

Bachelor of Education (Early Childhood) ESH207
Professional Experience 2
A Guide to Expectations

Professional Experience 2 in the Bachelor of Education (Early Childhood) course provides pre-service teachers with the opportunity to increase their familiarity with early childhood contexts with children aged 3 to 5 years, and to further develop their understanding of teaching practice. PE2 involves active observation and increased engagement in teaching and learning activities, building upon pre-service teachers' first Professional Experience. PE2 is conducted over the course of three consecutive weeks (15 days) on a full-time basis. Pre-service teachers are expected to spend approximately 7.5 hours per day, excluding a 30-minute lunch break.

Throughout their placement, pre-service teachers are required to: (1) maintain professional files as noted under *Documentation* below; (2) prepare written plans for teaching, to be discussed with the Supervising Educator 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 or centre community of the PE2 placement.

What to do in the first five days

- Source the Centre policies directly relating to best practices and Workplace Health and Safety Standards.
- Source other policies, procedures and guidelines relevant to your placement.
- Develop and sustain positive relationships with all children, relevant staff and families.
- Assist with daily tasks (e.g., setting up/packing up activities/experiences).
- Ensure that regular discussion and/or feedback opportunities about your progress in all aspects of the PE expectations are created with the supervising Educator (at least once every other day).
- Complete two daily whole-group and two small group observations which document teaching and learning within the room/setting. These observations should be used in conversation with your Supervising Educator.
- By the end of this week, use your observations and the conversations with the Supervising Educator to plan two whole-group and five small-group activities that are, one activity for each EYLF outcome.

Maintain a professional planning file to be shared daily with your Supervising Educator.

The folder must include:

- Copies of relevant Centre policies and the University PE2 Assessment Report.
- Daily reflections – at least half a page each day of the placement.
- Daily observations of teaching and learning.
- A section for filing resources i.e., recipes, games, nursery rhymes and songs.

What to do during days 6-10

Continue as for days 1-5, plus:

- Implement and evaluate two whole-group and five small-group activities (1 per day) that were planned in the first five days.
- Reflect on the activities from a pedagogical perspective. By the end of this week use your evaluations and conversations with your Supervising Educator to plan subsequent activities, specifically two whole-group and five-small group activities.
- Observe and evaluate an outdoor activity. By the end of this week, use your evaluations and conversations with your Supervising Educator to plan another outdoor activity.
- Document and reflect on ways in which learning is differentiated to meet individual learning/development.
- Reflect on the teaching experiences you have delivered. Write about and discuss ideas relative to children's learning/development and subsequent experiences with your Supervising Educator.
- Engage in conversations with your Supervising Educator relative to planning, teaching, children's learning, and using curriculum documents.
- Share and discuss your observations with your Supervising Educator.

What to do during days 11-15

Continue as for days 1-5, plus:

- Implement and evaluate two whole group and five small group activities (1 per day) that were planned on days 6-10.
- Implement and evaluate the outdoor activity planned on days 6-10.

Supervising Educator: Complete and provide the Final Report Form to the pre-service teacher at the completion of the placement for submission.

Please note:

- Throughout PE2, pre-service teachers should engage fully in the life of the school or centre, participating in staff meetings and professional learning opportunities, as well as joining in extracurricular activities as appropriate.
- Pre-service teachers must ensure confidentiality regarding information about the school or centre, its children and personnel.
- It is expected that both oral and written feedback is provided by the Supervising Educator, in a way that is agreed upon by the Supervising Educator and pre-service teacher.
- The Supervising Educator maintains a duty of care for the class at all times and should not leave the pre-service teacher/s unattended in the classroom for any period of time.
- Pre-service teachers are encouraged to adopt the instructional model and approach to planning supported by the Supervising Educator/school or centre. The University of Tasmania does not require the use of a specific template for planning or reflection.
- All plans for teaching should be viewed by the Supervising Educator before the delivery of lessons/activities. In cases where the lesson plan is not produced, or deemed to be inadequate, the Supervising Educator should not allow the pre-service teacher to proceed with the lesson as the Supervising Educator always retains responsibility for the classroom.
- 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 Educator's/pre-service teacher's needs at that time. Ideally, 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 placement, pre-service teachers are required to maintain a professional file, which should include:

- centre policies documents (as permitted by the centre);
- resources for teaching and learning;
- lesson plans;
- daily observations;
- daily reflections on the teaching and the pre-service teacher's own learning;

These documents should provide a foundation for routine discussion with the Supervising Educator and assessment of the pre-service teacher. Pre-service teachers are not required to submit lesson planning to the University. Files and documentation may be viewed if/when practicum visits are conducted by the University mentor.

Cautionary Advice Notice

If at any point during placement the Supervising Educator, university mentor and/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. Doing so will ensure that appropriate support is provided by the School of Education staff for both the pre-service teacher and Supervising Educator. The CAN form is also included in the initial documentation that is emailed to the school or centre. 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

Assessment

Pre-service teachers will be assessed against focus areas of the Australian Professional Standards for Teachers. The descriptors in the PE2 final Report are reflective of the desired levels of achievement for a PE2 placement; we do not expect a pre-service teacher to perform at the 'Graduate Level' at this stage of their program. The PE2 Final Report is included in the documentation pack that is emailed to the school or centre prior to the commencement of the placement. This report must be completed in full, with signatures, achievement indicated for all descriptors, and the number of days on placement confirmed. Written feedback from the Supervising Educator and reflective comments from the pre-service teacher in the report is valuable. Please complete the report on the final day of the placement or as soon as possible after the placement is completed. The pre-service teacher takes responsibility to upload the Final Report to the Education Professional Experience MyLO site (our learning management system). The Supervising Educator, school or centre, and pre-service teacher should keep a copy of the reports for their own records.

Course Structure

For more information on the Bachelor of Education (Early Childhood) study pathways, see:

<https://www.utas.edu.au/courses/cale/courses/43a-bachelor-of-education-early-childhood>

Support and Contacts

The Professional Experience Mentor is an experienced educator who liaises between the University, the education setting and the pre-service teacher. Whereas the Professional Experience Office is responsible for the administrative and logistical aspects of the placement, the Professional Experience Mentor is the first point of contact for supporting the pre-service teacher and Supervising Educator through the

placement experience and assessment. Subject to the timing of placement arrangements being confirmed, the Professional Experience Mentor is generally allocated 2 weeks prior to the placement commencing and will contact the pre-service teacher and Supervising Educator via email prior to the commencement date to introduce themselves.

See 'Roles and Responsibilities' here: <https://www.utas.edu.au/education/professional-experience/support-for-supervisors>

For further contact information, see the website here:
<https://www.utas.edu.au/education/professional-experience/contact-us>