

Bachelor of Education (Applied Learning) EDU306/EAL305
Professional Experience 4
A Guide to Expectations

Professional Experience four (PE4) occurs in the final year of the Bachelor of Education (Applied Learning). In this final placement, students will demonstrate their attainment of the Australian Professional Standards for Teachers at the Graduate level. PE4 is conducted over the course of 30 days, on a full-time basis

What to do in the first five days
<ul style="list-style-type: none"> • 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 teacher duties. • Undertake <i>active observation</i> of 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 lesson planning. • Plan, implement and evaluate learning activities for individual students, a group of students, and the whole class. • Review and implement the school's positive behaviour support strategies. • Plan whole class lessons.
What to do during days 6-15
<p>Continue as for days 1-5, plus:</p> <ul style="list-style-type: none"> • Plan, implement and evaluate whole class teaching at least three whole days per week, with decreasing levels of supervision from Supervising Teacher. • 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. • Undertake focused discussions on and/or engage in opportunities relating to: <ul style="list-style-type: none"> ○ Feedback; ○ Assessment (formative and summative); ○ Consideration of student learning needs; ○ Behaviour management; ○ Own professional learning needs and goals. <p>Supervising Teacher: Complete and provide the Interim Report Form to the pre-service teacher at the completion of the first 15 days for submission.</p> <p><i>The pre-service teacher is working towards teaching responsibilities equivalent to 2 days per week (40%) of a full-time teacher's load.</i></p>
What to do during days 16-30
<p>Continue as for days 6-15, plus:</p>

- Plan, implement and evaluate whole class teaching at least five whole days per week, with decreasing levels of supervision from Supervising Teacher.
- Plan for and reflect on, strategies that meet the learning needs of students.
- Implement planned assessments, ensuring that students can appreciate the purpose, structure and benefits of these to their learning.
- Discuss the 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 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.

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.

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

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

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 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 PE4, pre-service teachers are expected to maintain a comprehensive observation file and a reflection journal in a format that best meets their individual needs. They are to collect data and evidence (deidentified) for inclusion in their GTPA submission. 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. The maintenance and use of these files are assessed by the Supervising Teacher. Aside from any coursework requirements communicated by their lecturers, pre-service teachers are not required to submit lesson planning to the University. During the final placement, it is expected that both oral and written feedback is provided by the Supervising Teacher. Files and documentation may be viewed if/when practicum visits are conducted by the university mentor. 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, noting that University mentors only conduct school visits during PE4 when requested to do so by the Supervising Teacher or pre-service teacher.

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 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>