

# TEAC 2048 Professional Experience 1: Paired Placement

In a **paired placement**, one PEX1 classroom hosts **two Pre-service Teachers** at the same time, supported by a single Supervising Teacher. The two students — referred to here as **Student A** and **Student B** — share the three weeks so that **each student still completes the existing PEX1 requirements in full**, including the **6–8 hours of independent teaching**, and is **assessed individually**. The **placement requirements have not changed** — the paired model is about how two students share one classroom, not about reducing what each must do. They are never both leading the class at once: when one takes the lead, the other supports.

## WHAT EACH STUDENT DOES ACROSS THE THREE WEEKS

Both students follow the **same progression** — the pattern below applies equally to Student A and Student B.

|               |                                                                                                                                                                                                                                                                                                                         |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week 1</b> | <b>Observation &amp; co-teaching.</b> Both students observe the Supervising Teacher and class and complete observation tasks early in the week, then begin co-teaching parts of lessons and taking small groups (Wed–Fri).                                                                                              |
| <b>Week 2</b> | <b>Small groups &amp; leading lessons.</b> Co-teaching and small groups early in the week, building to each student leading whole-class lessons from the Supervising Teacher's program — one in the morning, one in the afternoon — so they are never both leading at once. The pair also co-teach one lesson together. |
| <b>Week 3</b> | <b>Independent teaching.</b> Each student leads lessons and whole sessions from their own planning, working toward <b>6–8 hours of independent teaching each</b> , alternating morning and afternoon. When one leads, the other supports.                                                                               |

## DAY-BY-DAY PATTERN — AN EXAMPLE

This is **one example** of how a paired PEX1 could run — it shows supervising teachers what the arrangement might look like. It can be **adapted to suit the needs of the class, the Supervising Teacher and the school timetable**. Both students are on placement **every day**. When one leads, the other supports.

|               |          | Monday                        | Tuesday                       | Wednesday                                  | Thursday                       | Friday                         |
|---------------|----------|-------------------------------|-------------------------------|--------------------------------------------|--------------------------------|--------------------------------|
| <b>Week 1</b> | <b>A</b> | Observe                       | Observe                       | Co-teach / small group                     | Co-teach / small group         | Co-teach / small group         |
|               | <b>B</b> | Observe                       | Observe                       | Co-teach / small group                     | Co-teach / small group         | Co-teach / small group         |
| <b>Week 2</b> | <b>A</b> | Co-teach / small group        | Co-teach / small group        | <b>One lesson (morning)</b>                | <b>One lesson (afternoon)</b>  | <b>Co-teach together</b>       |
|               | <b>B</b> | Co-teach / small group        | Co-teach / small group        | <b>One lesson (afternoon)</b>              | <b>One lesson (morning)</b>    | <b>Co-teach together</b>       |
| <b>Week 3</b> | <b>A</b> | <b>One lesson (morning)</b>   | <b>One lesson (afternoon)</b> | <b>Co-teach together + one lesson each</b> | <b>One session (morning)</b>   | <b>One session (afternoon)</b> |
|               | <b>B</b> | <b>One lesson (afternoon)</b> | <b>One lesson (morning)</b>   | <b>Co-teach together + one lesson each</b> | <b>One session (afternoon)</b> | <b>One session (morning)</b>   |

**Observe** observing the Supervising Teacher & class and assisting **Co-teach / small group** teaching part of a lesson with the teacher, or taking a 6–8 child group

**One lesson / session** leads a whole lesson or session (morning or afternoon) **Co-teach together** the two students plan & teach a lesson jointly. When one student leads, the other supports. Each student works toward **6–8 hours of independent teaching**.

## HOW THE PAIRING WORKS IN PRACTICE

### For the Supervising Teacher

- The students share observation and co-teaching, and **alternate** who leads so they are never both leading at once.
- If you run **regular numeracy or literacy groups**, a student can be **allocated to one group to lead and work with across the placement** — a consistent point of responsibility alongside the whole-class teaching.
- When not leading, students **work as assistants**, supporting individual students, small groups and you.
- Give **feedback to both students** — individual feedback on their own teaching. You can also hold **joint feedback sessions**, talking to both students at the same time.

### For the two students

- Each completes the **existing PEX1 requirements in full** — observation tasks, co-teaching, and the **6–8 hours of independent teaching each**. These requirements are **unchanged** for a paired placement.
- They **plan their own** lessons and are **assessed individually** — there is no shared or joint grade.
- Peer feedback is part of the process**: students observe each other and give feedback across the placement. A **scaffold will be provided** to guide these conversations.

**This is an illustration for supervising teachers — a picture of what a paired placement might look like.** The example week can be adapted to suit your class, timetable and program. Each student is assessed **individually** against the 14 PEX1 focus teaching standards on the standard PEX1 report, drawing on their **own** lead lessons and sessions. Co-teaching and peer observation support their learning; they do not replace each student's own evidence of teaching.