



TEAC 3021 Professional Experience 3: Engaging with Diverse Students and Communities

Prior Learning · Placement Requirements · Focus Teaching Standards

Placement: 4 weeks (20 days)

Stage of degree: Year 4

Sequence: 3rd of 4 placements

WHERE PEX3 SITS IN THE DEGREE

Pre-service teachers are in **Year 4 (final year) of the Bachelor of Education (Secondary)**. They have completed two placements, all content subjects in both majors, and their **Curriculum 7-10** subjects, so they can now plan from the NESA syllabus. They are studying **Curriculum 11-12** alongside this placement. PEX3 is the placement before their final placement and **Teacher Performance Assessment (TPA)**, so they are approaching beginning teacher capability.

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
Years 1 & 2	TEAC 1031 Sociology for Educators • TEAC 1042 Developing Literacy & Numeracy • TEAC 1011 Educational Psychology • TEAC 1043 Information & Communications Technologies for Teaching & Learning • TEAC 2004 Being a Teacher • TEAC 2046 Pedagogy & Praxis in Aboriginal & Torres Strait Islander Education • TEAC 2048 Professional Experience 1 Content subjects in the teaching areas: Major 1 — 4 of 6 • Major 2 — 5 of 6
Year 3	TEAC 3046 Engaging Pedagogies • TEAC 3013 Inclusive Practices • Major 1 Curriculum 7-10 • Major 2 Curriculum 7-10 • TEAC 3020 Professional Experience 2 Content subjects in the teaching areas: Major 1 — 6 of 6 • Major 2 — 6 of 6 — all content subjects in both majors are now complete.
<i>Currently studying</i>	<i>Alongside this placement pre-service teachers are concurrently studying Major 1 Curriculum 11-12 • Major 2 Curriculum 11-12 • an elective or minor subject</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: By PEX3, pre-service teachers can plan from the 7-10 syllabus and are learning the 11-12 syllabus as they go, and have developed knowledge of inclusive practices, EAL/D, differentiation and Aboriginal and Torres Strait Islander education. They are expected to apply this by **planning, teaching and evaluating learning for two identified focus students**. Support is needed in selecting two students and providing insights into their strengths, learning needs, interests and preferred ways of learning.

WHAT WE EXPECT ON THIS PLACEMENT

A **four-week (20 day)** placement. Pre-service teachers develop an understanding of diverse learners within specific school and classroom contexts, identify individual students' strengths, needs and learning styles to design and deliver teaching that enhances engagement and learning. When not teaching, they must observe/assist in the classroom and during other school duties.

Week 1 — Focus students & orientation

In conjunction with the supervising teacher, **select two focus students**. Begin observations and data collection on their strengths, needs, interests and learning styles. Observe and engage in individual, small-group and whole-class co-teaching.

Week 2 — Teaching from your program

Plan and implement a minimum of **8 hours of teaching**. Lessons are based on the supervising teacher's subject unit program. Daily feedback from the supervising teacher.

Weeks 3 & 4 — Two-week program

Work with the supervising teacher to develop a **two-week teaching program** (planning requirements at the discretion of the supervising teacher), which must include **differentiated learning for the 2 focus students**. Week 3 is a half teaching load, building to a full load in Week 4. Daily feedback from the supervising teacher.

RECOMMENDED TEACHING SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Observation	Observation	Co-teaching	Co-teaching / small group	Co-teaching / small group
Week 2	One lesson	One lesson	Two lessons	Two lessons	Two lessons
Week 3	Half teaching load	Half teaching load	Half teaching load	Half teaching load	Half teaching load
Week 4	Full teaching load	Full teaching load	Full teaching load	Full teaching load	Full teaching load

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. **Half / full teaching load** – teaching half of, then all of, the supervising teacher's allocated classes. This is the suggested progression for PEX3; some modification may be required (for example, excursions, sport and assembly).

FOCUS GRADUATE TEACHING STANDARDS ASSESSED IN PEX3

Professional experience units are **sequential and cumulative**. In PEX3, pre-service teachers are assessed using **29 Graduate Standard descriptors** of the Australian Professional Standards for Teachers, including all descriptors from PEX1 and PEX2, plus **eight additional descriptors focusing on diversity, differentiation and planning**, reflecting their expected stage of progression.

New at PEX3 — 8 additional descriptors

Standard 1 — Know students & how they learn

1.3.1 Students with diverse linguistic, cultural, religious & socioeconomic backgrounds

Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.

1.4.1 Strategies for teaching Aboriginal & Torres Strait Islander students

Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.

1.5.1 Differentiate teaching to meet specific learning needs

Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

1.6.1 Strategies to support full participation of students with disability

Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.

Standard 2 — Know the content & how to teach it

2.4.1 Understand & respect Aboriginal & Torres Strait Islander people to promote reconciliation

Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

2.6.1 Information & Communication Technology (ICT)

Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

Standard 3 — Plan for & implement effective teaching & learning

3.2.1 Plan, structure & sequence learning programs

Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.

3.7.1 Engage parents/carers in the educative process

Describe a broad range of strategies for involving parents/carers in the educative process.

Carried forward from PEX1 & PEX2 — 21 descriptors, still assessed

Standard 1	1.1.1 Physical, social & intellectual development & characteristics of students	1.2.1 Understand how students learn
Standard 2	2.1.1 Content & teaching strategies of the teaching area	2.2.1 Content selection & organisation
	2.3.1 Curriculum, assessment & reporting	2.5.1 Literacy & numeracy strategies
Standard 3	3.1.1 Establish challenging learning goals	3.3.1 Use teaching strategies
	3.5.1 Use effective classroom communication	3.4.1 Select & use resources
		3.6.1 Evaluate & improve teaching programs
Standard 4	4.1.1 Support student participation	4.2.1 Manage classroom activities
Standard 5	5.1.1 Assess student learning	5.2.1 Provide feedback to students on their learning
	5.4.1 Interpret student data	5.3.1 Make consistent & comparable judgements
Standard 6	6.1.1 Identify & plan professional learning needs	6.3.1 Engage with colleagues & improve practice
Standard 7	7.1.1 Meet professional ethics & responsibilities	7.2.1 Comply with legislative, administrative & organisational requirements

Rating each descriptor

D Developed	WT Working towards	N Not developed	NA Not applicable*
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*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.