

Bachelor of Education EPR100/ESH113
Professional Experience 1
A Guide to Expectations

The first Professional Experience (PE1) in the Bachelor of Education course provides students ('pre-service teachers') with the opportunity to gain familiarity with life as an educator and begin developing their understanding of teaching practice in relation to the Australian Standards. PE1 begins with active observation. In discussion with the Supervising Teacher(s), pre-service teachers will gradually increase their engagement in teaching and learning activities as trust, confidence, and capacity develops through exposure to new opportunities. From interactions with individual students and small groups, the pre-service teacher should gain experience in whole-class instruction by the end of the placement.

PE1 provides a reference point for future coursework and preparation for subsequent Professional Experience placements where pre-service teachers will assume greater responsibility for the learning environment and teach learning sequences or units of work. There is an expectation that by the end of PE1, students should demonstrate the capacity to assume responsibility for approximately 30% of a full-time teaching load in the specific context. In most cases, PE1 is conducted over the course of 4 weeks (20 days) on a full-time basis.

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 (5) participate in professional and extracurricular activities consistent with the expectations of teaching staff within the school community of the PE1 placement.

What to do in the first five days

- Undertake *active observation* of teaching and learning practices, 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).
- Build rapport with students through offering assistance to individuals and small groups under the direction of the Supervising Teacher.
- Arrange regular meetings with the Supervising Teacher and take initiative in asking questions to gain a deeper understanding of the 'why' as well as the 'what' of learning and teaching modelled by the Supervising Teacher.
- Under the Supervising Teacher's guidance, observe the school's positive behaviour support strategies.
- Take responsibility for a daily routine, such as roll call, monitor duties etc.
- Actively participate in any professional learning opportunities offered including staff meetings.
- Reflect, in writing, on the day's activities and what has been learnt about teaching
- Begin to compile a resource portfolio.
- Observe and become familiar with student support and services within the wider school community (ie.g., administrative staff, school psychologist, chaplain, literacy support, etc.)

What to do during days 6-10

Continue as for days 1-5, plus:

- Discuss teaching tasks to be undertaken during days 11-15 with the Supervising Teacher.
- Under the Supervising Teacher's guidance, implement the school's positive behaviour support strategies.
- Plan, explicitly teach, and evaluate at least three small group lessons/experiences in consultation with your Supervising Teacher.
- Undertake focused discussions addressing the Supervising Teacher's approach and plan for the differentiation that is designed to meet the diverse needs of students.

The pre-service teacher is working towards teaching responsibilities equivalent to 0.5 days per week (10%) of a full-time teacher's load

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, explicitly teach and evaluate at least three whole class lessons/experiences of 20-30 minutes duration.
- Submit detailed plans for the teaching tasks to be undertaken during days 16-20 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

The pre-service teacher is 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:

- Plan, implement and evaluate at least one whole class lesson/block or learning experience each day.
- 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.

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.

The pre-service teacher is working towards teaching responsibilities equivalent to 1.5 days per week (30%) of a full-time teacher's load.

Supervising Teacher: Complete and provide the Assessment Report Form to the pre-service teacher at the completion of 20 days for submission.

Please note:

- Throughout PE1, 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.
- 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.
- 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 PE1, 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 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 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 PE1 final report are reflective of the desired levels of achievement for a PE1 placement; we do not expect a pre-service teacher to perform at the 'Graduate Level' at this stage

of their program. The PE1 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 Initial Teacher Education study pathways, see:

Master of Teaching (Primary and secondary):

https://courses.its.utas.edu.au/data/assets/pdf_file/0018/233325/E7G-Master-of-Teaching-2022.pdf

Bachelor of Education (Primary):

<https://www.utas.edu.au/courses/cale/courses/43b-bachelor-of-education-primary>

Bachelor of Education (Early Childhood):

<https://www.utas.edu.au/education/professional-experience/course-specific-information/bachelor-of-education-early-childhood>

Bachelor of Education (Health and Physical Education):

<https://www.utas.edu.au/courses/cale/courses/43j-bachelor-of-education-health-and-physical-education>

Bachelor of Education (Science and Maths), see: <https://www.utas.edu.au/courses/cale/courses/43m-bachelor-of-education-science-and-mathematics>

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>