

**Master of Teaching
EMT501/EMT523 Professional Experience 2
A Guide to Expectations**

The second Professional Experience (PE2) provides pre-service teachers the opportunity to build on their understanding of the school context and to begin to apply their theoretical understanding of teaching in practice. PE2 primarily involves active observation, discussions with the supervising teacher and initial teaching experiences. It is conducted over the course of two weeks (10 days) on a full-time basis.

Throughout the placement pre-service teachers are required to maintain professional files, which contain observations, policy documents, teaching resources and personal reflections on their own experience.

Expectations:

Week 1	Week 2
<ul style="list-style-type: none"> • Undertake <i>active observation</i> of teaching and learning practices, and the students within the classroom or learning space • Reflect, in writing, on the day's activities and what has been learnt about teaching • Plan, implement and evaluate at least one learning activity for an individual student, and/or a small group of students • Take responsibility for delivering instructions to the whole group on at least one occasion • Take responsibility for at least one small group activity or task. These may be activities/tasks planned by your supervising teacher such as regular maths, art or reading groups. • Plan whole class lessons in consultation with your supervising teacher for implementation in Week 2. These lessons should be 20-30 minutes long, 1 or 2 per day. • Undertake focused discussions addressing the assessment of student learning in the current context and the protocols used for communicating with parents. <p><i>Working towards 25% of a supervising teacher's load</i></p>	<ul style="list-style-type: none"> • Implement whole class lessons (1 or 2 per day of about 20-30 minutes, or the total lesson if appropriate) as planned in Week 1. • Plan, implement and evaluate a whole class learning sequence (a series of 2-4 related lessons) in consultation with your supervising teacher • Complete 3 blocks (for example from the beginning of the school day until recess) of whole class teaching time. Lessons from your learning sequence and your whole class lessons (above) may be included within these blocks • Undertake focused discussions addressing the supervising teacher's approach and plan for the differentiation that is designed to meet the diverse needs of students <p><i>Working towards 40% of a supervising teacher's load.</i></p>

Please note:

- Throughout PE2 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
- Students 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

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 teacher 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 is assessed by the supervising teacher. Pre-service teachers are not required to submit planning to the University. At this time 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. (University mentors only conduct school visits during PE2 when requested to do so by the supervising teacher or student.)

Assessment:

Pre-service teachers will be assessed against selected focus areas within the Australian standards. A copy of the assessment report (inclusive of developmental indicators designed to assist pre-service teachers and supervising teachers understand the desired levels of achievement for a PE2 placement) 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 for submission.

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:

https://www.utas.edu.au/__data/assets/pdf_file/0010/985510/Cautionary-Advice-Notification.PDF

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