



Work-Integrated Learning in the Bachelor of Health and Physical Education program

Theme: Excellent Teaching happens by design

Author(s)

Vaughan Cruickshank, Casey Mainsbridge, Kira Patterson, Arto Grasten, Scott Pedersen
School of Education, University of Tasmania

Abstract

Teacher education has historically consisted of a set of disconnected subjects and experiences, rather than a carefully constructed and integrated learning experience informed by a cohesive vision of teaching and learning (Loughran, 2006). Recent scrutiny of initial teacher education (ITE) providers (e.g., Teacher Education Ministerial Advisory Group (TEMAG), 2015) has resulted in a concerted effort to increase the quality of graduates entering the teaching profession, specifically through providing improved training and support. To increase the quality of graduates and facilitate links between university subjects and professional experiences in schools, the Bachelor of Health and Physical Education undergraduate degree program (BEd HPE) operates a comprehensive Work Integrated Learning (WIL) pathway.

The WIL pathway aligns with the National Strategy on Work Integrated Learning in University Education (2013) and is underpinned by the *Degrees of Difference: University of Tasmania Education Model* (2016). *Degrees of Difference* commits to incorporating authentic and experiential learning by engaging students in relevant real-world contexts that require them to actively engage in critical thinking, problem solving, and self-directed reflection. The WIL pathway is embedded within multiple units across each year of the four-year degree program, and also aims to develop and maintain strong community partnerships that benefit both schools and PST.

This presentation will detail the process of setting up this WIL pathway, the different experiences it provides students, and the benefits of WIL for both PST and our community partners. Implications for future teacher education will also be discussed.

References

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