



Bachelor of Education EPR200/ESP200 Professional Experience 2 *A Guide to Expectations*

The second Professional Experience (PE2) in the Bachelor of Education course provides students with the opportunity to increase their familiarity with the school context, and to further develop their understanding of teaching practice in relation to the Australian Standards. PE2 begins with active observation and is characterised by increasing engagement in teaching and learning activities, building upon students' first Professional Experience placement. There is an expectation that by the end of PE2, students should demonstrate the capacity to assume responsibility for approximately 60% of a full-time teaching load. PE2 is conducted over the course of 6 weeks (30 days) on a full-time basis.

PE2 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. This placement is designed to allow the pre-service teacher to orientate themselves to the overall operation of the school and class. During the initial days, pre-service teachers will be actively involved in the operation of the class undertaking increased teaching responsibilities under the direction of the Supervising Teacher. They then assume greater responsibility for learning and teaching activities (e.g., planning, implementing, managing and evaluating) equivalent to 60% of a full-time teaching load.

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 participate in professional and extracurricular activities consistent with the expectations of teaching staff within the school community of the PE2 placement.

What to do in the first five days

- Review the Professional Experience 2 report with your Supervising Teacher.
- Review legal and ethical documentation relevant to teaching duties.
- Undertake *active observation* of inclusive teaching strategies, lesson planning, 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).
- Take responsibility for a daily routine (e.g., roll call, monitor duties)
- Actively participate in any professional learning opportunities offered.
- Begin to compile a resource portfolio.
- Observe and become familiar with the school's behaviour management plan.
- Observe and become familiar with student support and services within the wider school community (e.g., school psychologist, chaplain, literacy support).
- Plan, explicitly teach, and evaluate at least two small group lessons/experiences each day
- Discuss teaching tasks to be undertaken during Days 11-15 with the Supervising Teacher, regarding planning for the teaching/learning process.

What to do during days 6-10
Continue as for days 1-5, plus: • Plan, explicitly teach and evaluate at least one whole class lesson/experience (1 per day) of 20-30 minutes duration. • Submit detailed plans for the teaching tasks to be undertaken during days 11-15 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. • Incorporate consideration of the needs of a range of students, including those with disabilities, into all planning. • Under the direction of the Supervising Teacher, implement the school's behaviour support plan for all students in the class. Supervising Teacher: Complete and provide the Interim Report to the pre-service teacher at the end of day 10 for submission.
What to do during days 11-15
Continue as for days 6-10, plus: • As previously discussed, and approved by the Supervising Teacher on days 1- 5, implement and evaluate a sequence of whole-class lesson/experience sequences including some formal assessment of student's work/progress. • Plan, explicitly teach and evaluate at least one whole-class lesson/experience each day. • Plan, implement, manage and evaluate at least one block of whole-class teaching time (which may include the whole-class lesson mentioned above). • Implement the school's positive behaviour plan for all students in the class <i>The pre-service teacher is working towards teaching: Primary 3 - 4 hours of instructional load (small group and whole class)</i>
What to do during days 16-20
Continue as for days 11-15, plus • Plan, implement, manage, evaluate and assess at least three blocks of whole-class teaching time. • Reflect on and evaluate plans implemented to date. • Reflect upon and review, as necessary, the implementation of the school's behaviour support plan. • Identify goals, specific learning needs and other preparation areas for planning for teaching, classroom organisation and the support of student behaviour during days 21-25. <i>Working towards teaching 7 - 8.5 hours of instructional load (small group and whole class).</i>

What to do during days 21-25
Continue as for days 16-20, plus: Plan, implement, manage, evaluate and assess at least one whole teaching day, ensuring that learning experiences are provided in at least four of the key learning areas.
What to do during days 26-30
Continue as for days 21-25, plus: - Plan, implement, manage, evaluate and assess at least one whole teaching day, ensuring that learning experiences are provided in at least four of the key learning areas. 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. Working towards teaching 10.5 - 12.5 hours of instructional load (small group and whole class) Supervising Teacher: Complete and provide the fully signed Final Assessment Report to the pre-service teacher at the end of day 30 for submission.

Please note:

- Throughout PE2, 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.
- Instructional loads for ITE students are based on (x)% of a full-time teacher's load: 21 hours/week for primary and 20 hours/week for secondary, per the DECYP Industrial Agreement.

Documentation

Throughout PE2, 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 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 PE2 when requested to do so by the Supervising Teacher or pre-service teacher.

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 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.

Assessment

Pre-service teachers will be assessed against focus areas of the Australian Professional Standards for Teachers. The descriptors in the PE2 final report are reflective of the desired levels of achievement for a PE2 placement; we do not expect a pre-service teacher to perform at the 'Graduate Level' at this stage of their program. The PE2 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:

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>