

Master of Teaching EMT601/EMT623 Professional Experience 4 *A Guide to Expectations*

The fourth and final Professional Experience (PE4) 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 their practice ahead of the transition into future roles as a professional. Building upon previous Professional Experience placements, PE4 initially involves active observation and participation (Week 1) then focuses on pre-service teachers taking increased responsibility for teaching and learning activities (weeks 2-5). 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. PE4 is conducted over five weeks (25 days) on a full-time basis, and consists of two phases as follows:

- **Phase 1** – Observation/Shared Teaching Phase: involves placement over a block of 1 week (5 days), and 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** – Following a break of several weeks to focus on coursework, the Block Teaching Phase involves placement over 4 consecutive weeks (20 days) and 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 PE4, 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.

Week 1: Observation/Shared Teaching Phase

- 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, develop draft plans which identify goals, specific learning needs, broad learning outcomes, possible assessment strategies and resources and other particular preparation areas for planning classroom organisation and the support of student behavior during weeks 2 to 5.

Block Teaching Phase

Week 2	Weeks 3-5
<p><i>Continue as per Week 1 and in addition:</i></p> <ul style="list-style-type: none"> • Plan implement and manage between three whole teaching days 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 Teaching Phase to the supervising teacher for review, discussion and final approval by the Friday of Week 2. These plans should be detailed and record specific, clear directions for the teaching/learning process. <p>Supervising teacher: Complete and submit the Interim Report Form to the PE Office at the completion of Week 2.</p>	<ul style="list-style-type: none"> • Plan, implement, manage and evaluate four whole teaching days per week, or equivalent to 80% load for a teacher within the specific school context, with decreasing levels of direct support/intervention from the supervising teacher. • Undertake written formative and summative assessment (as appropriate) of student learning/progress. • Reflect upon and review as necessary, your 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). <p>Final week: Plan opportunity for collegial conversations and reflections with a focus on:</p> <ul style="list-style-type: none"> • 'Handover' of documentation and responsibilities • Reflection on developing practices • assessment of impact on students' learning and development • Celebration and closure <p>Supervising teacher: Complete and submit the Assessment Report Form to the PE Office at the completion of Week 5.</p>

Documentation:

Throughout PE4, 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. Aside from any coursework requirements communicated by their lecturers, pre-service teachers are not required to submit planning to the University. During PE4, 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.

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 final 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 final Assessment Report includes developmental indicators designed to assist pre-service teachers and supervising teachers understand the desired levels of achievement for a PE4 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

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:

http://www.utas.edu.au/_data/assets/pdf_file/0010/985510/Cautionary-Advice-Notification.pdf

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