Professional Experience 2 in the Bachelor of Education (Early Childhood) course provides pre-service teachers with the opportunity to increase their familiarity with early childhood contexts with children aged 3 to 5 years, and to further develop their understanding of teaching practice. PE2 involves active observation and increased engagement in teaching and learning activities, building upon pre-service teachers’ first Professional Experience. PE2 is conducted over the course of three consecutive weeks (15 days) on a full-time basis. Throughout the placement 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.

<table>
<thead>
<tr>
<th>Expectations for Placement</th>
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<td><strong>You are required to:</strong></td>
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<tr>
<td>• Source the Centre policies directly relating to best practices and Workplace Health and Safety Standards</td>
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<tr>
<td>• Source other policies, procedures and guidelines relevant to your placement</td>
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<tr>
<td>• Develop and sustain positive relationships with all children, relevant staff and families</td>
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<td>• Assist with daily tasks (e.g. setting up/packing up activities/experiences)</td>
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<tr>
<td>• Ensure that regular discussion and/or feedback opportunities about your progress in all aspects of the PE expectations are created with the supervising educator (at least once every other day)</td>
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**Maintain a professional planning file, which includes:**

• Your observations, planning and evaluations

• Copies of relevant Centre policies, University PE2 report, and University PE Guidelines

• Reflections – at least half a page each day of the placement

• A section for filing resources i.e. recipes, games, nursery rhymes and songs

**Prior to delivery, all planning must be shared with your supervising educator for feedback at least one day before implementation and approved.**
**Week 1 – Observations/Collaborative teaching and planning**

*In addition to the expectations above, and in consultation with your supervising educator:*

- Complete two daily whole group and two small group observations which document teaching and learning within the room/setting. These observations should be used in conversation with your supervising educator.
- By the end of this week use your observations, and the conversations with the supervising educator to plan:
  - Two whole group, and
  - Five small group activities that is, one activity for each EYLF outcome

**Week 2 – Collaborative teaching and planning**

*In addition to the above expectations and in consultation with your supervising educator:*

- Implement and evaluate two whole group and five small group activities (1 per day) that were planned in Week 1.
- Reflect on the activities from a pedagogical perspective. By the end of this week use your evaluations, and conversations with your supervising educator to plan subsequent activities, specifically:
  - Two whole group, and
  - Five small group activities
- Observe and evaluate an outdoor activity. By the end of this week use your evaluations and conversations with your supervising educator to plan another outdoor activity.

**Week 3 – Independent Teaching**

*In addition to the expectations for placement, and in consultation with your supervising educator:*

- Implement and evaluate two whole group and five small group activities (1 per day) that were planned in Week 2.
- Implement and evaluate the outdoor activity planned in Week 2.

**Please note:**

- Throughout PE2, pre-service teachers should undertake extracurricular experiences pertinent to the group and centre including where appropriate, attendance at staff meetings and professional development workshops, etc.
- Pre-service teachers must ensure confidentiality regarding information about the centre, its children, families and staff.
- Centre staff maintain full responsibility for the group always and should not leave the pre-service teacher unattended for any period.
- There is some flexibility around the timing of these expectations, depending on the pre-service teacher’s capacity to undertake increased responsibility in the room and the supervising educator’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 at a mutually convenient time within the three-week placement.
- All absences, including illness and public holidays must be made up to ensure the full 15 days of placement is completed.

**Documentation:**

Throughout PE2, pre-service teachers are expected to maintain a comprehensive observation file and a reflection journal in a format that best meets their individual needs. These documents should provide a foundation for routine discussion with the supervising educator.
and for assessment of the pre-service teacher. In addition, pre-service teachers are expected to maintain a resource file including centre policies and learning resources. The maintenance and use of the files is assessed by the supervising educator. Pre-service teachers are not required to submit planning to the University. At this time, it is expected that the supervising educator provide oral and written feedback. Files and documentation may be viewed if/when professional experience visits are conducted by the University mentor.

**Assessment by a tertiary qualified educator:**
- In accordance with national accreditation requirements, documentation must be assessed by the centre tertiary qualified educator.
- In the absence of a tertiary qualified educator the assessment must be conducted by a University mentor or representative in consultation with the supervising educator.
- 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 supervising educator to understand the desired levels of achievement for a PE2 placement) is included in the documentation emailed to the Centre.
- The Assessment Report should be completed in digital form and emailed to the Professional Experience Office on the final day of placement. A copy should be retained for the centre files and a copy provided to the pre-service teacher.

**Cautionary Advice Notice:**
If at any point the supervising educator, university mentor or pre-service teacher has concerns that one or more of the standards in the assessment report would not be met by the end of the placement, it is vital that the Cautionary Advice Notice (CAN) be completed in collaboration with the above parties, and returned to the Coordinator, Professional Experience as soon as possible within the placement. Doing so will ensure that appropriate support is provided by University staff for both the pre-service teacher and supervising educator. The CAN is also included in the initial documentation that is emailed to the Centre. **Contacts:**

<table>
<thead>
<tr>
<th>Designation/Campus</th>
<th>Contact details</th>
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<tbody>
<tr>
<td>General Enquiries:</td>
<td>Professional Experience Office&lt;br&gt;<a href="mailto:Professional.Experience@educ.utas.edu.au">Professional.Experience@educ.utas.edu.au</a>&lt;br&gt;03 6324 3791</td>
</tr>
<tr>
<td>Coordinator, Professional Experience</td>
<td>Sarah Reaburn&lt;br&gt;<a href="mailto:Sarah.Reaburn@utas.edu.au">Sarah.Reaburn@utas.edu.au</a>&lt;br&gt;03 6324 3154</td>
</tr>
<tr>
<td>Professional Experience Leader – Early Childhood</td>
<td>Frances Fan&lt;br&gt;<a href="mailto:Si.Fan@utas.edu.au">Si.Fan@utas.edu.au</a>&lt;br&gt;03 6324 3054</td>
</tr>
<tr>
<td>Academic Director, Professional Experience</td>
<td>Christopher Rayner&lt;br&gt;<a href="mailto:Christopher.Rayner@utas.edu.au">Christopher.Rayner@utas.edu.au</a>&lt;br&gt;03 6226 2559</td>
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