http://www.education.sa.gov.au).



For more information, visit our website:

[www.tabor.edu.au](http://www.tabor.edu.au)

Follow the journey on our socials:



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-  PO Box 1777, Unley SA 5061
-  [enquiry@tabor.edu.au](mailto:enquiry@tabor.edu.au)
-  1300 482 267

The information contained in this prospectus is correct at the time of printing. Please be aware that Tabor's courses regularly undergo processes of review and reaccreditation. This may lead to changes in the award while you are studying. In order to graduate with an award, you must fulfil its requirements at the time of graduation, not the time of entry. TEQSA Provider Number PRV12103

# School Engagement Experience

A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2025  
**BACHELOR OF EDUCATION**

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## 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.

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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,

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Director of Partnerships and Professional Experience

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# 4 ROLES AND RESPONSIBILITIES

## 4.1 The Preservice Teacher

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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.

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

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## 4.2 The Supervisor

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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)

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The school coordinator has the responsibility to:

- Implement the program within the school.
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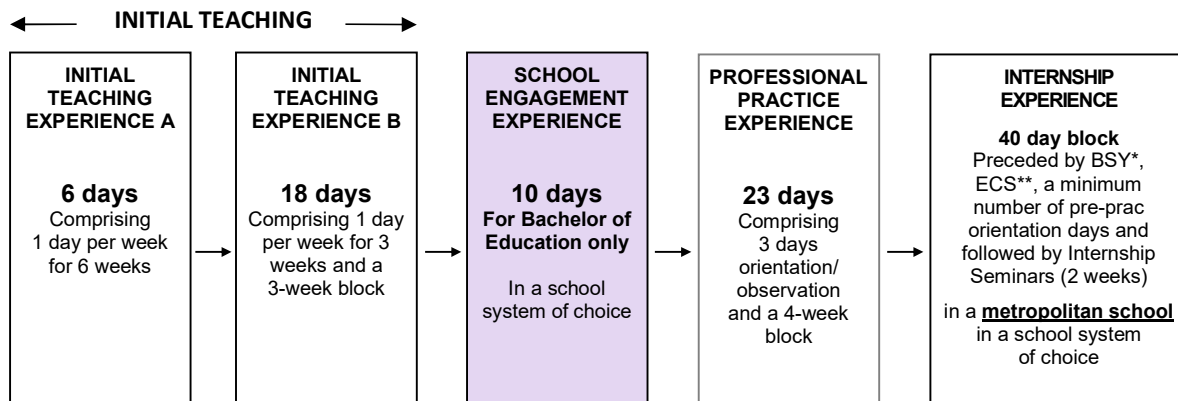
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
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# 5 THE PROFESSIONAL EXPERIENCE

## 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.



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PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p>				
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<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	

## 5.3 Step -by-step Guide to Professional Experience Responsibilities

---

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---

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## 6.2 Student at Risk Procedure

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# 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.

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# School Engagement Experience

A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2025  
**BACHELOR OF EDUCATION**

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## 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](mailto: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](http://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 **31<sup>st</sup> October 2025**.

## 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:**

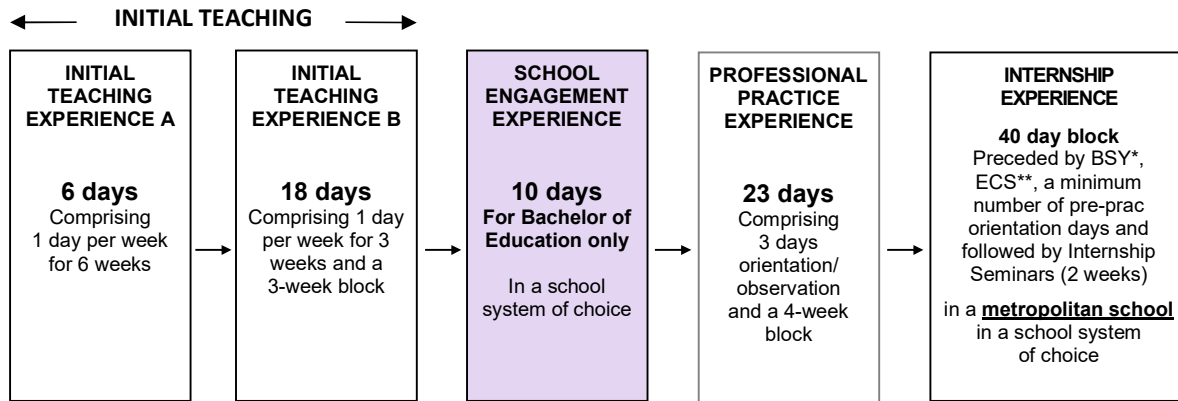
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p>				
INITIAL TEACHING EXPERIENCE A		6	1 <sup>st</sup>	Christian or Independent (same school)
INITIAL TEACHING EXPERIENCE B		3+15	1 <sup>st</sup>	
SCHOOL ENGAGEMENT EXPERIENCE		10	2 <sup>nd</sup>	Any school setting
PROFESSIONAL PRACTICE EXPERIENCE		3+20	3 <sup>rd</sup>	Department for Education
Observations (incl Beginning of School Year Obs) (linked with Internship)		8	4 <sup>th</sup>	(Same School as Internship)
FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	



## 5.3 Step -by-step Guide to Professional Experience Responsibilities

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### 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

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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

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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

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There is no payment for this Professional Experience.

## 8 LEGAL RESPONSIBILITIES

### 8.1 Legal Responsibilities during In-school Activities

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#### 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 (2<sup>nd</sup> Edition, revised 2019)) document on the Department for Education website [www.education.sa.gov.au](http://www.education.sa.gov.au).



For more information, visit our website:

[www.tabor.edu.au](http://www.tabor.edu.au)

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-  PO Box 1777, Unley SA 5061
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Director of Partnerships and Professional Experience

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Professional Experience Administrator (Primary)

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# 4 ROLES AND RESPONSIBILITIES

## 4.1 The Preservice Teacher

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  - 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.**

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- The preservice teacher must complete the 50 hours in a school setting by **31<sup>st</sup> October 2025**.

## 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:**

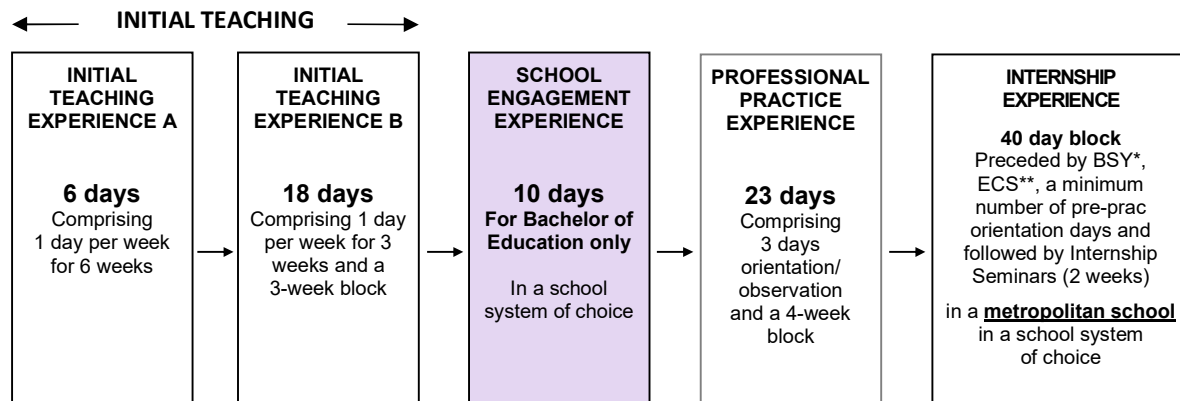
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p>				
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INITIAL TEACHING EXPERIENCE B		3+15	1 <sup>st</sup>	
SCHOOL ENGAGEMENT EXPERIENCE		10	2 <sup>nd</sup>	Any school setting
PROFESSIONAL PRACTICE EXPERIENCE		3+20	3 <sup>rd</sup>	Department for Education
Observations (incl Beginning of School Year Obs) (linked with Internship)		8	4 <sup>th</sup>	(Same School as Internship)
FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></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.
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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.

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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.

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  1. Re-enrol in the corresponding unit and complete all components in the following year.
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## 7.1 Payment of Schools and School Coordinators

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There is no payment for this Professional Experience.

# 8 LEGAL RESPONSIBILITIES

## 8.1 Legal Responsibilities during In-school Activities

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### 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.

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# School Engagement Experience

A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2025  
**BACHELOR OF EDUCATION**

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## 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;

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- 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.*

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### Professional Experience Office

Phone: 8373 8737

Email: [practicum@adelaide.tabor.edu.au](mailto:practicum@adelaide.tabor.edu.au)

#### **Mr Brent Willsmore**

Director of Partnerships and Professional Experience

#### **Ms Jenny Cox**

Professional Experience Administrator (Primary)

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Professional Experience Administrator (Secondary)

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- 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 **31<sup>st</sup> October 2025**.

## 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:**

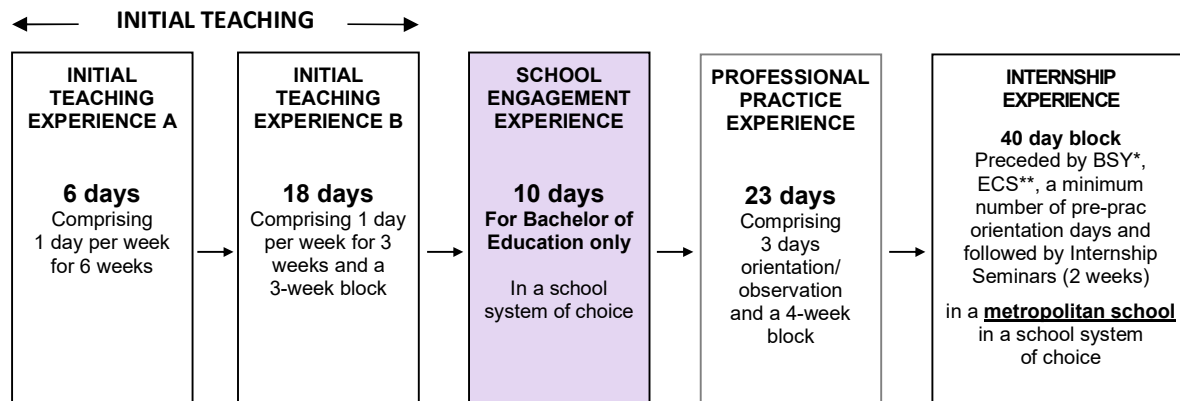
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p>				
INITIAL TEACHING EXPERIENCE A		6	1 <sup>st</sup>	Christian or Independent (same school)
INITIAL TEACHING EXPERIENCE B		3+15	1 <sup>st</sup>	
SCHOOL ENGAGEMENT EXPERIENCE		10	2 <sup>nd</sup>	Any school setting
PROFESSIONAL PRACTICE EXPERIENCE		3+20	3 <sup>rd</sup>	Department for Education
Observations (incl Beginning of School Year Obs) (linked with Internship)		8	4 <sup>th</sup>	(Same School as Internship)
FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	



## 5.3 Step -by-step Guide to Professional Experience Responsibilities

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### 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.
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# 6 ASSESSMENT AND REPORTING

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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

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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.

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# 7 CLAIMS

## 7.1 Payment of Schools and School Coordinators

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There is no payment for this Professional Experience.

# 8 LEGAL RESPONSIBILITIES

## 8.1 Legal Responsibilities during In-school Activities

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### 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.

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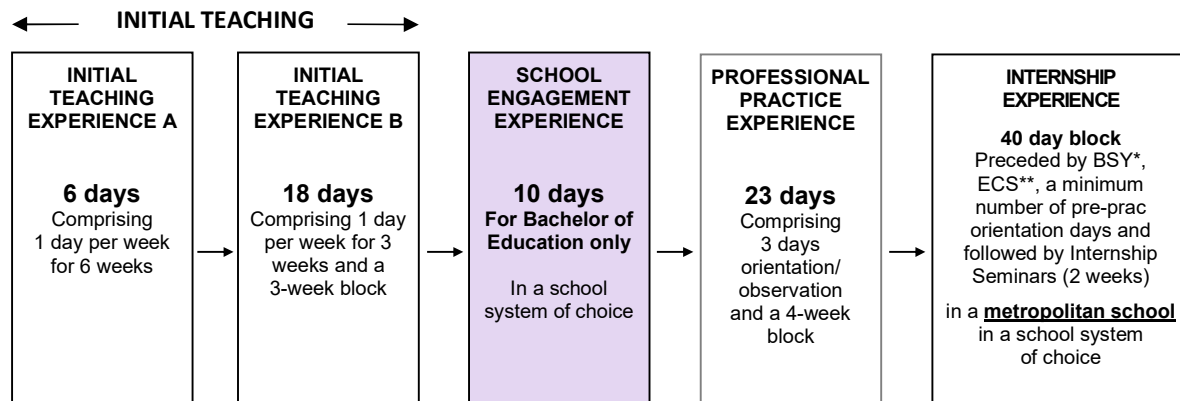
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This chart shows the total number of days of Professional Experience undertaken for each course, and in which year of the course the particular Professional Experience usually occurs.				
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INITIAL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

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></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

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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

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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.

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  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.

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-  PO Box 1777, Unley SA 5061
-  [enquiry@tabor.edu.au](mailto:enquiry@tabor.edu.au)
-  1300 482 267

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# School Engagement Experience

A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2025  
**BACHELOR OF EDUCATION**

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## 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](mailto: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](http://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 **31<sup>st</sup> October 2025**.

## 4.2 The Supervisor

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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)

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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:**

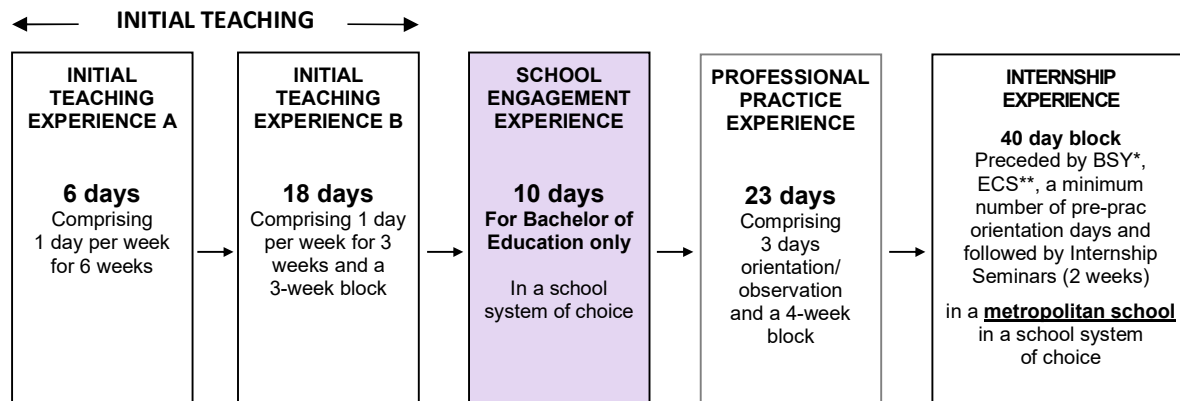
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
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.				
INITIAL TEACHING EXPERIENCE A		6	1 <sup>st</sup>	Christian or Independent (same school)
INITIAL TEACHING EXPERIENCE B		3+15	1 <sup>st</sup>	
SCHOOL ENGAGEMENT EXPERIENCE		10	2 <sup>nd</sup>	Any school setting
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FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
TOTAL NO. DAYS		105		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></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.
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- 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.
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### 5.3.2 School Engagement Responsibilities

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# 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.

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  1. Re-enrol in the corresponding unit and complete all components in the following year.
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# 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.

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  - 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 **31<sup>st</sup> October 2025**.

## 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:**

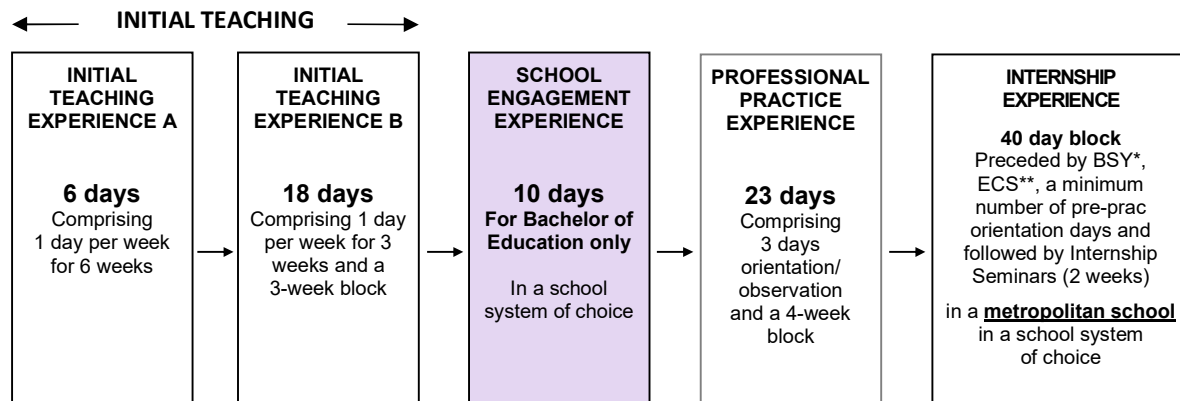
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p>				
INITIAL TEACHING EXPERIENCE A		6	1 <sup>st</sup>	Christian or Independent (same school)
INITIAL TEACHING EXPERIENCE B		3+15	1 <sup>st</sup>	
SCHOOL ENGAGEMENT EXPERIENCE		10	2 <sup>nd</sup>	Any school setting
PROFESSIONAL PRACTICE EXPERIENCE		3+20	3 <sup>rd</sup>	Department for Education
Observations (incl Beginning of School Year Obs) (linked with Internship)		8	4 <sup>th</sup>	(Same School as Internship)
FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></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

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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

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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 (2<sup>nd</sup> Edition, revised 2019)) document on the Department for Education website [www.education.sa.gov.au](http://www.education.sa.gov.au).



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-  1300 482 267

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# School Engagement Experience

A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2025  
**BACHELOR OF EDUCATION**

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## 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](mailto: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](http://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*.
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- The preservice teacher must complete the 50 hours in a school setting by **31<sup>st</sup> October 2025**.

## 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:**

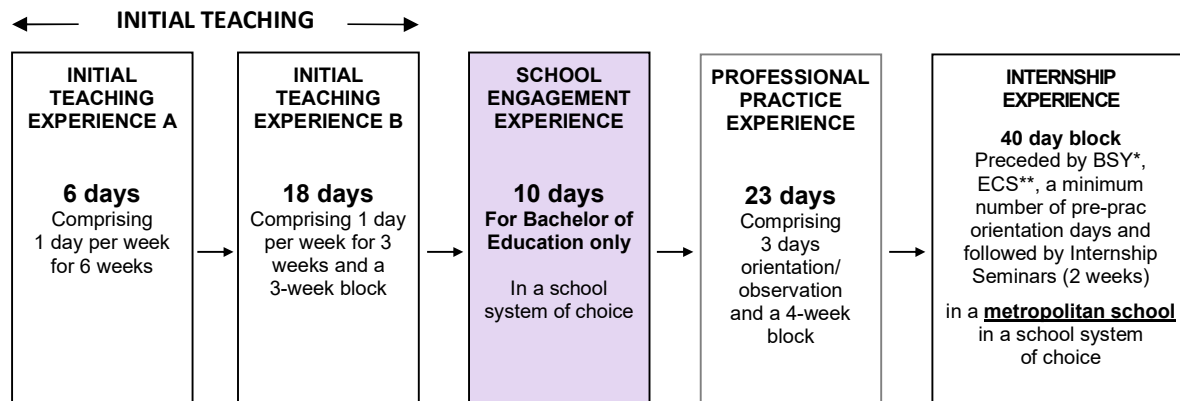
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.



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PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p>				
<b>INITIAL TEACHING EXPERIENCE A</b>		6	1 <sup>st</sup>	Christian or Independent (same school)
<b>INITIAL TEACHING EXPERIENCE B</b>		3+15	1 <sup>st</sup>	
<b>SCHOOL ENGAGEMENT EXPERIENCE</b>		10	2 <sup>nd</sup>	Any school setting
<b>PROFESSIONAL PRACTICE EXPERIENCE</b>		3+20	3 <sup>rd</sup>	Department for Education
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<b>FINAL INTERNSHIP EXPERIENCE</b>		40	4 <sup>th</sup>	Student Choice (Metropolitan)
<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	



## 5.3 Step -by-step Guide to Professional Experience Responsibilities

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### 5.3.1 Prior to School Engagement

- Submit the School Engagement Experience Information Form in Sonia.
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- 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.
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## 6.1 Verification by Supervisor

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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

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# 7 CLAIMS

## 7.1 Payment of Schools and School Coordinators

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There is no payment for this Professional Experience.

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## 8.1 Legal Responsibilities during In-school Activities

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### 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.

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- 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.*

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### Professional Experience Office

Phone: 8373 8737

Email: [practicum@adelaide.tabor.edu.au](mailto:practicum@adelaide.tabor.edu.au)

#### **Mr Brent Willsmore**

Director of Partnerships and Professional Experience

#### **Ms Jenny Cox**

Professional Experience Administrator (Primary)

#### **Ms Taryn Gough**

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- 1) Access Tabor Online via [learn.tabor.edu.au](http://learn.tabor.edu.au)
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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 **31<sup>st</sup> October 2025**.

## 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:**

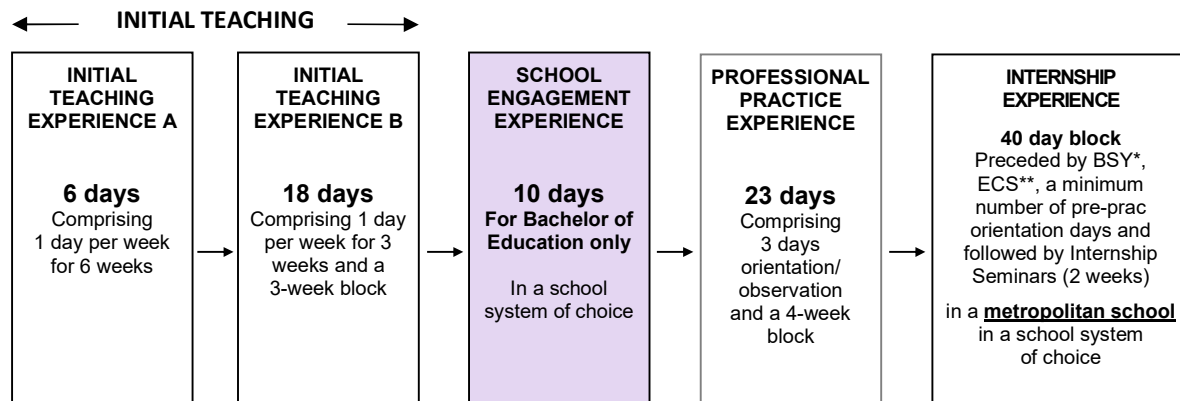
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p>				
INITIAL TEACHING EXPERIENCE A		6	1 <sup>st</sup>	Christian or Independent (same school)
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SCHOOL ENGAGEMENT EXPERIENCE		10	2 <sup>nd</sup>	Any school setting
PROFESSIONAL PRACTICE EXPERIENCE		3+20	3 <sup>rd</sup>	Department for Education
Observations (incl Beginning of School Year Obs) (linked with Internship)		8	4 <sup>th</sup>	(Same School as Internship)
FINAL INTERNSHIP EXPERIENCE		40	4 <sup>th</sup>	Student Choice (Metropolitan)
<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

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<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></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 (2<sup>nd</sup> Edition, revised 2019)) document on the Department for Education website [www.education.sa.gov.au](http://www.education.sa.gov.au).



For more information, visit our website:

[www.tabor.edu.au](http://www.tabor.edu.au)

Follow the journey on our socials:



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-  181 Goodwood Rd, Millswood SA 5034
-  PO Box 1777, Unley SA 5061
-  [enquiry@tabor.edu.au](mailto:enquiry@tabor.edu.au)
-  1300 482 267

The information contained in this prospectus is correct at the time of printing. Please be aware that Tabor's courses regularly undergo processes of review and reaccreditation. This may lead to changes in the award while you are studying. In order to graduate with an award, you must fulfil its requirements at the time of graduation, not the time of entry. TEQSA Provider Number PRV12103



# School Engagement Experience

A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2025  
**BACHELOR OF EDUCATION**

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## 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.

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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.

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Regards,

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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.

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

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

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The school coordinator has the responsibility to:

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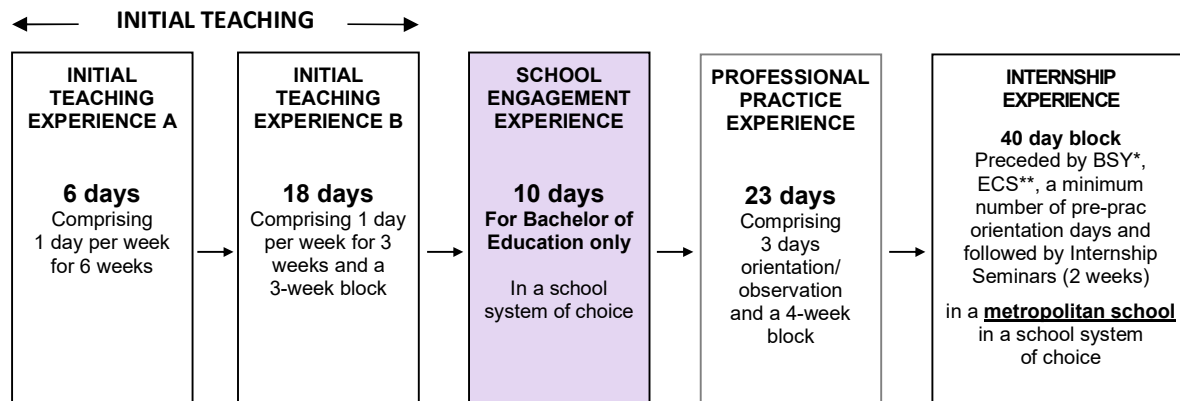
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
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# 5 THE PROFESSIONAL EXPERIENCE

## 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.



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PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p>				
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<b>TOTAL NO. DAYS</b>		<b>105</b>		

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	



## 5.3 Step -by-step Guide to Professional Experience Responsibilities

---

### 5.3.1 Prior to School Engagement

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# 6 ASSESSMENT AND REPORTING

## 6.1 Verification by Supervisor

---

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## 6.2 Student at Risk Procedure

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  1. Re-enrol in the corresponding unit and complete all components in the following year.
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## 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.

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# School Engagement Experience

A WIL-focused approach to a career in education

PARTICIPANT HANDBOOK 2025  
**BACHELOR OF EDUCATION**

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## 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](mailto:practicum@adelaide.tabor.edu.au)

#### **Mr Brent Willsmore**

Director of Partnerships and Professional Experience

#### **Ms Jenny Cox**

Professional Experience Administrator (Primary)

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

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- 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 **31<sup>st</sup> October 2025**.

## 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:**

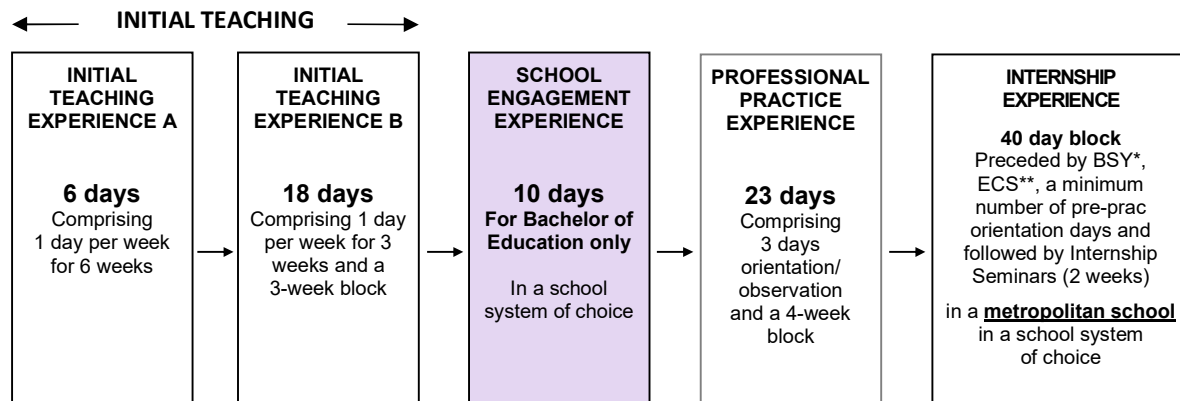
1. Communicate those concerns **as soon as possible** with the preservice teacher **and**
2. Contact the Professional Experience Office at Tabor **as soon as possible**.

# 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.

PROFESSIONAL EXPERIENCE		NO. OF DAYS	Year of Course	USUAL SCHOOL SETTING
<p>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.</p> <p style="text-align: center;"><b>BACHELOR OF EDUCATION</b></p>				
INITIAL TEACHING EXPERIENCE A	6	1 <sup>st</sup>	Christian or Independent (same school)	
INITIAL TEACHING EXPERIENCE B	3+15	1 <sup>st</sup>		
SCHOOL ENGAGEMENT EXPERIENCE	10	2 <sup>nd</sup>	Any school setting	
PROFESSIONAL PRACTICE EXPERIENCE	3+20	3 <sup>rd</sup>	Department for Education	
Observations (incl Beginning of School Year Obs) (linked with Internship)	8	4 <sup>th</sup>	(Same School as Internship)	
FINAL INTERNSHIP EXPERIENCE	40	4 <sup>th</sup>	Student Choice (Metropolitan)	
<b>TOTAL NO. DAYS</b>	<b>105</b>			

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></p>	

## 5.3 Step -by-step Guide to Professional Experience Responsibilities

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### 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

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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

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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

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There is no payment for this Professional Experience.

# 8 LEGAL RESPONSIBILITIES

## 8.1 Legal Responsibilities during In-school Activities

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### 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 (2<sup>nd</sup> Edition, revised 2019)) document on the Department for Education website [www.education.sa.gov.au](http://www.education.sa.gov.au).



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## 4.2 The Supervisor

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

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The school coordinator has the responsibility to:

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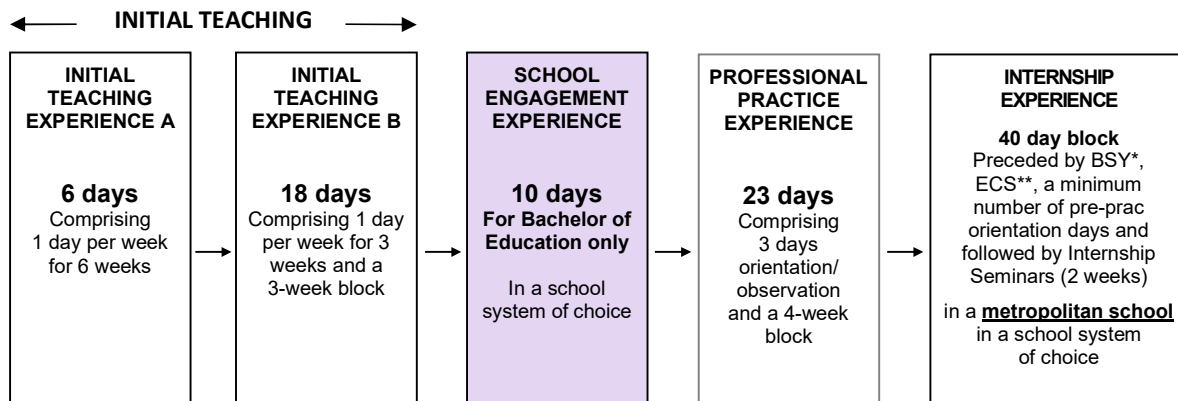
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# 5 THE PROFESSIONAL EXPERIENCE

## 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.

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<p>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.</p> <p style="text-align: center;"><b>BACHELOR OF EDUCATION</b></p>				
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INITIAL TEACHING EXPERIENCE B	3+15	1 <sup>st</sup>		
SCHOOL ENGAGEMENT EXPERIENCE	10	2 <sup>nd</sup>	Any school setting	
PROFESSIONAL PRACTICE EXPERIENCE	3+20	3 <sup>rd</sup>	Department for Education	
Observations (incl Beginning of School Year Obs) (linked with Internship)	8	4 <sup>th</sup>	(Same School as Internship)	
FINAL INTERNSHIP EXPERIENCE	40	4 <sup>th</sup>	Student Choice (Metropolitan)	
<b>TOTAL NO. DAYS</b>	<b>105</b>			

## 5.2 School Engagement Experience Outline

<b>Required No. of Hours</b>	50 hours (10 day equivalent)
<b>Aim</b>	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><b>Types of ‘School Engagement Experience’</b> the preservice teacher may volunteer in include (but is not limited to):</p> <ul style="list-style-type: none"><li>• Assisting with Literacy/Numeracy Programs – e.g., reading with school students</li><li>• Assisting in practical subjects, e.g., Physical Education, Home Economics, Art, Technical Studies, Music classes or productions</li><li>• Assisting ESO’s</li><li>• Assisting on camps</li><li>• Involvement could be in one or more such areas, or other areas that may benefit both the preservice teacher and the School.</li></ul> <p>Preservice teachers are expected to be pro-active and contribute positively to the school community.</p> <p><b>Practical Details:</b> 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 <a href="mailto:practicum@adelaide.tabor.edu.au">practicum@adelaide.tabor.edu.au</a> or Phone 8373 8737).</p> <p><b>The supervisor will receive a link requesting verification of the hourly log/timesheet for hours completed in the school.</b></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

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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

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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

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There is no payment for this Professional Experience.

# 8 LEGAL RESPONSIBILITIES

## 8.1 Legal Responsibilities during In-school Activities

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### 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 (2<sup>nd</sup> Edition, revised 2019)) document on the Department for Education website [www.education.sa.gov.au](http://www.education.sa.gov.au).



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