



Master of Teaching EMT614 (Primary)/624 (Secondary) Professional Experience 3 *A Guide to Expectations*

The final Professional Experience (PE3) placement in the Master of Teaching course provides pre-service teachers with the opportunity to increase their confidence within the school context, and to consolidate their developing practice ahead of the transition into future roles as a professional. Building upon previous Professional Experience placements, the final placement initially involves active observation and participation (first five days) then focuses on pre-service teachers taking increased responsibility for teaching and learning activities (days 6-25). As the final placement for this initial teacher education course, successful pre-service teachers will demonstrate that they meet all the Australian Professional Standards for Teachers at the Graduate level. The final placement is conducted over five weeks (25 days) on a full-time basis, and consists of two phases:

Phase 1 – Observation/Shared Teaching Phase: This initial phase is the first week (5 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 teaching 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 and is designed to allow pre-service teachers to take responsibility for learning and teaching activities (i.e., planning, implementing, managing and evaluating) equivalent to 80% of a full-time teaching load.

What to do in the first five days

- Discuss the requirements of the Graduate Teacher Performance Assessment (GTPA) that is completed during PE3. Refer to the MyLO Unit EMT607 for all relevant instruction and resources to be shared with the Supervising Teacher.
- Actively observe, reflect on, and discuss all aspects of teaching and learning within the classroom.
- 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. Plan, implement and evaluate a learning experience for individual students and for a group of students (if appropriate).
- Take responsibility for a daily routine (such as roll call, lunch orders, etc.).
- Assist with classroom tasks (e.g., collect resources, distribute work, assist with marking, provide feedback for students).
- Implement the school's positive behaviour support strategies.
- Plan, implement and evaluate at least one learning activity for an individual student or a small group of students.
- Assist a small group of students to complete a classroom display (if appropriate).
- 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 6-25.

<p><i>The pre-service teacher is working towards teaching responsibilities equivalent to 1 day per week (20%) of a full-time teacher's load.</i></p>
<p>What to do during days 6-10</p>
<p>Continue as for days 1-5, plus</p> <ul style="list-style-type: none"> Plan implement and manage between three whole teaching days with decreasing levels of direct supervision from the Supervising Teacher, including some formative assessment of student learning/progress. Submit detailed lesson plans to be undertaken during the remaining weeks of the Teaching Phase to the Supervising Teacher for review, discussion and final approval by the Friday of Week 2 (Day 10). These lesson 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. <p>Supervising Teacher: Complete and provide the Interim Report Form to the pre-service teacher at the completion of the first 10 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>
<p>What to do during days 11-25</p>
<p>Continue as for days 6-10, plus</p> <ul style="list-style-type: none"> Reflect upon and review, as necessary, your implementation of the school's behaviour support plan. Undertake written formative and summative assessment (as appropriate) of student learning/progress. Continue to refine lesson planning for each week. Maintain detailed observation, planning, reflection, resource and policy files as detailed below in Documentation. 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 PE3 expectations (at least every other day) and documented for inclusion in the GTPA. <p>Final week:</p> <ul style="list-style-type: none"> 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. <p>Supervising Teacher: Complete and provide the Final Assessment Report Form to the pre-service teacher at the completion of Day 25 for submission.</p> <p><i>Working towards teaching responsibilities equivalent to 4 days per week (80%) of a full-time teacher's load.</i></p>

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 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 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. 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 PE3 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 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 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>

