SCHOOL OF EDUCATION (Vic)

PROFESSIONAL EXPERIENCE PROGRAM

COMMUNITY ENGAGEMENT

Bachelor of Education (Primary)
Bachelor of Education (Early Childhood & Primary)
Bachelor of Teaching / Bachelor of Arts

EDFX207

GUIDELINE BOOKLET

For

Pre-service Teachers & Participating Organisations
ACU NATIONAL COMMITMENT TO COMMUNITY ENGAGEMENT

Community engagement is the process through which the University brings the capabilities of its staff and students to work collaboratively with community groups and organisations to achieve mutually agreed goals that build capacity, improve well-being, and produce just and sustainable outcomes in the interests of people, communities, and the University.

The University values community engagement as

- a key means of advancing its Mission in serving the common good and enhancing the dignity and well-being of people and communities, especially those most marginalised and disadvantaged;

- integral to its teaching, learning and research and

- affirming relationships that depend on trust and genuine partnerships with community organisations, institutions and corporations.
UNIT OUTLINE

UNIT CODE & TITLE
EDFX207 Community Outreach

CREDIT POINTS
0

RELATIONSHIP TO OTHER UNITS
Co-requisite: EDFD221 Creating Inclusive Safe And Supportive Schools.

PREREQUISITE KNOWLEDGE OR SKILLS
This is part of a sequence of Professional Experience Units

UNIT DESCRIPTION
The Community Engagement Program aims to assist pre-service teachers to understand and value diversity in its many forms enabling them to cater for diversity more effectively. The placement in a community agency, where the pre-service teachers contribute to the functions of that agency, enhances the development of their understanding of the contextual factors that impact on the way in which people live their lives. The Community Engagement Program is premised on an understanding that learning is enhanced through exposure to a variety of other individuals and contexts, particularly those that present different forms of knowledge, experiences, and attitudes. To enhance critical examination, promote reflective practices and challenge established beliefs, pre-service teachers are offered unfamiliar, problematic experiences which break the continuity of experiences of cumulative socialisation that often date back to their school years. Participation encourages pre-service teachers to extend their understanding of the pluralistic and accessible array of non-formal educational settings such as hospitals, prisons and community centres that offer legitimate and authentic experiences for learning, and should therefore be recognised and valued. Further, it enables pre-service teachers to listen to the voices of marginalised people and, through reflection, allow such experiences to impact on their personal and professional lives as engaged citizens.

OUTCOMES
This component of the Professional Experience Program (PEP) seeks to:

- expose pre-service teachers to diverse contexts that will challenge their values and beliefs
- encourage the development of open and flexible thinking and responsiveness to change
- promote an awareness of the concept of life-long learning through participation in experiences that cater for a range of individual developmental stages from early childhood through to aged care
- facilitate the development of cognitive strengths, including specific intelligences, preferred learning styles, and higher-order thinking skills
- provide opportunities for pre-service teachers to contribute to the life of the community through the sharing of personal expertise and time
TEACHING LEARNING STRATEGIES

A variety of teaching and learning strategies will be used, including:

- Pre-service teachers in this Professional Experience will work with the University and agencies within the community to undertake at least 10 days or equivalent hours of professional experience. This component of the PEP will be fully integrated within the Education Studies sequence, particularly through the co-requisite unit EDFD221 Creating Inclusive Safe and Supportive Schools.

- Seminars, tutorials, or workshops in the co-requisite unit, which include pre-service teacher-led discussions and group work, will provide opportunities for pre-service teachers to reflect on and build on their experiences in the field.

- Use of the information and communication technologies, including online discussion, will be utilized to facilitate the formation of a network of pre-service teachers who remain connected to each other, with the University representatives / mentors, and the PEP Office while participating in their professional experiences.

REFERENCES


UNIT DETAILS

MODE AND DURATION

Mode: Pre-service teachers will undertake a period of community engagement with a community organisation.

Duration: Equivalent of 70 hours service. Pre-service teachers will normally be enrolled in Year 3 of the Bachelor of Education (Primary) Course, Year 2 of the Bachelor of Teaching/Bachelor of Arts (Secondary) Course and Year 3 of the Bachelor of Education (Early Childhood & Primary) Course.

OUTCOMES

By the end of this unit, in addition to the outcomes noted in the unit outline, pre-service teachers should be able to:

(i) Demonstrate professional behaviour and attitudes;
(ii) Demonstrate a heightened awareness of the ethical and social responsibility of decision makers in business, government and community organisations;
(iii) After reflecting upon the impact of the community engagement experience on their values, assumptions and attitudes, communicate their reflections.

CONTENT

- Pre-service teachers will be able to select the organisation with which they engage for a total period of 10 days/70 hours, from a list of participating community organisations or apply to the Professional Experience Office (on designated form) for consideration to complete their community engagement in another setting which is comparable to the aims of the program as set out in this document and discussed in classes.
- Each pre-service teacher and the participating organisation will need to complete a placement agreement that clarifies the role to be performed by the pre-service teacher and the expectations of both parties.
- The community engagement period may be undertaken in a full or part-time capacity depending upon the needs of the organisation.
- There is to be no payment for activities involved in the agreed engagement.
- The range of activities undertaken may encompass serving in an establishment conducted by one of the organisations, or assisting with a community project which may or may not be concerned with education in non-formal settings.
- Pre-service teachers will need to have a National Criminal Record Check/Police Check as well as a Working with Children Check card because of the high ‘duty of care’ that those organisations have in relation to their clients.
- After completion of the period of community engagement, a pre-service teacher may wish to retain her or his involvement with the participating organisation. Whilst the University encourages such involvement, that involvement, whilst encouraged by the university, is entirely a matter between the pre-service teacher and the participating organisation.
**SCHEDULE**
The times for the community engagement will depend upon each participating organisation.

**ASSESSMENT**
Pre-service teachers are required to keep a daily journal noting their community engagement experiences and reflections. This journal must be submitted with Checklist of Attendance to the professional experience office on their respective campuses no later than 2 weeks after the completion of the community engagement.

**Learning Journal Requirements**

The learning journal, preferably a loose-leaf binder, should be brought to every session and used as a means of reflecting on experiences and activities you are asked to be involved in or to organise. The journal will be housed in an A4 folder along with the Guideline booklet and all documentation pertaining to your placement, preparation sessions on campus and meetings and instructions from your host organisation.

The journal will be used

a) to record your **critical reflections** on each occasion, based on your responses to the following where applicable:
   - to record insights gained through experiences and activities,
   - to record responses from stakeholders – children/adults/peers etc;

b) to show evidence of participation for 70 hours of community engagement at your agreed setting for this component of your Professional Experience Program (PEP)

**SUMMARY OF JOURNAL FORMAT** – according to Reflective Practice format

A. Heading, Date

B. Format

1) Make a brief list describing activities/ experiences.

2) Select one or two episodes that are significant to the pre-service teacher.

3) Describe the episodes in detail, reliving the experience.

4) Analyse episodes, identifying issues/ concerns that emerge and how the pre-service teacher plans to action what has been learned.
LEGAL LIABILITY

Pre-service teachers involved in community engagement activities are insured by the University. Please note the extent of this insurance in the University Insurance Statement included in this booklet.

At no time should the pre-service teacher be left the sole responsibility of clients or for activities without direction and overall supervision of the host organisation co-ordinating personnel.

PROFESSIONAL RESPONSIBILITIES

Before leaving the University all pre-service teachers have been reminded of the following matters

1 to maintain at all times conduct which is responsible and professional

2 to establish a caring, conscientious and professional image during their period of community engagement

3 to dress professionally to meet the standards of the participating organisation

4 to assist in the care and preparation of the community engagement setting where appropriate

5 to be punctual at all times, with commencement and departure times established by mutual agreement between pre-service teachers and community engagement setting personnel

6 to inform the organisation no later than 8.00 am if the pre-service teacher is unable to attend the community engagement setting on a particular day. Failure to do this should be reported to the University without delay, as this may constitute a Fail in the community engagement experience. (A Doctor's certificate should normally be provided.)

7 All absences will need to be made up. Please negotiate such arrangements with your community engagement setting and notify the local campus Professional Experience Office of the number of days to be made up. Pre-service teachers will be required to arrange and make up time lost because of illness or misfortune and provide signed evidence from the community engagement setting that the time lost has been made up.

Please note: If the pre-service teacher is not fulfilling these responsibilities satisfactorily, please notify the University local Professional Experience Office as soon as possible.
PERSONNEL

Assistant Head of School (Professional Experience and Community Engagement)  
Dr. Peter Morris  5336 5381

Assistant Head of School (Academic Programs)  
Coordinator Professional Experience (Melbourne)  
Mrs Anne-Maree Dawson  9953 3266

Coordinator Bachelor of Education (Primary)  
- Melbourne Campus (St Patrick’s)  
Dr Anne Scott  9953 3280

Adviser Bachelor of Education (Primary)  
&  
Coordinator Bachelor of Education (Early Childhood & Primary)  
- Ballarat Campus (Aquinas)  
Mrs Karen McLean  5336 5420

Professional Experience Administrative Officer  
- Melbourne Campus (St Patrick’s)  
Mrs Liz Rimes  9953 3251

Professional Experience Administrative Officer  
- Ballarat Campus (Aquinas)  
Mrs Gail Nowaski  5336 5428
ATTACHMENT 1

INSURANCE STATEMENT

To Whom It May Concern:

‘Employers those who provide industry experience for pre-service teachers of Australian Catholic University’

The purpose of this letter is to advise organisations that provide unpaid industry experience to pre-service teachers of Australian Catholic University in relation to course requirements, that the following insurance covers have been arranged by the University with Catholic Church Insurances Limited at Level 1, 45 Clarence Street, Sydney NSW 2000, Australia:

1. Public Liability Insurance (worldwide)
   - Policy Number: 02.PLG. 0102913
   - Period of Cover: 31/10/08 to 31/10/2009

2. Pre-service teachers Work Experience Personal Accident Insurance
   - Policy Number: 02.PAE. 110727
   - Period of Cover: 31/10/08 to 31/10/2009

3. Professional Indemnity Insurance
   - Policy Number: 02.PRS. 0126023
   - Period of Cover: 31/10/08 to 31/10/2009

I can be contacted on (02) 9739 2945, if you require further information
Rajan Wijey
Insurance Manager
Emergency Contact Form

Pre-service teachers are requested to complete this form and, on the first day of their Community Engagement, leave it with office personnel in a sealed envelope marked “Confidential”. In the case of an emergency, the Community Engagement organisation personnel will contact the designated person(s) below.

Pre-service teacher’s name: _______________________________________

Contact Person(s) Name: _______________________________________

Contact Phone Number(s): _______________________________________

In the case of an emergency, I ___________________________ give the organisation, where (pre-service teacher)

I am placed for Community Engagement, permission to seek medical assistance or call an ambulance as deemed necessary.

Signature: _______________________________________

Medicare Number: _______________________________________

Ambulance Subscription: _______________________________________

Please list any Allergies: _______________________________________

Important Medical Information: (E.g. Asthmatic, Diabetic etc.)
Are you presently on Medication? Please list with dosage:

Blood Group: _______________________________________

The above information is confidential and this form will be collected by the pre-service teacher at the conclusion of the placement.
NOTIFICATION OF COMMUNITY ENGAGEMENT PLACEMENT (CEP)2009

This form must be submitted to the Professional Experience Office (PEP) Office BEFORE commencement of the CEP placement. Pre-service teachers will be notified by email when approval has been granted. Only official University email addresses will be used to communicate with pre-service teachers.

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<th>NAME OF PRE-SERVICE TEACHER</th>
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<td>PRE-SERVICE TEACHER EMAIL ADDRESS</td>
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OFFICE USE ONLY
Approved Signature (PEP Officer)
TO WHOM IT MAY CONCERN

This letter introduces ........................................ who is undertaking a Bachelor of Education (Primary) or a Bachelor of Education (Early Childhood & Primary) or a Bachelor of Teaching/Bachelor of Arts (Secondary) course at Australian Catholic University Melbourne/Ballarat campus.

As part of the Professional Experience program, pre-service teachers are required to complete a Community Engagement Program (CEP) comprising 10 days or 70 hours in a community setting other than the formal primary classroom. The experiences gained should increase the pre-service teacher’s knowledge and skills and further develop his/her understanding of the potential for learning within the broader community.

An aim of the CEP is to develop the pre-service teacher’s initiative and independence through the self-selection and, where appropriate, timing of community placements. In this regard, the University is appreciative of any assistance you might be able to provide for this pre-service teacher.

If you can accommodate the above pre-service teacher in the Community Engagement Program, would you please complete a Notification of Placement form so that the pre-service teacher can return the form to the relevant Professional Experience Office prior to the commencement of the placement? Please note that pre-service teachers are not permitted to commence the Program without prior approval from the University.

Yours sincerely,

Dr Peter Morris
Assistant Head of School
(Professional Experience Program and Community Engagement)
School of Education (Victoria)

Mrs Anne-Maree Dawson
Assistant Head of School
(Academic Programs)
School of Education (Victoria)
Dear Pre-service Teacher,

One unit in your professional experience program is EDFX207 Community Engagement. This unit is currently undertaken in Semester 1 of the third year of the Bachelor of Education (Primary) course, Semester 1 of the second year of the Bachelor of Teaching/Bachelor of Arts (Secondary) course and Semester 1 of the third year of the Bachelor of Education (Early Childhood & Primary) course. This unit has no credit point value as it is a professional experience unit and it does not incur a financial loading.

To complete this unit you must do the following:

1. Enrol in the unit
2. Seek a placement with one community organisation that will amount to a total work commitment of 10 x 7 hour days or 70 hours. There is a list of approved Melbourne-based projects with contact details available (refer >ACUonline/ Special Unit – Course Information/ Community Engagement)
3. Submit a completed placement form for approval by a Professional Experience Placement Officer for all projects.
4. Register your involvement in one or more projects via the online survey in >ACUonline/ Special Unit – Course Information/ Community Engagement
5. Download and save the student attendance sheet file from this section. Edit the file to include details for your involvement in relevant project/s. Ask your supervisor to complete the attendance form at each visit with date, hours and a signature.
6. Obtain a Police Check and carry it with you whilst you are on placement. You will also need a Working with Children Card, which should have been obtained at the commencement of your course. All Police Checks and Working With Children Cards must be sighted by Professional Experience administrative officer and photocopies placed on your pre-service teacher’s file.
7. Keep a daily journal of your experiences and reflections as noted in the guideline booklet.
8. On completion of your community engagement time, have your supervisor at the organisation sign a Verification Form which states that you have completed your engagement time.
9. Submit this form, together with your journal to the relevant Professional Experience Office no later than TWO (2) weeks after the completion of your placement.