

## Master of Teaching EMT601/EMT623 Final Professional Experience *A Guide to Expectations*

The final Professional Experience in the Master of Teaching course provides pre-service teachers with the opportunity to increase their confidence within the school context, and to consolidate their developing practice ahead of the transition into future roles as a professional. Building upon previous Professional Experience placements, the final placement initially involves active observation and participation (weeks 1 and 2) then focuses on pre-service teachers taking increased responsibility for teaching and learning activities (weeks 3-6). As the final placement for this initial teacher education course, successful pre-service teachers will demonstrate that they meet the Australian Professional Standards for Teachers at Graduate level.

This year, as a result of COVID-19 restrictions, the final placement represents the third professional experience opportunity for many Master of Teaching students (see our [website](#) for details). This placement will therefore be conducted over six consecutive weeks (30 days) on a full-time basis, and consists of two phases as follows:

- **Phase 1** – Observation/Shared Teaching Phase (2 weeks or 10 days) is designed to allow the pre-service teacher to orientate themselves to the overall operation of the school and class. During this phase pre-service teachers will be actively involved in the operation of the class undertaking increased teaching responsibilities under the direction of the Supervising Teacher.
- **Phase 2** – The Block Teaching (4 weeks or 20 days) is designed to allow pre-service teachers to take responsibility for learning and teaching activities (i.e. planning, implementing, managing and evaluating) equivalent to an 80% teaching load.

### **Please note:**

- Throughout this 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 described in this expectations document 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.

## Phase 1: Observation/Shared Teaching Phase

### Week 1

- In discussion with the supervising teaching and other relevant staff, gather data on the context and demographics of the school as well as data pertaining to students' level of performance and readiness for learning to inform planning for the placement.
- Active observation of teaching and learning within the classroom.
- Take responsibility for a daily routine (such as roll call, lunch orders, etc.)
- Assist with classroom tasks (E.g. collect resources, distribute work, assist with marking, provide feedback for students).
- Implement the school's positive behaviour support strategies.
- Plan, implement and evaluate at least one learning activity for an individual student or a small group of students.
- Assist a small group of students to complete a classroom display (if appropriate).
- In consultation with the Supervising Teacher, begin developing plans for classroom organisation and the support of student behaviour during weeks 3 to 6. These plans should identify goals, specific learning needs, broad learning outcomes, key resources, and possible assessment strategies.
- Submit detailed plans to be undertaken in Week 2, with gradually increasing responsibility for the pre-service teacher leading to a whole day of teaching with direct supervision and support from the Supervising Teacher.

### Week 2

*Continue as per Week 1 and in addition:*

- Plan, implement and manage at least one whole teaching day with decreasing levels of direct supervision from the Supervising Teacher, and including some formative assessment of student learning/progress.
- Submit detailed plans to be undertaken during the remaining weeks of the Block Teaching Phase 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.

**Supervising Teacher:** Complete and provide the Interim Report Form to the pre-service teacher at the completion of Phase 1 (end of Week 2) to upload to PebblePad.

## Phase 2: Block Teaching Phase

- Assume greater responsibility for planning, implementing, and evaluating learning and teaching, with decreasing levels of direct support/intervention from the Supervising Teacher.
- As a guide, the level of responsibility should increase from two whole days in Week 3 (or equivalent to 0.4 of a full-time teaching load) to four whole days by Week 6 (or equivalent to 0.8 of a full-time load for a teacher within the specific school context).
- Undertake written formative and summative assessment (as appropriate) of student learning/progress.
- Reflect upon and review as necessary, implementation of the school's behaviour support plan.
- Continue to refine planning for each week.
- Maintain detailed observation, planning, reflection, resource and policy files as detailed below in Documentation.
- Ensure that discussion and/or feedback opportunities are created with the Supervising Teacher on a routine basis regarding the pre-service teacher's progress in all aspects of the PE expectations (at least every other day).

**In the final week,** plan for collegial conversations and reflections with a focus on:

- 'Handover' of documentation and responsibilities
- Reflection on developing practices
- Assessment of impact on students' learning and development
- Celebration and closure

**Supervising Teacher:** Complete and provide the Assessment Report Form to the pre-service teacher at the completion of Week 6 to upload to PebblePad.

**Documentation:**

Throughout this final 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 by the Supervising Teacher. In addition, pre-service teachers are expected to maintain a resource file including school policies and learning resources. Aside from any coursework requirements communicated by their lecturers, pre-service teachers are not required to submit planning to the University, but they are welcome to seek feedback from their University Professional Experience Mentor or University Professional Experience Leader where relevant. During the final placement, it is expected that both oral and written feedback are provided by the Supervising Teacher. Files and documentation may be viewed if/when meeting with the University Professional Experience mentor.

**Assessment:**

Pre-service teachers will be assessed against selected focus areas within the Australian standards. The Interim Report should be completed and uploaded to PebblePad by the pre-service teacher at the completion of Week 2. The final Assessment Report Form must be completed in full and provided to the pre-service teacher on the final day of placement, or as soon as possible after the placement is completed. The final Assessment Report includes developmental indicators designed to assist pre-service teachers and Supervising Teachers understand the desired levels of achievement for a final 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 pre-service teacher will upload the report to PebblePad.

**Cautionary Advice Notice:**

If at any point the Supervising Teacher, University Professional Experience 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:

[http://www.utas.edu.au/\\_data/assets/pdf\\_file/0010/985510/Cautionary-Advice-Notification.pdf](http://www.utas.edu.au/_data/assets/pdf_file/0010/985510/Cautionary-Advice-Notification.pdf)

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