

TEAC 2048 Professional Experience 1: Working in Classrooms

Prior Learning · Placement Requirements · Focus Teaching Standards

Placement: 3 weeks (15 days)

Stage of degree: Year 2

Sequence: 1st of 4 placements

WHERE PEX1 SITS IN THE DEGREE

Pre-service teachers are in **Year 2 of a four-year Bachelor of Education (Primary)**. This is the first professional experience placement. Students have completed foundational education studies and the early-years (**K–2**) literacy and numeracy curriculum subjects. **Stage 2–3 (Years 3–6) curriculum, inclusive practices, EAL/D and assessment and data subjects have not been studied yet** — these come later in the degree.

Year 1
Foundation studies

Year 2
TEAC 2048
PEX1 — Working in Classrooms

Year 3
TEAC 3020
PEX2 — Assessment Data

Year 4
TEAC 3021 PEX3 — Diverse Learners
TEAC 4006 PEX4 — Transition

PRIOR KNOWLEDGE: SUBJECTS ALREADY COMPLETED

Stage	Subjects completed
Year 1	TEAC 1031 Sociology for Educators • TEAC 1038 Literacy and Numeracy for Educators • TEAC 2054 Scientific Discovery and Invention • TEAC 1037 Exploring Patterns and Relationships in Mathematics • TEAC 1039 Scientist, Artist, Teacher • TEAC 1011 Educational Psychology • TEAC 2024 Engaging with Children, Families, Colleagues and Communities • TEAC 2046 Pedagogy and Praxis in Aboriginal and Torres Strait Islander Education
Year 2	TEAC 3016 Language and Literacy in the Early Years • TEAC 2043 Numeracy and Mathematics in the Early Years • TEAC 2004 Being a Teacher • TEAC 2062 Teachers as Change Makers
<i>Currently studying</i>	<i>Alongside this placement pre-service teachers are concurrently studying TEAC 2063 History, Geography, Civics and Citizenship in the Primary Years • TEAC 2053 Science and Technology in the Primary Years • TEAC 3004 Creative Arts in the Primary Years</i>

**This is the recommended progression. Students may choose their own study path, enter mid-year, or study part-time, so subjects may be completed in a different order — but the overall progression through the degree is the same.*

What this means for the supervising teacher: Pre-service teachers have engaged with theory about how children learn, early-years literacy and numeracy pedagogy and professional and ethical foundations. Most have **very limited classroom experience**. PEX1 students are beginning to apply this knowledge in practice. Expect a **high level of guidance and support** will be needed and a strong reliance on the supervising teacher's planning, modelling and constructive feedback to build confidence and capability.

WHAT WE EXPECT ON THIS PLACEMENT

A **three-week (15 day)** placement introducing pre-service teachers to the practical and pedagogical perspectives of teaching in a primary classroom: classroom organisation, classroom management strategies, lesson planning and delivery, and student/teacher interactions.

Week 1 — Observation & assisting

Complete observation tasks and assist the supervising teacher in learning activities such as teaching small groups, assisting individual students, teaching lesson segments and team teaching as appropriate.

Week 2 — Teacher presence

Develop a schedule of teaching using the supervising teacher's timetable and program. **Full lesson plans to be written and checked.** Focus: teacher presence, providing instruction, managing a lesson and developing classroom management skills. **Daily feedback from the supervising teacher.**

Week 3 — Independent teaching

Complete **6–8 hours of teaching** that involves the pre-service teacher's own planning and resource preparation.

RECOMMENDED TEACHING SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Observation	Observation	Co-teaching	Co-teaching	Co-teaching
Week 2	Small group / co-teaching	Small group / co-teaching	One lesson	One lesson	One lesson
Week 3	One lesson	Two lessons	Two lessons	One session	One session

Observation – observing the supervising teacher and class (see observation tasks). **Small group** – a group of 6–8 children (e.g. maths or reading groups). **Co-teaching** – teaching part of a lesson with the supervising teacher. **One lesson** – a scheduled lesson delivered to the whole class. **Session** – all lessons between breaks, e.g. recess–lunch (may be one or multiple lessons). This is the suggested progression for PEX1; some modification may be required (for example, excursions, sport and assembly).

FOCUS GRADUATE TEACHING STANDARDS ASSESSED IN PEX1

PEX1 is the first professional experience. Pre-service teachers are assessed using the **Graduate Standard descriptors** of the Australian Professional Standards for Teachers, at the level relevant to their progress in the course. The **14 Graduate Standard descriptors** below are assessed on this placement. These descriptors are assessed again, alongside new ones, in PEX2, PEX3 and PEX4.

Standard 1 — Know students & how they learn

1.1.1 Physical, social & intellectual development & characteristics of students

Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.

1.2.1 Understand how students learn

Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.

Standard 2 — Know the content & how to teach it

2.1.1 Content & teaching strategies of the teaching area

Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.

2.2.1 Content selection & organisation

Organise content into an effective learning and teaching sequence.

Standard 3 — Plan for & implement effective teaching & learning

3.1.1 Establish challenging learning goals

Set learning goals that provide achievable challenges for students of varying abilities and characteristics.

3.3.1 Use teaching strategies

Include a range of teaching strategies.

3.4.1 Select & use resources

Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.

3.5.1 Use effective classroom communication

Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.

Standard 4 — Create & maintain supportive & safe learning environments

4.1.1 Support student participation

Identify strategies to support inclusive student participation and engagement in classroom activities.

4.2.1 Manage classroom activities

Demonstrate the capacity to organise classroom activities and provide clear directions.

Standard 6 — Engage in professional learning

6.1.1 Identify & plan professional learning needs

Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.

6.3.1 Engage with colleagues & improve practice

Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

Standard 7 — Engage professionally with colleagues, parents/carers & the community

7.1.1 Meet professional ethics & responsibilities

Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.

7.2.1 Comply with legislative, administrative & organisational requirements

Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

Rating each descriptor

D

Developed

WT

Working towards

N

Not developed

NA

Not applicable*

*Use only where the pre-service teacher has had no opportunity to engage with that descriptor. Please also provide **daily written and oral feedback**. If you have concerns, raise them early — see the *Requiring Additional Support* process in the PEX Handbook.