Bachelor of Education
Professional Experience 2 (ESH200/ESP200/ESH213)
A Guide to Expectations

The second Professional Experience (PE2) in the Bachelor of Education course provides students with the opportunity to increase their familiarity with the school context, and to further develop their understanding of teaching practice in relation to the Australian Standards. PE2 begins with active observation and is characterised by increasing engagement in teaching and learning activities, building upon students’ first Professional Experience placement. There is an expectation that by the end of PE2, students should demonstrate the capacity to assume responsibility for approximately 60% of a full-time teaching load. PE2 is conducted over the course of 6 weeks (30 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 PE2 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

<table>
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<th>Week 1</th>
<th>Week 2</th>
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| • 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)  
• 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 the school’s behaviour management plan  
• Observe and become familiar with student support and services within the wider school community (i.e. school psychologist, chaplain, literacy support, etc.)  
• Plan, explicitly teach, and evaluate at least two small group lessons/experiences each day  
• Discuss teaching task to be undertaken during week 3 with the supervising teacher, regarding planning for the teaching/learning process | Continue as for week 1 (where applicable), and in addition:  
• Plan, explicitly teach and evaluate at least one whole class lesson/experience (1 per day) of 20-30 minutes duration  
• Submit detailed 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, clear directions for the teaching/learning process  

*The interim report should be completed and emailed to the University at the completion of Week 2.* |

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<th>Week 3</th>
<th>Week 4</th>
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| Continue as for Week 2, and in addition:  
• As previously discussed and approved by the supervising teacher in week 1, implement and evaluate a sequence of whole-class lesson/experience sequence including some formal assessment of student’s work/progress  
• 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)  
• Implement the school’s positive behaviour plan for all students in the class  

*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, 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  
• 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  

*Increasing responsibility, working towards the equivalent of 0.4 (40%) of a full-time teaching load* |
### Weeks 5 and 6

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<th>Continue as for Week 4, and in addition: (Week 5)</th>
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<td>• Plan, implement, manage and evaluate at least one whole teaching day, ensuring that learning experiences are provided in at least four of the key learning areas</td>
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<th>Continue as for Week 5, and in addition: (Week 6)</th>
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<td>• Plan, implement and manage one additional whole teaching day, ensuring that learning experiences are provided in at least four of the key learning areas</td>
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<td>• Plan opportunity for collegial conversations and reflections with a focus on:</td>
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<td>- ‘Handover’ of documentation and responsibilities</td>
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<td>- Reflection on developing practices</td>
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<td>- Assessment of impact on students’ learning and development</td>
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<td>- Celebration and closure</td>
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*Increasing responsibility, working towards the equivalent of 0.6 (60%) of a full-time teaching load, by the end of week 6*

**Supervising teacher:** Complete and submit the Assessment Report Form to the PE Office at the completion of Week 6.

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**Documentation:**
Throughout the PE2 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 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 are 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.

**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 and can be found on the Professional Experience website: [Cautionary Advice Notification](#)

**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

Contacts:

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<tr>
<th>Designation/Campus</th>
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