

Coordinators Leading Advancement of Sessional Staff (CLASS) Project

Exemplars of Good Practice Initiatives

HUMAN ANATOMY, TRAINEE TEACHING PROGRAM, UOW

EXEMPLAR: Human Anatomy, Trainee Teaching Program UOW

Title:	Human Anatomy; Trainee Teaching Program
University:	University of Wollongong
Discipline Area:	Human Anatomy
Subject/Unit Coordinator:	Dr. Greg Peoples; Academic Lead in Human Anatomy, School of Health Sciences, University of Wollongong.
Level of Unit:	Year 1
Number of Students:	500
Number of Sessional Staff:	15 Demonstrators and Tutors with allocated trainee teacher
Delivery Mode:	Face to face delivery in laboratory environment.

Profile: Trainee teachers are high achieving and motivated students with a passion for teaching human anatomy

Background/Context: Human anatomy is delivered to large student groups in wet based laboratories.

Good Practice Initiative: **Trainee Teaching Program in Human Anatomy**

The program runs on a yearly rotation;

- Subject coordinator meets and selects trainee teachers.
- Selection is competitive and takes place in the form of a face to face teaching practice and 'spot' exam.
- The successful trainee teachers are allocated to a laboratory or tutorial class lead by a minimum of two experience demonstrators / tutors of human anatomy.

The aim is to develop a robust and sustainable pool of high level demonstrators and tutors of human anatomy.

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Tips for Implementation:

The subject coordinator should;

- Demonstrate the positive impact that trainee teachers have on the learning environment within a laboratory based class
 - Communicate to the year 1 students the role of the trainee teacher and the opportunities presented by the program.
 - Identify early future trainees and provide adequate time to advertise the program
 - Use a define selection process and be transparent.
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Evaluation:

The program has been running for more than 15 years. It has clearly achieved its goals of maintaining and in fact increasing the quality of laboratory based tutors and demonstrators.

The relationship between the trainee and the experienced demonstrators and tutors is very important.

Face to face teaching selection has been introduced in the last 3 years, and this has been an excellent way of assessing and then developing the teaching and communication skills of the applicants.

Year 1 students value the presence of the trainee teacher over and above the 'knowledge' base criteria. In other words, trainee teachers also provide a level of support related to study skills and exam preparation. In fact they become role models for students entering university.

Reflection:

It is conceivable that this type of internship teaching program can be modeled and adjusted to fit a broad range of large, 100level subjects in tertiary education. It is important that implementation of teacher development needs to grow its own identify and by doing so will become an accepted and natural part of the teacher training scheme for casual employees.

It is also worth noting that trainees are monitored for the amount of time that they are 'donating'. It is recommended that a trainee do no more than 3hrs in one teaching week.
