



Master of Teaching EMT518/EMT528 Professional Experience 2 *A Guide to Expectations*

The second Professional Experience (PE2) placement in the Master of Teaching course provides students with the opportunity to further develop their practice in relation to the Australian Professional Standards for Teachers. PE2 placement begins with active observation and is characterised by increasing engagement in teaching and learning activities. There is an expectation that by the end of the placement, students should demonstrate the capacity to assume responsibility for approximately 60% of a full-time teaching load (i.e., equivalent to 3 days per week). The placement is conducted over the course of four weeks (20 days) on a full-time basis.

Throughout their PE2 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 placement.

What to do in the first five days

- Actively observe, reflect on, and discuss all aspects of teaching and learning within the classroom.
- Take responsibility on a daily basis for a classroom routine, such as taking the register, distributing notices, collecting permission returns, etc.
- Plan, implement, and evaluate a learning experience for individual students and for a group of students (if appropriate).
- Work with a small group in a manner that best suits the classroom context (e.g., read to a small group, lead a discussion with a small group, assist a small group to make a classroom display).
- Assist with classroom tasks (e.g., collect resources, distribute work, assist with marking, and provide feedback for students).
- In consultation with the Supervising Teacher, begin planning for teaching responsibilities for weeks 2, 3 and 4.

The Pre-Service Teacher should be teaching:

Primary 3 - 4 hours of instructional load (small group and whole class)

Secondary 3 - 4 hours of instructional load (small group and whole class)

What to do during days 6-10

Continue as for days 1-5, plus

- Plan, implement and reflect on a whole class lesson in one or more key learning areas, including informal assessment of (or feedback on) students' learning.
- Under the direction of the Supervising Teacher, implement the school's behaviour support plan for all students in the class.

• Incorporate consideration of the needs of a range of students, including those with disabilities, into all planning. • 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 • Reflect upon and review, as necessary, your implementation of the school's behaviour support plan. • Plan, implement and evaluate blocks of whole-class teaching time including integrated curriculum tasks and informal assessment of (or feedback on) student learning. <i>The Pre-Service Teacher should be teaching:</i> Primary 7 – 8.5 hours of instructional load (small group and whole class) Secondary 7 - 8 hours of instructional load (small group and whole class)
What to do during days 16-20
Continue as for days 11-15, plus • Undertake written formative and summative assessment (as appropriate) of student learning/progress. • In conversation with the Supervising Teacher, demonstrate the capacity to interpret assessment of student achievement for the purpose of formal assessment and reporting to parents. • Reflect on and evaluate plans implemented to date. <i>The Pre-Service Teacher should be teaching:</i> Primary 10.5 – 12.5 hours of instructional load (small group and whole class) Secondary 10 – 12 hours of instructional load (small group and whole class) Supervising Teacher: Complete and provide the fully signed Assessment Report to the Pre-Service Teacher at the completion of 20 days 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 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>