Professional Experience in the Graduate Certificate in Education (Early Childhood) course is designed to enable graduates to further demonstrate their practice in either a child care and education or Kindergarten (or equivalent) context. This PE involves active observation and participation and increased engagement in teaching and learning activities within a 3 – 5-year-old setting.

This placement is conducted over seven consecutive weeks (35 days). There is an expectation that by the end of Professional Experience, graduates should demonstrate the capacity to assume responsibility for approximately 75% of a full-time teaching load across English, Mathematics and ICT learning areas.

Kindergarten placement: Graduates undertaking a Kindergarten placement which runs for approx. 15 – 18 hours per week or the equivalent of 3 days may spend one day in a Preparatory classroom, the remaining day may be used for the purpose of planning, or undertaking duties associated with the Kindergarten teacher role (i.e., Launching into Learning etc.).

Throughout the placement graduates are required to maintain a professional planning file which must include planning; policy documents; resources for teaching and learning; and reflections on their own teaching and learning.

**EXPECTATIONS FOR PLACEMENT**

- Prior to commencing their PE graduates are to identify and discuss with their supervising teacher a learning sequence for development from Week 3. This sequence must have an English and Mathematics focus with ICT incorporated into the teaching.
- Source the Centre policies directly relating to best practices and Workplace Health and Safety Standards.
- Source other relevant Centre or School policies, procedures and guidelines relevant to your placement.
- Develop and sustain positive relationships with all learners, relevant staff and families.
- Maintain professional planning file, which includes:
  - Your observations, planning and evaluations
  - Copies of relevant Centre policies, University PE Report, and Guidelines
  - A section for resources i.e., which include recipes, games, nursery rhymes and songs
  - Reflections – at least half a page each day of the placement
- Assist with daily tasks (e.g. setting up/packing up activities/experiences)
- Prior to delivery, all planning must be shared with your supervising teacher for feedback at least one day before implementation and approved.
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<tr>
<th>WEEK 1 Observation/Collaborative teaching</th>
<th>Week 2 Planning and independent teaching</th>
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| *In addition to the above expectations and in consultation with your supervising 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 supervising educator.  
  - 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.).  
  - Mid-week, in collaboration with your supervising teacher plan, implement, and evaluate at least two small group experiences/lessons each day.  

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<th>Week 2 Planning and independent teaching</th>
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| *In addition to the above expectations and week 1 (where applicable) in consultation with your supervising teacher:*  
  - Each day, plan, implement, and evaluate at least one whole class lesson/experience (1 per day) of 20-30 minutes’ duration.  
  - Submit detailed *draft* plans for the teaching tasks to be undertaken during Week 3 to the supervising teacher for review, discussion and final approval. These plans should be detailed and record specific, outcomes, clear directions for the teaching/learning and assessment processes with an English, Mathematics and ICT focus. |

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<th>WEEK 3 Planning and independent teaching</th>
<th>Week 4 Planning and independent teaching</th>
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| *Continue as for week 2, and in addition:*  
  - As previously discussed and approved by the supervising teacher in weeks 1 and 2, implement and evaluate a sequence of whole-class lesson/experience sequence in English, Mathematics and ICT including formal assessment and documentation of student’s work/progress.  
  - Plan, implement, manage, and evaluate at least one whole-class lesson/experience each day.  
  - Plan, implement, manage, and evaluate at least one block of whole-class teaching time (which may include the whole-class lesson mentioned above).  
  - Action the school’s behaviour support plan for all students in the class.  

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<th>Week 4 Planning and independent teaching</th>
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| *Continue as for week 3, and in addition:*  
  - Plan, implement, manage, evaluate, and assess at least three blocks of whole-class teaching time.  
  - Reflect upon and review as necessary, implementation of the school’s behaviour support plan.  

*Working towards teaching equivalent of 1 day per week.*  

*Working towards teaching equivalent of 2 days per week, or 6 teaching blocks.*
WEEK 5 Planning and independent teaching

Continue as for week 4, and in addition:
• Identify goals, specific learning needs and other particular preparation areas for planning for teaching, classroom organisation and the support of student behaviour during week 5.

Working towards teaching equivalent of 2-3 days per week.

Please note:
• Throughout PE, graduates should undertake extracurricular activities pertinent to the group and centre including, where appropriate, attendance at staff meetings and professional development workshops, etc.
• Graduates must ensure confidentiality regarding information about the placement site, the children, families, and staff.
• Staff maintain full responsibility for the group at all times and should not leave the graduate unattended for any period of time.
• There is some flexibility around the timing of these expectations, depending upon the graduate’s capacity to undertake increased responsibility in the room and the supervising teacher’s/graduate’s needs. Ideally though, graduates will have an opportunity to complete each of the tasks listed above at a mutually convenient time within the seven-week placement.
• Absences due to illness, or public holidays must be completed to ensure the full 35 days of placement requirements are met.

WEEKS 6 and 7 Planning and independent teaching

Continue as for week 5, and in addition:
• Plan, implement, manage and evaluate at least three whole teaching days, ensuring that learning experiences are provided in at least four of the key learning areas.

IMPORTANT: Week 7 Provide your supervising teacher with a copy of the PE 3 – 5 years Assessment report ready for completion and submission to the University by Friday, end of Week 7.

Working towards teaching equivalent of 3-4 days per week.

Assessment by a tertiary qualified teacher:
• In accordance with national accreditation requirements, documentation must be assessed by duly qualified personnel.
• In the absence of a tertiary qualified supervising teacher assessment must be conducted by a University mentor or representative in consultation with the supervising teacher.
• Graduates 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 graduates and supervising teacher to understand the desired levels of achievement required for this placement) is included in the documentation provided to the centre.
• **IMPORTANT:** If at any point staff, university mentor or graduate has concerns that one or more of the standards in the assessment report cannot be met, it is critical that the *Cautionary Advice Notification (CAN)* form be completed in collaboration with the above parties.

• *Completed 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 graduate and relevant staff.

**Returning Assessment Reports to the University:**
- Please email the assessment report to the University [Professional.Experience@educ.utas.edu.au](mailto:Professional.Experience@educ.utas.edu.au)
- A copy of the report should remain at the site, and
- One copy should be provided to the graduate

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

<table>
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<tr>
<th>Designation/Campus</th>
<th>Contact Details</th>
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<tbody>
<tr>
<td>For General Enquiries:</td>
<td>Professional Experience Office</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Professional.Experience@utas.edu.au">Professional.Experience@utas.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Ph: (03) 6324 3794</td>
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<td>Coordinator, Professional Experience</td>
<td>Sarah Reaburn</td>
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<td>Ph: (03) 6324 3054</td>
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