



Bachelor of Education (Early Childhood) ESH308

Professional Experience 4

A Guide to Expectations

The final Professional Experience (PE4) 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. PE4 involves active observation and increased engagement in teaching and learning activities, building upon pre-service teachers' previous Professional Experience placements. PE4 is the final placement. Evidence to support the completion of the Graduate Teacher Performance Assessment (GTPA) will be gathered during this placement.

PE4 is conducted over the course of 35 days on a full-time basis and consists of two phases. There is an expectation that by the end of PE4, pre-service teachers should demonstrate the capacity to assume responsibility for approximately 80% of a full-time independent teaching load across all key learning areas.

Phase 1 – Observation/Shared Teaching Phase: This phase is the first three weeks (15 days) of the placement period 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 responsibilities under the direction of the Supervising Teacher.

Phase 2 – The Block Teaching Phase: This phase is conducted over the remaining four weeks (20 days) of the placement period. It is designed to allow pre-service teachers to build towards responsibility for teaching (i.e., planning, teaching, assessing and reporting, reflecting and appraising impact) equivalent to an 80% teaching load across the full range of key learning areas.

Throughout their placement students 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 PE4 placement.

What to do in the first five days

- Review the Professional Experience 4 Final Report with your Supervising Teacher.
- Discuss the requirements of the Graduate Teacher Performance Assessment (GTPA) that is completed during PE4. Refer to the MyLO Unit EDU306 for all relevant instruction and resources to be shared with the Supervising Teacher.
- Review legal and ethical documentation relevant to teaching duties.
- Source the School policies directly relating to best practices, classroom management policy, and Workplace Health and Safety Standards.
- Develop and sustain positive relationships with all students, relevant staff and families.
- 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).

- In discussion with the Supervising Teacher 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.
- Take responsibility for a daily routine (such as roll call, lunch orders, etc).
- Actively participate in any professional learning opportunities offered.
- In consultation with the Supervising Teacher, develop draft lesson plans which identify goals, specific learning needs, broad learning outcomes, possible assessment strategies and resources and other particular preparation areas for planning classroom organization and the support of student behaviour during days 6-10.
- 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.
- Observe and become familiar with the teacher's weekly routines (i.e., specialist timetables, events, support learning/teaching staff etc).
- Observe and become familiar with student support and services within the wider school community (i.e., school psychologist, chaplain, etc).
- In collaboration with your Supervising Teacher plan, implement, and evaluate at least one learning activity for an individual student.

What to do during days 6-10

Continue as for days 1-5, plus:

- In consultation with the Supervising Teacher, plan, implement, and evaluate at least two small group experiences/lessons each day.
- In consultation with the Supervising Teacher, develop draft lesson 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 behaviour during days 11-15.
- 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.
- 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.

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:

- Plan, implement, evaluate, and manage up to three whole teaching days, with reduced levels of direct supervision from the Supervising Teacher.
- Identify goals, specific learning needs and other particular preparation areas for planning, classroom organisation and the support of student behaviour during days 16-35.
- Prior to delivery submit *draft plans* for the teaching tasks to be undertaken to the Supervising Teacher for review, discussion and approval. These plans should be detailed and record specific outcomes, clear directions for the teaching/learning and assessment processes

relative to all key learning areas.

- Reflect upon and review, as necessary, your implementation of the school's behaviour support plan.
- 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).

What to do during days 16-20

Continue as for days 11-15, plus

- Implement strategies previously developed to meet goals, specific learning needs and other particular preparation areas for planning for teaching, classroom organisation and the support of student behaviour during days 16-35.
- Submit detailed *draft* plans for the teaching tasks 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 outcomes, clear directions for the teaching/learning process and assessment processes relative to all key learning areas.
- Plan, implement, manage, and evaluate at least three whole teaching days, or equivalent, with decreasing levels of direct supervision from the Supervising Teacher.
- Ensure that regular discussion and/or feedback opportunities about your progress in all aspects of the PE expectations are created with the Supervising Teacher (at least every other day).
- 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.

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

What to do during days 21-25

Continue as for days 16-20 (same), plus:

- Implement strategies previously developed to meet goals, specific learning needs and other particular preparation areas for planning for teaching, classroom organisation and the support of student behaviour during days 16-35.
- Submit detailed *draft* plans for the teaching tasks 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 outcomes, clear directions for the teaching/learning process and assessment processes relative to all key learning areas.
- Plan, implement, manage, and evaluate at least three whole teaching days, or equivalent, with decreasing levels of direct supervision from the Supervising Teacher.
- Ensure that regular discussion and/or feedback opportunities about your progress in all aspects of the PE expectations are created with the Supervising Teacher (at least every other day).
- 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. ***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, and evaluate up to at least four whole teaching days per week, with decreasing levels of direct supervision 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.
- Maintain detailed observation, planning, reflection, resource and policy files as detailed above in the placement expectations.
- Ensure that regular discussion and/or feedback opportunities about your progress in all aspects of the PE expectations are created with the Supervising Teacher (at least every other day).

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

What to do during days 30-35

Continue as for days 26-30 (same), plus:

- Plan, implement, manage, and evaluate up to at least four whole teaching days per week, with decreasing levels of direct supervision 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.
- Maintain detailed observation, planning, reflection, resource and policy files as detailed above in the placement expectations.
- Ensure that regular discussion and/or feedback opportunities about your progress in all aspects of the PE expectations are created with the Supervising Teacher (at least every other day).

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

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.

Working towards 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 35 for submission.

Please note:

- Throughout PE4, 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.
- 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.

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 PE4 final report are reflective of the desired levels of achievement for a PE4 placement. The PE4 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>