

Dear Principal

Thank you for agreeing to meet with one of our Bachelor of Education (Secondary Education) pre-service teachers, with a view to considering a teaching placement in your school for their first and second professional experience placement.

Our pre-service teachers are enrolled in a Bachelor of Education (Secondary) degree offered through Open Universities Australia. They follow the same program that is offered at Curtin University and participate in learning experiences in an online learning environment. Pre-service teachers participate in a range of activities over a study period of 13 weeks (equivalent to one on-campus semester). Each unit requires around 8-10 hours of pre-service teacher's participation every week.

Professional Experience (school placement) is an integral part of Curtin University education degrees. In addition to their study, pre-service teachers have school placement requirements. In order to be exposed to as wide a variety of learning environments as possible, each pre-service teacher is required to experience different contexts through their Professional Experiences. Pre-service teachers may teach in Government, Catholic or Independent schools. They are **not** permitted to teach in schools where family members are on staff or attending as pupils. Overseas pre-service teachers may do their Professional Experience in an International School where English is the language of instruction.

Before students can undertake a Professional Experience placement in a school, they must have:

- Completed the theory component of the associated Professional Experience unit(s),
- A Working with Children Clearance (WWC) applicable to their State,
- The Police Clearance if applicable to their State, and
- A signed Curtin Code of Conduct agreement.

The following outlines the Professional Experience placements in the Bachelor of Education (Secondary) course.

First Placement (Annual)

The first Professional Experience is a two-week block placement. Emphasis during this placement is on helping pre-service teachers to relate successfully to young people in small groups and on an individual basis, developing basic skills and knowledge as a novice teacher, gaining an understanding of the role of the teacher and planning. This is an annual placement as pre-service teachers will return to the same school when completing their next professional experience to complete the companion unit.

Second Placement (Annual)

In this placement, pre-service teachers will have a three-week block placement in the same school as the first placement. The focus for this professional experience is assessment and reporting.

Third Placement

This placement involves pre-service teachers completing a three-week block placement in a different school to the first and second placements. The focus of this professional experience placement is using data to inform their teaching.

Fourth Placement

This placement is the final professional experience placement in the Bachelor of Education (Secondary) course. All units must be completed and passed to undertake this placement. It involves the pre-service teachers completing a full school term (e.g. 10 consecutive weeks) placement in a different school to the previous placements. The focus of this professional experience placement is transitioning into the profession, thus pre-service teachers should have the primary responsibility for the teaching area.

The Bachelor of Education (Secondary) course comprises of education key concepts as:

- **Teaching** – Analyse and evaluate a range of teaching and management procedures, and plan, teach and evaluate learning experiences.
- **Adolescent development** – Identify and explain key terms and concepts of adolescent development and relate those concepts to educational contexts.
- **Theories of learning** – Reflective and critical examinations of approaches to learning through becoming familiar with key terms, theories and concepts in teaching and learning.
- **A range of technologies** – Use and reflect on how best to use technology to support teaching and learning.
- **Curriculum** – Interact with and analyse Australian curricula.
- **Assessment, Reporting and Data Analysis** – Devise assessments, and analyse, interpret, report and respond to data collected from a variety of assessments.

Further information about the professional experience roles and responsibilities can be found in the attached professional experience handbook. Support contacts, assessment reports and an overview of the expectations of the placement are also provided in this handbook. Please do not hesitate to contact us should you have any questions, require further information and/or need support in your role.

We sincerely hope that you will consider supporting our student(s) in your school on their Professional Experience. I am very keen to support both the student and you as a school, and should you have any further questions or enquiries, please do not hesitate to contact me.

Yours sincerely,

Dr Saul Karnovsky

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Course Coordinator

Bachelor of Education (Secondary)