

Bachelor of Education (Applied Learning) EAL211/204
Professional Experience 2
A Guide to Expectations

Pre-service teachers undertaking their second Professional Experience (PE2) in the Bachelor of Education (Applied Learning) will focus on inclusive practices. PE2 primarily involves exploring learning and teaching strategies used by educational practitioners as they provide inclusive and supportive learning environments that suit the diverse needs of students. PE2 is conducted over the course of 20 days, on a full-time basis.

What to do in the first five days
<ul style="list-style-type: none"> • Review the Professional Experience 2 report with your Supervising Teacher. • Review legal and ethical documentation relevant to teaching duties. • Undertake <i>active observation</i> of inclusive teaching strategies, lesson planning, and the students within the classroom or learning space. • In consultation with your Supervising Teacher, develop and reflect on a class data profile to inform your observations and support inclusive lesson planning. • Plan, implement and evaluate at least one learning activity for an individual student, and/or a group of students. • Take responsibility for delivering instructions to the whole group on at least two occasions. • Under the Supervising Teacher's guidance, review and implement the school's positive behaviour support strategies. • Plan several whole class lessons in consultation with your Supervising Teacher for implementation during days 6-10 of the placement (at least one lesson per day).
What to do during days 6-10
<p>Continue as for days 1-5, plus:</p> <ul style="list-style-type: none"> • Daily, and in consultation with your Supervising Teacher, plan, implement and evaluate learning sequences/activities (30 minutes each) for a group of students or the whole class. • In collaboration with your Supervising Teacher, evaluate own teaching and reflect on areas for further learning. • Continue formal observation of your Supervising Teacher, focusing on inclusive teaching strategies and engagement. • Undertake focused discussions on and/or engage in opportunities relating to: <ul style="list-style-type: none"> ○ Own and Supervising Teachers approach to meeting the diverse needs of students; ○ Feedback; ○ Assessment; ○ Consideration of student learning needs; ○ Own professional learning needs and goals. <p><i>The pre-service teacher is working towards teaching responsibilities equivalent to 1 day per week (20%) of a full-time teacher's load.</i></p> <p>Supervising Teacher: Complete the PE1 Final Report at the end of the 10 days.</p>
What to do on days 11-20
<p>Continue as for days 1-10, plus:</p>

- Plan, implement and evaluate whole class teaching at least one whole day per week, with decreasing levels of supervision from Supervising Teacher.
- Implement planned assessments, ensuring that students can appreciate the purpose, structure, and benefits of these to their learning.
- Plan for and reflect on strategies that meet the diverse learning needs of students.
- Discuss impact of inclusive teaching strategies with Supervising Teacher.
- Identify variations between planned and delivered lessons in your own and your Supervising Teacher's activities, the factors impacting on those changes, and reflect on the implications for your own practice.

The pre-service teacher is working towards teaching responsibilities equivalent to 2 days per week (40%) of a full-time teacher's load.

Supervising Teacher: Complete the PE2 Final Report at the end of the 20 days.

Please note:

- Throughout PE2, pre-service teachers should engage fully in the life of the school, 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, its students and personnel.
- It is expected that both oral and written feedback is provided by the Supervising Teacher, in a way that is agreed upon by the Supervising Teacher and pre-service teacher.
- The Supervising Teacher 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 Teacher/school. The University does not require the use of a specific template for planning or reflection.
- 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, 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 PE2, 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 assessment of the pre-service teacher. In addition, pre-service teachers are expected to maintain a resource file including school policies and learning resources. 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 Teacher, 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 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

Assessment

Pre-service teachers will be assessed against focus areas of the Australian Professional Standards for Teachers. The descriptors in the PE1 final report are reflective of the desired levels of achievement for a PE1 placement; we do not expect a pre-service teacher to perform at the 'Graduate Level' at this stage of their program. The PE1 Final Report is included in the documentation pack that is emailed to the school 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 Teacher 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 interim and final report to the Education Professional Experience MyLO site (our learning management system). The Supervising Teacher, school, and pre-service teacher should keep a copy of the reports for their own records.

Course Structure

For more information on the Master of Teaching (Primary and Secondary) study pathways, see: https://courses.its.utas.edu.au/_data/assets/pdf_file/0018/233325/E7G-Master-of-Teaching-2022.pdf

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 Teacher 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 Teacher 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>