



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 (Secondary)**. This is the first professional experience placement. To date they have mainly been studying **content subjects in their two teaching areas**, taught outside the School of Education, plus a small number of core education subjects. **They have not yet studied any curriculum subjects and have not worked with the NESA syllabus documents** — these come in Year 3 (Curriculum 7–10) and Year 4 (Curriculum 11–12).

Year 1 Foundation studies + major content	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
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PRIOR KNOWLEDGE: SUBJECTS ALREADY COMPLETED

Stage	Subjects completed
Year 1	TEAC 1031 Sociology for Educators • TEAC 1042 Developing Literacy & Numeracy • TEAC 1011 Educational Psychology • TEAC 1043 Information & Communications Technologies for Teaching & Learning Content subjects in the teaching areas: Major 1 — 2 of 6 • Major 2 — 2 of 6
<i>Currently studying</i>	<i>Alongside this placement pre-service teachers are concurrently studying TEAC 2004 Being a Teacher • 1 further content subject in each major</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.*

Two teaching areas (majors). Secondary pre-service teachers qualify to teach **two majors** — e.g. English and History, or Science and Mathematics. Each major requires **six content subjects taught by discipline specialists outside the School of Education** (a Science major is taught through the School of Science). **Core** and **curriculum** subjects are Education subjects. The NESA syllabus documents are studied in the **Curriculum 7–10** (Year 3) and **Curriculum 11–12** (Year 4) subjects.

What this means for the supervising teacher: Pre-service teachers have engaged with subject content knowledge and some educational theory, but with **no curriculum or syllabus knowledge and very limited classroom experience**. They cannot yet plan from a syllabus. Lessons in Week 3 should come from the supervising teacher's program. 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 the secondary school context. They engage in the culture of schools and classrooms, observing and engaging in classroom organisation, classroom management strategies, lesson planning and delivery, and student/teacher interactions.

Week 1 — Observation & assisting

Complete supervised observation tasks, observing the supervising teacher and assisting in activities such as small group work and lesson segments. Learn teaching approaches appropriate to the classroom context.

Week 2 — Co-teaching

Move toward co-teaching alongside the supervising teacher: providing instruction, managing a lesson, developing classroom management skills, and using the supervising teacher's feedback to improve practice.

Week 3 — Delivering lessons

Take responsibility for delivering **one lesson per day**, building to **one-two lessons per day**. These lessons come from the supervising teacher's program and are delivered by the pre-service teacher.

RECOMMENDED TEACHING SCHEDULE

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

Observation – observing the supervising teacher and class. **Small group** – a group of 6–8 students. **Co-teaching** – teaching part of a lesson with the supervising teacher. **One / two lessons** – scheduled whole-class 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.