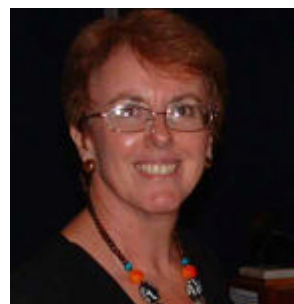
**Charles Darwin University**

Dr Lorraine Connell

Faculty of Education, Health and Science (EHS)

School of Education

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<b>Vignette title and details</b>	<b>Teacher Education Professional Experience</b> Professional experience in teacher education in the NT, Australia and the world.
<b>Discipline</b>	Education
<b>Employment sector</b>	Education
<b>Student numbers</b>	300+
<b>Optional/compulsory Credit bearing?</b>	Compulsory and credit towards the degree.
<b>Assessment</b>	Tick sheet, portfolios and interviews
<b>Payment</b>	Payment to mentor teachers and Professional learning Leaders in NT teaching Schools.
<b>Number of staff involved</b>	10+ staff and 100+=mentors
<b>Weblink</b>	<a href="http://eschool.cdu.edu.au/">http://eschool.cdu.edu.au/</a>
<b>Key Words</b>	Teacher education; WIL; professional placement;

## Overview

Basically we involve students in school placements early in the course and for a longer period of time. Weekly visits followed by a block is the general format and the students stay with the same mentor and school for the entire year. This is only the second year of the Teaching

School format. However as the Graduate Diploma of Teaching and Learning is only a one year course fulltime we have learnt a considerable amount from our first year.

## **Structure of program**

The program is run in this way to allow students early access to the classroom and more continued involvement in the classroom and school community. Students, mentors and the school community appreciate this more holistic involvement in the school community.

## **Special features**

Assessment tasks related to the classroom and university lectures works extremely well, with mentors assisting students with programming and planning issues and students assisting schools with collaborative community events.

## **Future work**

We have instigated fortnightly debriefs for Graduate Diploma students to assist them in their fast track course and also allow us to improve aspects of the course and placements – particularly when placements should begin and end. We still need to address mentoring – how to successfully mentor and to continue to improve the working relationship between classrooms, schools and universities.