

Bachelor of Education (Early Childhood) ESH307

Professional Experience 3

A Guide to Expectations

Professional Experience 3 in the Bachelor of Education (Early Childhood) course provides pre-service teachers with the opportunity to increase their familiarity with early childhood contexts, and to further develop their understanding of teaching practice. PE3 involves active observation and increased engagement in teaching and learning activities, building upon pre-service teachers' previous Professional Experience placements.

PE3 is conducted over the course of six consecutive weeks (30 days) on a full-time basis. There is an expectation that by the end of PE3, pre-service teachers will demonstrate the capacity to assume responsibility for approximately 75% of a full-time teaching load across English, Mathematics and ICT learning areas.

Kindergarten placement: Pre-service teachers undertaking a Kindergarten placement in a school that is approx. 15 – 18 hours per week or the equivalent of 3 days may spend one day in a Preparatory classroom, the remaining day may be used for the purpose of planning, or undertaking duties associated with the kindergarten teacher role (i.e., *Launching into Learning* etc).

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 Teacher prior to implementation; (3) evaluate student learning; (4) reflect on their own teaching; and participate in professional and extracurricular activities consistent with the expectations of teaching staff within the school community of the PE3 placement.

What to do in the first five days

- Prior to commencing their PE3 pre-service teachers are to identify and discuss with their Supervising Teacher a learning sequence for development on days 11-15. This sequence must have an English and mathematics focus, relevant to the group of learners' emerging skills, with ICT incorporated into the teaching.
- Review the Professional Experience 3 Final Report with your Supervising Teacher.
- Review legal and ethical documentation relevant to teaching duties.
- Undertake *active observation* of inclusive teaching strategies, lesson planning, and the students within the classroom or learning space and assist with tasks (e.g., collect, set up and assist in the maintenance and packing away of equipment, distribute work, assist with marking, and provide feedback for students).
- Source the School policies directly relating to best practices, classroom management policy, and Workplace Health and Safety Standards.
- Source other policies, procedures and guidelines relevant to your placement.
- Develop and sustain positive relationships with all students, relevant staff and families.
- Maintain a professional planning file, which includes:
 - *Your observations, planning and evaluations*
 - *Copies of relevant School policies, University PE3 Interim and Final Reports, and University PE Guidelines*
 - *A section for resources i.e., recipes, games, nursery rhymes and songs*
 - *Reflections – at least half a page each day of the placement*
 - *Assist with daily tasks (e.g., setting up/packing up activities/experiences).*

- Complete two daily whole group and two small group observations which document teaching and learning within the classroom. These observations should be used in conversation with your Supervising Teacher.
- Take responsibility for a daily routine (such as roll call, monitor duties, etc.)
- Observe and become familiar with the school's behaviour management plan.
- Observe and become familiar with student support and services within the wider school community (i.e., school psychologist, chaplain, literacy support, etc).
- Actively participate in any professional learning opportunities offered.
- Begin to compile a resource portfolio.
- Mid-week, in collaboration with your Supervising Teacher plan, implement and evaluate at least two small group experiences/lessons each day.
- Discuss teaching tasks to be undertaken during Days 11-15 with the Supervising Teacher, regarding planning for the teaching/learning process.

What to do during days 6-10

Continue as for days 1-5, plus:

- Each day, plan, implement and evaluate at least one whole class lesson/experience (1 per day) of 20-30 minutes duration.
- Submit detailed *draft* plans for the teaching tasks to be undertaken during Week 3 to the Supervising Teacher for review, discussion and final approval. These plans should be detailed and record specific, outcomes, clear directions for the teaching/learning and assessment processes with an English, mathematics and ICT focus.
- Incorporate consideration of the needs of a range of students, including those with disabilities, into all planning.
- Under the direction of the Supervising Teacher, implement the school's behaviour support plan for all students in the class.
- Submit detailed plans for the teaching tasks to be undertaken during days 11-15 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 the first 10 days for submission.

What to do during days 11-15

Continue as for days 6-10, plus:

- As previously discussed and approved by the Supervising Teacher on days 1- 10, implement and evaluate a sequence of whole-class lesson/experience sequence in English, Mathematics and ICT including formal assessment and documentation of student's work/progress.
- Plan, explicitly teach and evaluate at least one whole-class lesson/experience each day.
- Plan, implement, manage and evaluate at least one block of whole-class teaching time (which may include the whole-class lesson mentioned above).
- Implement the school's positive behaviour plan for all students in the class

Working towards teaching responsibilities equivalent to 1 day per week (20%) of a full-time teacher's load.

What to do during days 16-20

Continue as for days 11-15, plus

- Reflect on and evaluate plans implemented to date.
- Reflect upon and review as necessary, the implementation of the school's behaviour support plan.
- Identify goals, specific learning needs and other particular preparation areas for planning for teaching, classroom organisation and the support of student behaviour during days 21-25.

Working towards teaching responsibilities equivalent to 2 days per week (40%) of a full-time teacher's load.

What to do during days 21-25

Continue as for days 16-20, plus:

- Identify goals, specific learning needs and other particular preparation areas for planning for teaching, classroom organisation and the support of student behaviour during days 26-30.

Working towards teaching responsibilities equivalent to 3 days per week (60%) of a full-time teacher's load.

What to do during days 26-30

Continue as for days 21-25, plus:

- Plan, implement, manage, evaluate and assess at least one whole teaching day, ensuring that learning experiences are provided in at least four of the key learning areas.

Final week:

Plan opportunities for collegial conversations and reflections with a focus on;

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

Assuming teaching responsibilities equivalent to 4 days per week (80%) of a full-time teacher's load.

Supervising Teacher: Complete and provide the Final Assessment Report Form to the pre-service teacher at the completion of Day 30 for submission.

Please note:

- Throughout PE3, 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 of Tasmania 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 the placement, pre-service teachers are required to maintain a professional file, which should include:

- school policies documents (as permitted by the school);
- 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 Teacher 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 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 PE3 final report are reflective of the desired levels of achievement for a PE3 placement; we do not expect a pre-service teacher to perform at the 'Graduate Level' at this stage of their program. The PE3 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 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 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>