



TEAC 4006 Professional Experience 4: Transition into the Profession

Prior Learning · Placement Requirements · Focus Teaching Standards

Placement: 6 weeks (30 days)

Stage of degree: Year 4 (final)

Sequence: 4th of 4 — FINAL placement

WHERE PEX4 SITS IN THE DEGREE

This is the **final professional experience of the degree**. Pre-service teachers have completed three prior placements, all six content subjects in each of their two majors, and both the **Curriculum 7-10** and **Curriculum 11-12** subjects — so they can plan from the NESA syllabus across the full secondary range. The unit recognises the shift from **pre-service teacher to beginning teacher** and they are assessed against **all** Australian Professional Standards for Teachers at Graduate level. The Professional Experience Report is **Element 1 of their Teaching Performance Assessment (TPA)**.

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

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
Years 3 & 4 (to date)	TEAC 3046 Engaging Pedagogies • TEAC 3013 Inclusive Practices • Major 1 Curriculum 7-10 • Major 2 Curriculum 7-10 • TEAC 3020 Professional Experience 2 • Major 1 Curriculum 11-12 • Major 2 Curriculum 11-12 • elective or minor subject • TEAC 3021 Professional Experience 3 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.
Currently studying	Alongside this placement pre-service teachers are concurrently studying two elective or minor subjects

*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: These pre-service teachers are **transitioning into the profession**. They are still student teachers, on placement to learn and they still need guidance, modelling and feedback. They are curriculum-qualified in both teaching areas and, by **Week 3**, should be carrying a **full teaching load**: planning and teaching all allocated classes, including transitions, assessment activities and student feedback. The final report is a formal component of the TPA and eligibility to graduate.

WHAT WE EXPECT ON THIS PLACEMENT

A **six-week (30 day)** placement, the final professional experience of the degree. Pre-service teachers design and teach experiences that enhance student engagement and learning outcomes and analyse their own practice using the Graduate Teacher Standard descriptors through a **Learning Portfolio** and the TPA. When not teaching, pre-service teachers must observe/assist the supervising teacher in the classroom and during other school duties.

Week 1 — Focus students & entry

In conjunction with the supervising teacher, **select three focus students** and begin observation and data collection. Plan and implement a minimum of **2 hours of teaching** from your planned program. Lesson plans / daybooks must be checked in advance. Daily feedback from the supervising teacher.

Week 2 — Building load

Develop and implement a minimum of **6 hours of teaching**. Plan lessons based on the supervising teacher's program. Lesson plans / daybooks must be checked in advance. Daily feedback from the supervising teacher.

Weeks 3-6 — Full load

Work with the supervising teacher to develop a **four-week teaching program**. Pre-service teachers carry a **full teaching load** — responsible for most of the classroom teaching and learning, including resource development, transitions, assessment activities and student feedback. Daily feedback from the supervising teacher.

RECOMMENDED TEACHING SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Observation	Observation	Co-teaching	Co-teaching / small group	Small group lessons
Week 2	One lesson	Two lessons	Two lessons	Two lessons	Two lessons
Weeks 3-6	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. **Full teaching load** – planning and teaching all allocated classes. This is the suggested progression for PEX4; some modification may be required (for example, excursions, sport and assembly).

FOCUS GRADUATE TEACHING STANDARDS ASSESSED IN PEX4

PEX4 is the **final professional experience placement**. Pre-service teachers are assessed using **all 37 Graduate Standard descriptors** of the Australian Professional Standards for Teachers, including the **8 new descriptors** introduced in this placement.

New at PEX4 — 8 additional descriptors

Standard 4 — Create & maintain supportive & safe learning environments

4.3.1 Manage challenging behaviour

Demonstrate knowledge of practical approaches to manage challenging behaviour.

4.4.1 Maintain student safety

Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.

4.5.1 Use ICT safely, responsibly & ethically

Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.

Standard 5 — Assess, provide feedback & report on student learning

5.5.1 Report on student achievement

Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.

Standard 6 — Engage in professional learning

6.2.1 Engage in professional learning & improve practice
Understand the relevant and appropriate sources of professional learning for teachers.

6.4.1 Apply professional learning & improve student learning

Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

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

7.3.1 Engage with parents/carers

Understand strategies for working effectively, sensitively and confidentially with parents/carers.

7.4.1 Engage with professional teaching networks & broader communities

Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

Carried forward from PEX1, PEX2 & PEX3 — 29 descriptors, still assessed

Standard 1	1.1.1 Physical, social & intellectual development & characteristics of students	1.2.1 Understand how students learn
	1.3.1 Students with diverse linguistic, cultural, religious & socioeconomic backgrounds	
	1.4.1 Strategies for teaching Aboriginal & Torres Strait Islander students	1.5.1 Differentiate teaching to meet specific learning needs
	1.6.1 Strategies to support full participation of students with disability	
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
	2.4.1 Understand & respect Aboriginal & Torres Strait Islander people to promote reconciliation	
	2.6.1 Information & Communication Technology (ICT)	
Standard 3	3.1.1 Establish challenging learning goals	3.3.1 Use teaching strategies
	3.5.1 Use effective classroom communication	3.6.1 Evaluate & improve teaching programs
	3.2.1 Plan, structure & sequence learning programs	3.7.1 Engage parents/carers in the educative process
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

E Exceeds expectations	D Developed	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.

Teaching Performance Assessment (TPA). The TPA is a summative, capstone assessment and an AITSL requirement for all teacher education students in Australia. All pre-service teachers must complete the TPA in their final placement. It has three elements: **Element 1 — Professional Experience Report (completed by you, the supervising teacher)**; Element 2 — Case study report (completed by the pre-service teacher); Element 3 — Presentation of evidence (completed after the placement). Pre-service teachers must evidence their achievement of the Graduate Teacher Standards through the case study report and their presentation of evidence.

What we ask of you for the TPA:

- **Help select the three focus students** and share what you know about their strengths, needs, interests and learning styles.
- **Help select the focus lessons** the pre-service teacher will use as evidence, so they are suitable for showing planning, teaching and impact on those students.
- **Provide feedback** — daily written and oral feedback throughout, and feedback on the focus lessons, which informs both their practice and the evidence they present.