

**Master of Teaching
EMT600/EMT613 Professional Experience
*A Guide to Expectations***

The 20-day Professional Experience placement in the Master of Teaching course provides students with the opportunity to develop their understanding of teaching practice in relation to the Australian Standards. The EMT600/EMT613 placement begins with active observation and is characterised by increasing engagement in teaching and learning activities. There is an expectation that by the end of the placement, students should demonstrate the capacity to assume responsibility for approximately 60% of a full-time teaching load (i.e. equivalent to 3 days per week). The placement is conducted over the course of four weeks (20 days) on a full-time basis.

Throughout their EMT600/EMT613 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 placement.

Expectations:

Week 1	Week 2
<ul style="list-style-type: none"> • Actively observe, reflect on, and discuss all aspects of teaching and learning within the classroom • Take responsibility on a daily basis for a classroom routine, such as taking the register, distributing notices, collecting permission returns, etc. • Plan, implement and evaluate a learning experience for individual students and for a group of students (if appropriate) • Work with a small group in a manner that best suits the classroom context (e.g. read to a small group, lead a discussion with a small group, assist a small group to make a classroom display) • Assist with classroom tasks (e.g. collect resources, distribute work, assist with marking, and provide feedback for students) • In consultation with supervising teacher, begin planning for teaching responsibilities of weeks 2, 3 and 4 	<p>Continue as for Week 1, plus</p> <ul style="list-style-type: none"> • Plan, implement, and reflect on a whole class lesson in one or more key learning areas, including informal assessment of (or feedback on) students' learning • Under the direction of the Supervising Teacher, implement the school's behaviour support plan for all students in the class <p><i>Working towards teaching responsibility equivalent to 1 day per week.</i></p> <p>Supervising teacher: Complete and provide the Interim Report Form to the pre-service teacher at the completion of Week 2 (i.e. the first 10 days) for submission.</p>

Week 3	Week 4
<p>Continue as for Week 2, plus</p> <ul style="list-style-type: none"> • Reflect upon and review as necessary, your implementation of the school's behaviour support plan • Plan, implement and evaluate blocks of whole class teaching time including integrated curriculum task and informal assessment of (or feedback on) student learning <p><i>Working towards teaching responsibilities equivalent to 2 days per week</i></p>	<p>Continue for Week 3, plus</p> <ul style="list-style-type: none"> • Incorporate consideration of the needs of a range of students including those with disabilities • In conversation with the Supervising Teacher, demonstrate the capacity to interpret assessment of student achievement for the purpose of formal assessment and reporting to parents • Reflect on and evaluate plans implemented to date. <p><i>Assume responsibility for teaching equivalent to 3 days per week (or 60% of a full-time teacher's load)</i></p> <p>Supervising teacher: Complete and provide the Assessment Report Form to the pre-service teacher at the completion of Week 4 (i.e. the full 20 days) for submission.</p>

Please note:

- Throughout the EMT600/EMT613 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.
- 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 the EMT600/EMT613 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 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 PE3 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 PE3 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 have 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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