



Bachelor of Education ESP100 **Professional Experience 1** ***A Guide to Expectations***

The first Professional Experience (PE1) in the Bachelor of Education (Health and Physical Education) is provided to allow pre-service teachers to become familiar with both a school and a swimming pool teaching context. In the school context, students will be involved in both classroom and health and physical education lessons (10 days). In the swimming pool context, students will become familiar with the Tasmanian Swimming and Water Safety Program (10 days).

PE1 primarily involves active shadowing and observation followed by involvement in class routines and small group work over the course of 20 days/four consecutive weeks on a full-time basis. In addition, throughout the placement pre-service teachers are required to maintain professional files, as well as to plan, implement and evaluate student learning (individual and small group) and reflect on their own teaching and learning.

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.

SCHOOL BLOCK What to do in the first five days
• Undertake <i>active observation</i> 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 by 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. • Team teach with the Supervising Teacher, led by Supervising Teacher (no planning required). • Under the Supervising Teacher's guidance, observe the school's positive behaviour support strategies. • Prepare resources for teaching and student learning. • Develop plans for team teaching with the Supervising Teacher, to occur on days 6-10. The Supervising Teacher is to assist with planning and provide feedback. The pre-service teacher is to take the lead role for two individual lessons. • Set up a gymnasium, classroom, or learning space relevant to the learning context.

- Engage in professional dialogue with the Supervising Teacher. Engage in conversation with the school Principal, school support officers, ancillary staff, and other members of the school community about their roles and responsibilities at the school.
- Plan for a small group activity or whole-class warm-up activity to be implemented as appropriate to the specific teaching context. Submit lesson planning to the Supervising Teacher for review and approval. The pre-service teacher is to deliver the activity independently.
- Take responsibility for a daily routine (e.g., student attendance, organisation and set up of equipment, restocking resources).
- 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 (i.e. administrative staff, school psychologist, chaplain, literacy support, etc.)

What to do during days 6-10

Continue as for days 1-5, plus:

- Under the Supervising Teacher's guidance, implement the school's positive behaviour support strategies.
- Begin documenting and collecting a range of pedagogical approaches and strategies for optimising student learning (e.g., group control and management, classroom set-up and positioning, differentiation, time management and time on task).
- Team-teaching with Supervising Teacher, led by the Supervising Teacher (no planning required).
- Team-teaching with the Supervising Teacher, led by the pre-service teacher (planning to be co-dependent).
- The pre-service teacher to take lead role for two individual learning episodes (full lesson or part of a lesson) as part of a learning sequence
- Reflect both through discussion and in writing on the team-teaching activities and what has been learnt about the teaching profession.
- In conjunction with the Supervising Teacher, evaluate the group activity through discussion.
- Conduct a written self-reflection on the delivery of the small group activity and share it with the Supervising Teacher.
- If applicable; observation of two lessons led by specialist teachers (e.g., music, drama). Use of Nudge Sheet provided.
- Allocate time for the pre-service teacher to plan and participate in professional dialogue. Professional planning portfolio, Nudge Sheet, and lesson plan template to be used as mechanisms for dialogue.
- Incorporate assessment of students in dialogue.

Supervising Teacher: Complete and provide the Interim Report Form to the pre-service teacher at the completion of the first 10 days for submission.

AQUATIC BLOCK

What to do in the first five days

- Facilitate and monitor student change room preparation for swimming and water safety. This includes managing student conduct and behaviour, providing a safe and supportive environment, and providing any assistance if required.
- Take responsibility for a daily routine (e.g., student attendance, organisation and set up of equipment, restocking resources or equipment)
- Set up the aquatic learning space relevant to the learning context for specific sessions and groups.
- Demonstrate current professional knowledge and understanding in swim teaching practice.
- Document and collect a range of pedagogical approaches and strategies for optimising student learning within the aquatic environment (e.g., group control and management, pool space set up and positioning, time management and time on task, gaining and maintaining student attention and safety).
- Demonstrate a capacity to develop professional relationships with others in the aquatic setting.
- Demonstrate competence in assessing, planning, and teaching for learning of a range of swimmers
- Demonstrate the ability to plan for, and maintain a safe, inclusive and supportive aquatic learning environment.
- Reflect both through discussion and in writing on the week's activities and what has been learnt about the teaching profession with particular focus on the delivery of small group activities that you are part of and share with the Supervising Teacher.
- In conjunction with the Supervising Teacher, evaluate group activities through discussion.
- Allocate time to plan and participate in a professional dialogue on a range of topics including assessment.
- Professional planning portfolio, and lesson plan template to be used as mechanisms for dialogue.

What to do during days 6-10

Continue as for days 1-5, plus:

- Participate in the assessment of a range of swimmers and associated abilities.
- Demonstrate current professional knowledge and understanding in swim teaching practice.
- Demonstrate a capacity to develop professional relationships with others in the aquatic setting.
- Demonstrate the ability to plan for, and maintain a safe, inclusive, and supportive aquatic learning environment by developing three whole-class activities.
- Demonstrate competence in planning and teaching for a range of swimmers.
- Demonstrate competence in documenting student assessment in swimming and water safety.
- Allocate time to plan and participate in a professional dialogue on a range of topics including assessment.
- Professional planning portfolio, and lesson plan template to be used as mechanisms for dialogue.

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.

Placement Support Request

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 [Placement Support Request](#) (PSR) be completed in collaboration with the above parties, and returned to the Professional Experience Office 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 PSR form is also included in the initial documentation that is emailed to the school.

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>

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>