Professional Experience 4 (5 – 8 years)
Bachelor of Education (Early Childhood)

Professional Experience 4 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 Phase 2 of this placement.

PE4 is conducted over the course of seven consecutive weeks (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 – Orientation/Observation/Collaborative teaching** involves a full-time continuous two-week block (10 day). This phase is designed to allow the pre-service teacher to orientate themselves to the overall operation of the class and school.

- **Phase 2 – Collaborative/Independent Block Teaching Phase** also full-time involves five consecutive weeks (25 days) and is designed to allow the pre-service teacher to be actively involved in class operation by undertaking increased teaching responsibilities (i.e., planning, implementing, managing and evaluating). Towards the end of Phase 2 independent teaching is equivalent to an 80% teaching load across the full range of key learning areas.

Throughout the placement pre-service teachers are required to maintain a professional file, which must include planning; policy documents; resources for teaching and learning; and reflection on their own teaching and learning.
EXPECTATIONS FOR PLACEMENT

- Complete the PE4 MyLO module, which is a requirement for your placement preparation
- 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.
  - Copy of relevant School policies, University PE4 Interim and Final Reports, and University PE Guidelines
  - A section for resources i.e., recipes, games, nursery rhymes and songs.
- Prior to delivery, all planning must be shared with your supervising teacher for feedback at least one day before implementation and approved.
- 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).
- Pre-service teachers will not be able to proceed to Phase 2 until their detailed plans have been approved by the supervising teacher.

PHASE 1 - ORIENTATION/OBSERVATION/COLLABORATIVE TEACHING

Weeks 1 and 2
- This phase involves a two-week continuous full-time placement (10 days in total).
- Phase 1 must be successfully completed prior to commencing Phase 2.
- Delays in undertaking Phase 1 may jeopardise confirmation of degree for potential graduates.

Week 1
_in addition to the above expectations for placement and in consultation with your supervising teacher:_

- 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 teacher/school’s behaviour support plan.
- 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.

Week 2
- Continue with week 1 and
- In collaboration with your supervising teacher plan, implement, and evaluate at least two small group experiences/lessons each day.
- END OF Week 2 Provide your supervising teacher with a copy of the Interim report ready for completion and submission to the University by Friday
**PHASE 2 – Collaborative/Independent Block Teaching Phase**

**Week 3**

*In addition to the expectations for placement and in consultation with your supervising teacher:*

- 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 weeks 4-7.
- 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.

<table>
<thead>
<tr>
<th>Weeks 4 and 5 Independent teaching</th>
<th>Weeks 6 and 7 Independent teaching</th>
</tr>
</thead>
</table>
| • 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 weeks 6 and 7.  
• Continue to refine planning for each week.  
• Maintain detailed observation, planning, reflection, resource and policy files as detailed above in the placement expectations.  
• 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).  
*Working towards teaching equivalent of 3-4 days per week.* | • 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.  
• Continue to refine planning for each week.  
• 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).  
• **END OF Week 7** Provide your supervising teacher with a copy of the Final report ready for completion and submission to the University by Friday.  
*Working towards teaching equivalent of 4 – 5 days per week.* |
Please note:
- Throughout PE4, pre-service teachers should undertake extracurricular activities pertinent to the class group and school including where appropriate attendance at staff meetings and professional development workshops, etc.
- Pre-service teachers must ensure confidentiality regarding information about the school, its students, families and staff.
- Supervising teachers maintain full responsibility for the class group at all times and should not leave the pre-service teacher unattended 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 complete each of the tasks listed above at a mutually convenient time within the seven-week placement.
- Absences due to illness, or public holidays must be completed to ensure the full 35-day placement requirement is met.

Documentation:
Throughout PE4 pre-service teachers are expected to maintain a comprehensive professional planning file. This document should provide a foundation for routine discussions with the supervising teacher and for assessment of the pre-service teacher’s placement. The file will be viewed if/when placement visits are conducted by University staff or a representative.

Pre-service teachers are not required to submit these files to the University.

Assessment:
- In accordance with national accreditation requirements, documentation must be assessed by the supervising teacher.
- Pre-service teachers will be assessed against selected focus areas within the Australian Teaching standards.
- A copy of the assessment report (inclusive of developmental indicators designed to assist pre-service teacher and supervising teacher to understand the desired levels of achievement for a PE4 placement) is included in the documentation provided to the school.

**IMPORTANT:** 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 cannot be met, it is critical that the Cautionary Advice Notice (CAN) form be completed in collaboration with the above parties.

**Completed CAN Forms** must be emailed to the Professional Experience Coordinator (contact details see below) as soon as possible within the placement. Doing so will ensure that appropriate support is provided by School of Education staff for both the pre-service teacher and supervising teacher.
Returning Assessment Reports to the University:
- Please email the Interim and Final assessment reports to the University, Professional.Experience@educ.utas.edu.au
- A copy of each report should remain at the School, and
- One copy should be provided to the pre-service teacher

Contacts:
If you require any further assistance, please do not hesitate to contact one of the following staff.

<table>
<thead>
<tr>
<th>Designation/Campus</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>For General Enquiries: Professional Experience Office</td>
<td>Ph: (03) 6324 3794 <a href="mailto:Professional.Experience@educ.utas.edu.au">Professional.Experience@educ.utas.edu.au</a></td>
</tr>
<tr>
<td>Coordinator, Professional Experience</td>
<td>Kate Garratt <a href="mailto:Kate.Garratt@utas.edu.au">Kate.Garratt@utas.edu.au</a> Ph: (03) 6324 3386</td>
</tr>
<tr>
<td>Professional Experience Leader, Early Childhood</td>
<td>Helen Yost <a href="mailto:Helen.Yost@utas.edu.au">Helen.Yost@utas.edu.au</a> Ph: (03) 6324 3283</td>
</tr>
</tbody>
</table>
### Key Terms:

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-service teacher</td>
<td>A current student of University of Tasmania undertaking study through the School of Education.</td>
</tr>
<tr>
<td>Supervising Teacher</td>
<td>Classroom teacher who is responsible for mentoring and supporting the pre-service teacher throughout the duration of the PE placement.</td>
</tr>
<tr>
<td>School-based Placement Coordinator</td>
<td>An employee of the school who oversees the organisation and implementation of PE placements within that context.</td>
</tr>
<tr>
<td>University Mentor Representative</td>
<td>A member of the School of Education academic staff who provides assistance, advice and support to both the pre-service teacher and relevant School staff.</td>
</tr>
<tr>
<td>Professional Experience Leader</td>
<td>A member of the School of Education academic staff who is responsible for overseeing PE placements in their relevant area, and providing support as required.</td>
</tr>
<tr>
<td>Professional Experience Coordinator</td>
<td>A member of the School of Education professional staff who oversees the organisation and daily running of the professional experience office.</td>
</tr>
<tr>
<td>Active observation</td>
<td>Active observation during PE is more than viewing what happens on a daily basis (though that is important). Active observations include note taking, reflecting, using initiative, interacting, questioning, communicating, assisting the supervising teacher, and requesting feedback and responding to same.</td>
</tr>
</tbody>
</table>
| Professional Planning File | This file should contain written planning documents prepared by the pre-service teacher. It should also include evaluations of experiences/activities that have been implemented. Planning proformas/examples gathered during the PE placement should also be added to the file. This file should contain:  
- Written planning documents prepared by the pre-service teacher. It should also include evaluations of experiences/activities that have been implemented. Planning proformas/examples gathered during the PE placement should also be added to the file.  
- Extensive daily observation notes to be used as the basis of routine discussions between the pre-service teacher and relevant School staff.  
- Daily, in-depth reflections written by the pre-service teacher in relation to what s/he has observed and/or any teaching experiences implemented by the pre-service teacher during the PE placement – reflections are also used as a basis for routine discussion with the relevant School staff.  
- Copies of School policy documents and additional resources gathered by the pre-service teacher during the PE placement. Policy documents should be read and discussed with the supervising teacher early on in the PE placement. |
| CAN Form | If during the PE placement there are concerns about the pre-service teacher’s ability to successfully complete the placement, then the supervising teacher needs to advise the pre-service teacher, the School Principal, and the University Professional Experience Leader/University Mentor of the situation using the CAN Form. |
| Leave of Absence | If during the PE placement the pre-service teacher requires leave of absence from placement then the Leave of Absence /Negotiated days Form must be completed and returned to the PE office. |