The first Professional Experience (PE1) in the Bachelor of Education course provides students (‘pre-service teachers’) with the opportunity to gain familiarity with life as an educator and begin developing their understanding of teaching practice in relation to the Australian Standards. PE1 begins with active observation. In discussion with the supervising teacher(s), pre-service teachers will gradually increase their engagement in teaching and learning activities as trust, confidence, and capacity develops through exposure to new opportunities. From interactions with individual students and small groups, the pre-service teacher should gain experience in whole class instruction by the end of the placement.

PE1 provides a reference point for future coursework and preparation for subsequent Professional Experience placements where pre-service teachers will assume greater responsibility for the learning environment and teach learning sequences or units of work. There is an expectation that by the end of PE1, students should demonstrate the capacity to assume responsibility for approximately 30% of a full-time teaching load in the specific context. In most cases, PE1 is conducted over the course of 4 weeks (20 days) on a full-time basis.

Throughout their placement students are required to: (1) maintain professional files as noted under Documentation below; (2) prepare written plans for teaching, to be discussed with the Supervising Teacher prior to implementation; (3) evaluate student learning; (4) reflect on their own teaching; and (5) participate in professional and extracurricular activities consistent with the expectations of teaching staff within the school community of the PE1 placement.

Please note:

- Throughout the placement, pre-service teachers should undertake extracurricular activities pertinent to the class/school such as staff meetings, assisting in sport team coaching, undertaking professional development workshops etc., as appropriate.
- Pre-service teachers must ensure confidentiality regarding information about the school, its students and personnel.
- The supervising teacher maintains full responsibility for the class at all times and should not leave the pre-service teacher/s unattended in the classroom 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 supervising teacher’s /pre-service teacher’s needs at that time. Ideally though, pre-service teachers will have an opportunity to carry out each of the tasks listed above at a mutually convenient time within the placement.
- All plans for teaching should be viewed by the supervising teacher before the delivery of lessons. In cases where the lesson plan is not produced, or deemed to be inadequate, the supervising teacher should not allow the pre-service teacher to proceed with the lesson as the supervising teacher always retains responsibility for the classroom.
### Weekly overview of expectations

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<th>Week 1</th>
<th>Week 2</th>
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| • Engage in active observation of teaching and learning within the classroom or learning space and assist with tasks (e.g. collect, set-up and assist in maintenance and packing away of equipment, distribute work, assist with marking, and provide feedback for students)  
• Build rapport with students through offering assistance to individuals and small groups under the direction of the supervising teacher(s).  
• Arrange regular meetings with the supervising teacher(s) and take initiative in asking questions to gain a deeper understanding of the ‘why’ as well as the ‘what’ of learning and teaching modelled by the supervising teacher(s).  
• Take responsibility for a daily routine (such as roll call, monitor duties, etc.)  
• Actively participate in any professional learning opportunities offered.  
• Begin to compile resource portfolio.  
• Observe and become familiar with student support and services within the wider school community (i.e. administrative staff, school psychologist, chaplain, literacy support, etc.)  
| Continue as for week 1 (where applicable), and in addition:  
• Observe and become familiar with the school’s behaviour management plan.  
• Plan, explicitly teach, and evaluate at least three small group lessons/experiences  
• Discuss teaching tasks to be undertaken during week 3 with the supervising teacher, regarding planning for the teaching/learning process  

**Increasing responsibility, working towards the equivalent of 0.1 (10%) of a full-time teaching load**  
**Supervising teacher:** Complete and submit the interim report to the University at the completion of Week 2. |

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<th>Week 3</th>
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| Continue as for Week 2, and in addition:  
• Plan, explicitly teach and evaluate at least three whole class lessons/experiences of 20-30 minutes duration  
• Submit detailed plans for the teaching tasks to be undertaken during week 4 to the supervising teacher for review, discussion and final approval. These plans should be detailed and record specific, clear directions for the teaching/learning process  

**Increasing responsibility, working towards the equivalent of 0.2 (20%) of a full-time teaching load**  
| Continue as for Week 3, and in addition:  
• Plan, explicitly teach 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)  
• Support the supervising teacher’s implementation of the school’s positive behaviour plan for all students in the class  
• Plan opportunity for collegial conversations and reflections with a focus on:  
  ➢ Reflection on developing practices  
  ➢ Celebration and closure  

**Increasing responsibility, working towards the equivalent of 0.3 (30%) of a full-time teaching load, by the end of Week 4**  
**Supervising teacher:** Complete and submit the Assessment Report Form to the PE Office at the completion of Week 4. |
Documentation:
Throughout the PE1 placement, 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 teacher(s) and for assessment of the pre-service teacher.

In addition, pre-service teachers are expected to maintain a resource file including school policies and learning resources. The maintenance and use of these files should be discussed with the supervising teacher. Pre-service teachers are not required to submit planning to the University. During this placement, it is expected that both oral and written feedback are provided by the supervising teacher. Files and documentation may be viewed if/when practicum visits are conducted by the University mentor.

Assessment:
Pre-service teachers will be assessed against selected focus areas within the Australian standards. The Interim Report should be completed and emailed to the PE Office at the completion of Week 2. The Assessment Report Form must be completed in full and returned to the Professional Experience Office via email on the final day of placement, or as soon as possible after the placement is completed.

The Assessment Report includes developmental indicators designed to assist pre-service teachers and supervising teachers understand the desired levels of achievement for the placement. A copy of the reports is included in the documentation pack that is emailed to the school prior to the commencement of the placement. Report forms can be completed in digital form, keeping a copy for school files, and providing a copy to the pre-Service teacher. The report should be emailed to: Professional.Experience@educ.utas.edu.au

Cautionary Advice Notice:
If at any point the Supervising Teacher, 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 Faculty of Education staff for both the pre-service teacher and Supervising teacher. The CAN form is also included in the initial documentation that is emailed to the school. For more details and to download the CAN form, see: Cautionary Advice Notification.

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<th>Designation/Campus</th>
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<tr>
<td>General Enquiries:</td>
<td>Professional Experience Office&lt;br&gt;Ph: 6324 3791&lt;br&gt;<a href="mailto:Professional.Experience@educ.utas.edu.au">Professional.Experience@educ.utas.edu.au</a></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;Ph: 6324 3154</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;Ph: 6226 2559</td>
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