Professional Experience 4 (5 – 8 years)
Bachelor of Education (Early Childhood)

Professional Experience 4 in the Bachelor of Education (Early Childhood) course provides pre-service teachers with the opportunity to increase their familiarity with early childhood contexts, and to further develop their understanding of teaching practice. PE4 involves active observation and increased engagement in teaching and learning activities, building upon pre-service teachers’ previous Professional Experience placements. PE4 is the final placement.

PE4 is conducted over the course of seven consecutive weeks (35 days) on a full-time basis, and consists of three phases. There is an expectation that by the end of PE4, pre-service teachers should demonstrate the capacity to assume responsibility for approximately 80% of a full-time teaching load across all key learning areas.

**Phase 1 – Orientation/Observation/Collaborative teaching** involves one day placement over 5 consecutive weeks (5 days), and is designed to allow the pre-service teacher to orientate themselves to the overall operation of the school and class.

**Phase 2 – Collaborative teaching** involves the start of your full-time continuous placement. Phase 2 comprises of 2 consecutive weeks (10 days), and is designed to allow the pre-service teacher to be actively involved in the operation of the class undertaking increased teaching responsibilities under the direction of the colleague teacher.

**Phase 3 – Block Teaching Phase** involves placement over 4 consecutive weeks (20 days), immediately following week 3 of Phase 1, and is designed to allow pre-service teachers to take responsibility (i.e. planning, implementing, managing and evaluating) equivalent to an 80% teaching load across the full range of key learning areas.

Throughout the placement provides pre-service teachers are required to maintain a professional file, which must include planning; policy documents; resources for teaching and learning; and reflection on their own teaching and learning.
EXPECTATIONS FOR PLACEMENT

- Complete the PE4 MyLO module, which is a requirement for your placement preparation
- Source the School policies directly relating to best practices, classroom management policy, and Workplace Health and Safety Standards.
- Source other policies, procedures and guidelines relevant to your placement.
- Develop and sustain positive relationships with all students, relevant staff and families.
- Maintain a professional planning file, which includes:
- Your observations, planning and evaluations
- Copies of relevant School policies, University PE4 Interim and Final Reports, and University PE Guidelines
- A section for resources i.e., recipes, games, nursery rhymes and songs
- Prior to delivery, all planning must be shared with your colleague teacher for feedback at least one day before implementation, and approved.
- Ensure that regular discussion and/or feedback opportunities about your progress in all aspects of the PE expectations are created with the colleague teacher (at least every other day).
- Pre-service teachers will not be able to proceed to the Block Teaching Phase until their detailed plans for that phase have been approved by the colleague teacher.

PHASE 1 - ORIENTATION/OBSERVATION/COLLABORATIVE TEACHING

Week 1

- This phase involves one day placement conducted over 5 consecutive weeks (5 days in total). Contact your colleague teacher to organise a mutually convenient day for attending the one full day per week placement.
- Phase 1 must be completed prior to commencing Phase 2. Delays in undertaking Phase 1 may jeopardise confirmation of degree for potential graduates.

In addition to the expectations for placement and in consultation with your colleague teacher:

- Complete two daily whole group and two small group observations which document teaching and learning within the classroom. These observations should be used in conversation with your colleague teacher.
- Take responsibility for a daily routine (such as roll all, monitor duties, etc.).
- Observe and become familiar with the teacher/school’s behaviour support plan.
- Observe and become familiar with the teacher’s weekly routines (i.e. specialist timetables, events, support learning/teaching staff etc.).
- Observe and become familiar with student support and services within the wider school community (i.e. school psychologist, chaplain, etc.).
- By week 4, in collaboration with your colleague teacher plan, implement, and evaluate at least one learning activity for an individual student.
- By week 4-5, in collaboration with your colleague teacher plan, implement, and evaluate at least two small group experiences/lessons each day.

PHASE 2 – COLLABORATIVE TEACHING
Weeks 2 and 3

- **Phase 1 must be completed prior to commencing Phase 2.** Delays in undertaking Phase 1 may jeopardise confirmation of degree for potential graduates.
- **Phase 2** involves the start of your full-time continuous placement.

*In addition to the expectations for placement and in consultation with your colleague teacher:*

- Plan, implement, evaluate, and manage **up to** three whole teaching days, with decreasing levels of direct supervision from the colleague teacher.
- Identify goals, specific learning needs and other particular preparation areas for planning, classroom organisation and the support of student behaviour during weeks 4-7.
- Submit **draft plans** for the teaching tasks to be undertaken during the Block Teaching Phase to the colleague teacher for review, discussion and approval. These plans should be detailed and record specific outcomes, clear directions for the teaching/learning and assessment processes relative to all key learning areas. *Pre-service teachers will not be able to proceed to the Block Teaching Phase until their detailed plans for that phase have been approved by the colleague teacher.*
- **END OF Week 2** Provide your colleague teacher with a copy of the Interim report ready for completion and submission to the University by Friday.

**PHASE 2: BLOCK TEACHING PHASE**

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<tr>
<th>Weeks 4 and 5 Independent teaching</th>
<th>Weeks 6 and 7 Independent teaching</th>
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<tr>
<td>- Implement strategies previously developed to meet goals, specific learning needs and other particular preparation areas for planning for teaching, classroom organisation and the support of student behaviour during weeks 6 and 7.</td>
<td>- Plan, implement, manage, and evaluate up to at least four whole teaching days per week, with decreasing levels of direct supervision from the colleague teacher.</td>
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<td>- Continue to refine planning for each week.</td>
<td>- Undertake written formative and summative assessment (as appropriate) of student learning/progress.</td>
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<td>- Maintain detailed observation, planning, reflection, resource and policy files as detailed above in the placement expectations.</td>
<td>- Reflect upon and review as necessary, your implementation of the school’s behaviour support plan.</td>
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<td>- Submit detailed <strong>draft</strong> plans for the teaching tasks to be undertaken during the remaining weeks of the Block Teaching Phase to the colleague teacher for review, discussion, and final approval. These plans should be detailed and record specific outcomes, clear directions for the teaching/learning process and assessment processes relative to all key learning areas.</td>
<td>- Continue to refine planning for each week.</td>
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<td>- Plan, implement, manage, and evaluate at least three whole teaching days, or equivalent, with decreasing levels of direct supervision from the colleague teacher.</td>
<td>- Maintain detailed observation, planning, reflection, resource and policy files as detailed above in the placement expectations.</td>
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<td>- Ensure that regular discussion and/or feedback opportunities about your progress in all aspects of the PE expectations are created with the colleague teacher (at least every other day).</td>
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<td><strong>Working towards teaching equivalent of 3-4 days per week.</strong></td>
<td><strong>END OF Week 7</strong> Provide your colleague teacher with a copy of the Final report ready for completion and submission to the University by Friday.</td>
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*Working towards teaching equivalent of 4 – 5 days per week.*
**Please note:**

- Throughout PE4, pre-service teachers should undertake extracurricular activities pertinent to the class group and school including where appropriate attendance at staff meetings and professional development workshops, etc.
- Pre-service teachers must ensure confidentiality regarding information about the school, its students, families and staff.
- Colleague teachers maintain full responsibility for the class group at all times and should not leave the pre-service teacher unattended for any period of time.
- There is some flexibility around the timing of these expectations, depending upon the pre-service teacher’s capacity to undertake increased responsibility in the classroom and the colleague teacher’s /pre-service teacher’s needs at that time. Ideally though, pre-service teachers will have an opportunity to complete each of the tasks listed above at a mutually convenient time within the six week placement.
- Absences due to illness, or public holidays must be completed to ensure the full 35 day placement requirement is met.

**Documentation:**

Throughout PE4 pre-service teachers are expected to maintain a comprehensive professional planning file. This document should provide a foundation for routine discussions with the colleague teacher and for assessment of the pre-service teacher’s placement. The file will be viewed if/when placement visits are conducted by University staff or a representative.

Pre-service teachers are not required to submit these files to the University.

**Assessment:**

- In accordance with national accreditation requirements, documentation must be assessed by the colleague teacher.
- Pre-service teachers will be assessed against selected focus areas within the Australian Teaching standards.
- A copy of the assessment report (inclusive of developmental indicators designed to assist pre-service teacher and colleague teacher to understand the desired levels of achievement for a PE4 placement) is included in the documentation provided to the school.

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• **IMPORTANT:** If at any point the colleague educator, university mentor or pre-service teacher has concerns that one or more of the standards in the assessment report cannot be met, it is critical that the Cautionary Advice Notice (CAN) form be completed in collaboration with the above parties.
• **Completed CAN Forms** must be emailed to the Professional Experience Coordinator (contact details see below) as soon as possible within the placement. Doing so will ensure that appropriate support is provided by Faculty of Education staff for both the pre-service teacher and centre staff.
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Returning Assessment Reports to the University:
- Please email the Interim and Final assessment reports to the University, Professional.Experience@educ.utas.edu.au
- A copy of each report should remain at the School, and
- One copy should be provided to the pre-service teacher

Contacts:
If you require any further assistance, please do not hesitate to contact one of the following staff.

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<tr>
<th>Designation/Campus</th>
<th>Contact Details</th>
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| For General Enquiries: Professional Experience Office | Ph: (03) 6324 3794  
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| Coordinator, Professional Experience           | Sarah Reaburn  
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| Professional Experience Leader, Early Childhood | Helen Yost  
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