



Professional Experience across the Degree

Where each placement sits · and how skills build from PEX1 to PEX4

Pre-service teachers in the Bachelor of Education (Primary) complete **four professional experience placements** across their four-year degree. Each placement builds on the one before: the **Australian Professional Standards are assessed cumulatively**, the teaching load increases, and independence grows from assisting the supervising teacher to carrying a full teaching load.

THE FOUR PLACEMENTS

TEAC 2048 PEX1 Working in Classrooms Year 2 • 3 weeks (15 days) FOCUS The classroom environment TEACHING BUILD Observe → co-teach → deliver 1–2 lessons/day	TEAC 3020 PEX2 Working with Assessment Data Year 3 • 3 weeks (15 days) FOCUS Assessment & data TEACHING BUILD Observation → individual lessons → whole day; using student data	TEAC 3021 PEX3 Diverse Students & Communities Year 4 • 4 weeks (20 days) FOCUS Diversity & differentiation TEACHING BUILD 2 focus students; build a 2-week program with differentiation	TEAC 4006 PEX4 Transition into the Profession Year 4 • 6 weeks (30 days) FOCUS Final — TPA TEACHING BUILD 3 focus students; full responsibility for most teaching & the TPA
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PEX1 learning includes: Teaching foundations, early-years literacy & numeracy pedagogy. No Stage 2–3 curriculum yet.

HOW SKILLS BUILD ACROSS THE PLACEMENTS

	PEX1	PEX2	PEX3	PEX4
Classroom presence & management	Observe & assist; manage small groups	Manage a class; clear routines	Sustain engagement across a program	Manage all classes independently
Planning & the syllabus	Deliver from the supervising teacher's plan	Plan lessons; organise resources	Design a 2-week differentiated program	Plan and implement a 4-week program
Assessment & data	Notice how students respond	Plan for assessment; collect data	Assess & feed back to students	Full assessment cycle & data analysis for the TPA
Knowing diverse learners	Learn student names & needs	Read class data on strengths/needs	Two focus students; differentiate	Three focus students; differentiate for the whole class; evidence impact
Professional practice	Professional conduct; seeking & using feedback	Act on feedback; reflect	Engage families & colleagues	Graduate Teaching Standards & TPA

What stays the same at every placement?

Pre-service teachers are engaging in professional experience **to learn**. Across all four placements they rely on the supervising teacher to **model classroom practice and provide daily feedback and guidance**. Pre-service teachers are expected to model **professional and ethical behaviour** (meeting codes of conduct, confidentiality, punctuality and school policies) and are assessed using the **Graduate descriptors** of the Australian Professional Standards for Teachers, at the level appropriate to the pre-service teacher's stage.

What changes as they progress PEX1 → PEX4?

It is expected that pre-service teachers will demonstrate **growing independence**, a **larger teaching load**, deeper **curriculum and assessment knowledge**, and a shift from **observing to leading**. By PEX4 they are **transitioning into the profession** and completing the **Teaching Performance Assessment (TPA)**.