

2009 NAFEA Conference Workshop Abstracts

Day 1: 26 November 2009

Workshop 1

Round Table Discussions
Room 21.201: Education
Room 21.202: Health Sciences
Room 21.204: Social Sciences

This session is intended as a meet and greet where delegates from each of the disciplines can discuss current practice and ideas for future trends and raise general issues of concern. This workshop provides an opportunity to informally review current trends and issues that concern all Field Experience Administrators. Come prepared to 'show and tell' and share your thoughts.

Workshop 2

Option 1: Preparing and empowering for strong partnerships
Room 21.201

Presented by: Sue Wilkinson and Ros Franklin
Faculty of Education, Griffith University

Improving the Practical Component of Teacher Education (IPCTE) was a federally funded initiative targeting the practical component of teacher education. This presentation will showcase projects developed by the Faculty of Education, Griffith University:

Conversations that work;
The Joel Factor;
Projects to enhance placements.

This project is designed to enhance the teachers' experience and contribute to learning and teaching during school based components of teacher preparation programs. These projects have implications for all work integrated learning contexts.

Option 2: Supporting supervisors to supervise well
Room 21.204

Presented by: Valerie Sollis and Robyn Martin
School of Occupational Therapy and Social Work,
Curtin University

Clinical supervisors or fieldwork educators play a central and vital role in the fieldwork experience for students from all professional disciplines. In most cases they provide supervision, support, mentoring and guidance to students in addition to their usual responsibilities. They need to balance competing and various demands inherent in their role with the sometimes complex experience of supervising students on fieldwork placement.

This workshop will examine the ways in which academic fieldwork staff can support supervisors in supervising students effectively and with confidence. Issues such as building a supervision relationship; providing practical support and information; strategies for linking theory to practice and other techniques will be discussed in the presentation.

Option 3: Tour of ECU Nursing Demonstration Ward

Edith Cowan University's new state of the art facility is designed to cater for the extensive nursing program. This workshop tour should interest delegates from the Health Science disciplines but will also be insightful for all other areas.

Day 2: 27 November 2009

Workshop 3

Option 1: Supervision: The key to good practice
Room 21.204

Presented by: Marija Dragic

Faculty of Medicine, Nursing and Health Sciences,
Monash University

This workshop will take us through the steps of setting up an effective educational experience for social work and other human services students. It will further explain the practical structure of supervision – the ‘how to’ actually supervise. It will also provide participants with an opportunity for reflection, discussion and a variety of practical activities. This session will inspire the supervisor within us all. It will contribute to the development of good supervision skills transferable to any human services setting.

Option 2: Partnerships in action: Developing a model of reciprocal professional learning
Room 21.201

Presented by: Sue Sharp and Will Turner

School of Education, Edith Cowan University

School/university partnerships at ECU Joondalup, Kindergarten through Primary (K-7) program, are critical for ongoing practicum and professional development of our teaching graduates. These partnerships have been built on a strong principle base, including the practicum being central to the program, strong collaboration and regular meaningful support for schools. However, sustaining these ‘interdependent relationships’ is an ongoing issue.

Research has enabled K-7 staff to develop principles and actions to assist in building, promoting and sustaining ‘reciprocal learning opportunities’ ie matching the targeted skills and knowledge of university pre-service teachers with partnerships schools’ mentor teacher needs, collaborative planning, teaching and review, and the establishment of strong ongoing relationships over two practicum periods.

Other outcomes evaluated include improved uptake of ATP (final year) pre-service teachers in partnership schools, increased employment opportunities for graduates and stronger, more sustainable links between ECU staff and partnership schools.

Option 3: Fair and equitable assessment
Room 21.202

Presented by: Glenda Cutler

Faculty of Nursing, Midwifery and Postgraduate Medicine,
South West Campus, Edith Cowan University

This session examines the geographical implications of student placements in WA and the issues with gaining equitable supervision/preceptors under diverse clinical settings. How do we reduce clinical issues linked to the lack of understanding of the educational and theoretical components of the undergraduate nursing degree and maintain fair and equitable assessment of core competencies whilst on practicum?

Workshop 4

Option 1: Highlights and hurdles of a shared responsibility: Building a collaborative partnership in pre-service teacher education
Room 21.204

Presented by: Alan Kidd

Kingston Primary School, Kingston

and Cheryl Rowlands

School of Education,
South West Campus, Edith Cowan University

A partnership involving an educational internship that focuses on collaboratively developing work-ready professionals equipped to teach in the rural and regional areas across the vast state of Western Australia commenced with the 2009 school year. This joint venture between Edith Cowan University and Kingston Primary School aims to improve the quality of pre-service teacher preparation by incorporating a full year of school-based experience as the final year of a Bachelor of Education.

This session will discuss perceived benefits to school and university, provision of funds, teacher recruitment, intern selection, engagement of faculty and roles of key players, as we share the highlights and hurdles of establishing structures and frameworks to set the stage for success and sustainability.

Option 2: The Western Australian School Experience Committee (WASEC): A brief history and future direction

Room 21.201

Presented by: Sue Ledger

School of Education, Murdoch University

WASEC is a very effective committee made up of the four major teacher education universities in Western Australia. It has been functioning collegially for many years and has helped to resolve concerns common to all universities. Issues such as school/mentor payments, police clearances, division of schools, limited or lack of placements and enthusiasm from mentor teachers have been addressed as a group.

Option 3: Tour of ECU Nursing Demonstration Ward

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Note: This is a repeat of Day 1's workshop.