



Bachelor of Education EPR300/ESP300

Professional Experience 3

A Guide to Expectations

The final Professional Experience (PE3) placement in the Bachelor of Education course provides Pre-Service Teachers with the opportunity to increase their familiarity with the school context and to further develop their understanding of their teaching practice. Building upon previous Professional Experience placements, the final initially involves active observation then focuses on Pre-Service Teachers taking increased responsibility for teaching and learning activities. As the final placement for this initial teacher education course, successful Pre-Service Teachers will demonstrate that they meet the Australian Professional Standards for Teachers at the Graduate level. The final is conducted over six weeks (30 days) on a full-time basis, and consists of two phases as follows:

Phase 1 – Observation/Shared Teaching Phase: This initial phase is the first two weeks (10 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 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. It is designed to allow Pre-Service Teachers to build towards responsibility for teaching (e.g., planning, teaching, assessing and reporting, reflecting and appraising impact) equivalent to an 80% teaching load across the full range of key learning areas.

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 PE3 placement.

What to do in the first five days

- Review the Professional Experience 3 report with your Supervising Teacher.
- Discuss the requirements of the Graduate Teacher Performance Assessment (GTPA) that is completed during PE3. 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 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).
- 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.
- In consultation with the Supervising Teacher, develop draft lesson plans that identify goals, specific learning needs, broad learning outcomes, possible assessment strategies and resources, and other preparation areas for planning classroom organisation and the support of student behaviour during days 6-10.
- Take responsibility for a daily routine (such as roll call, monitor duties, etc.)
- Assist a small group of students to complete a classroom display (if appropriate).
- Actively participate in any professional learning opportunities offered.

What to do during days 6-10

Continue as for days 1-5, plus:

- Plan, implement, and manage between two to three whole teaching days with decreasing levels of direct supervision from the Supervising Teacher and including some formative assessment of student learning/progress.
- In consultation with the Supervising Teacher, develop draft lesson plans that identify goals, specific learning needs, broad learning outcomes, possible assessment strategies and resources, and other preparation areas for planning classroom organisation and the support of student behaviour during days 11-15.
- 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.

The Pre-Service Teacher should be teaching 7 - 12.5 hours of instructional load (small group and whole class).

Supervising Teacher: Complete and provide the Interim Report Form to the Pre-Service Teacher at the end of day 10.

What to do during days 11-15

Continue as for days 6-10, plus:

- Build progressively towards planning, implementing, managing and evaluating four whole teaching days per week, or equivalent to an 80% load for a teacher within the specific school context by the final week, with decreasing levels of direct support/intervention from the supervising teacher.
- Undertake written formative and summative assessment (as appropriate) of student learning/progress.
- Reflect upon and review, as necessary, your implementation of the school's behaviour support plan.
- Continue to refine 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 PE expectations (at least every other day).

The Pre-Service Teacher should be teaching 15 - 17 hours of instructional load (small group and whole class) per week.

What to do during days 16-20

Continue as for days 11-15, plus:

- Build progressively towards planning, implementing, managing and evaluating four whole teaching days per week, or equivalent to an 80% load for a teacher within the specific school context by the final week, with decreasing levels of direct support/intervention from the supervising teacher.
- Undertake written formative and summative assessment (as appropriate) of student learning/progress.
- Reflect upon and review, as necessary, your implementation of the school's behaviour support plan.
- Continue to refine 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 PE expectations (at least every other day).

Maintain teaching 15 - 17 hours of instructional load (small group and whole class) per week.

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. <i>Maintain teaching 15 - 17 hours of instructional load (small group and whole class) per week.</i>
What to do during days 26-30
Continue as for days 21-25, plus: <i>Final week:</i> - Plan opportunities for collegial conversations and reflections with a focus on the following: “Handover” of documentation and responsibilities, - Reflection on developing practices, and - Assessment of impact on students’ learning and development. <i>Maintain teaching 15 - 17 hours of instructional load (small group and whole class) per week.</i> Supervising Teacher: Complete and provide the Final Assessment Report Form to the preservice teacher at the completion of Day 30 for submission.

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.
- 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.
- 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 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. 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 PE3 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 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 PE3 final report are reflective of the desired levels of achievement for a PE3 placement; we do not expect a Pre-Service Teacher to perform at the “Graduate Level” at this stage of their program. 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 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-specificinformation/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-physicaleducation>

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>