

Bachelor of Education (Applied Learning) EAL302/304
Professional Experience 3:
A Guide to Expectations

Preservice teachers undertaking their third Professional Experience (PE3) in the Bachelor of Education (Applied Learning) will focus on the embedding of literacy and numeracy in their everyday teaching practices. Students will develop, implement and evaluate teaching and learning strategies that are designed to support literacy and numeracy. PE3 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 3 report with your supervising teacher. • Review legal and ethical documentation relevant to teacher duties. • Undertake <i>active observation</i> of teaching strategies (including the embedding of literacy and numeracy), 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 lesson planning. • Plan, implement and evaluate learning activities for individual students, a group of students, and the whole class. • Deliver instructions to the whole group. • Under the supervising teacher’s guidance, review and implement the school’s positive behaviour support strategies. • Plan whole class lessons in consultation with your supervising teacher for implementation during days 6-10 of the placement.
What to do in days 6-10
<p>Continue as for days 1-5, plus:</p> <ul style="list-style-type: none"> • Work toward responsibility equivalent to a 0.4 FTE teaching load. • Daily, and in consultation with your supervising teacher, plan, implement and evaluate group/whole class learning sequences/activities. • 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 literacy, numeracy, and engagement strategies. • Undertake focused discussions on and/or engage in opportunities relating to: <ul style="list-style-type: none"> ○ Own and supervising teachers approach to embedding literacy and numeracy; ○ Feedback; ○ Assessment; ○ Consideration of student learning needs; ○ Own professional learning needs and goals.

Supervising teacher: Complete the Interim Report after 10 days.

What to do in days 11-20

Continue as for days 1-10, plus:

- Work toward responsibility equivalent to a 0.6 FTE teaching load.
- Plan, implement and evaluate whole class teaching at least two whole days per week, with decreasing levels of supervision from supervising teacher.
- Plan for and reflect on, strategies that meet the literacy and numeracy learning needs of students.
- Implement planned assessments, ensuring that students can appreciate the purpose, structure and benefits of these to their learning.
- Discuss impact of 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.
- Conduct a student survey of your practice. Reflect on and discuss implications for your own pedagogy with your supervising teacher. Share improvements to your teaching with students.

Supervising teacher: Complete the PE3 Final Report at the end of the 20 days.

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 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 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.

Documentation

Throughout PE3, 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. Pre-service teachers are not required to submit 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 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: https://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. 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 Applied Learning study pathways, see: https://courses.its.utas.edu.au/_data/assets/pdf_file/0015/233610/2022-43F-Bachelor-of-Education-Applied-Learning-Course-Planner.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>