

Professional Experience context:

These pre-service teachers are in their 3rd year of a Bachelor of Education (Secondary) and it will be their 3rd Professional Experience. In this placement pre-service teachers progress from planning for and teaching lessons to teaching a sequence of lessons for multiple classes. This semester the pre-service teachers have been concentrating on developing purposeful reflection opportunities to assist them in consolidating their teaching practice and further shaping their emerging professional identity.

Required experiences:

Throughout this Professional Experience placement, it is expected that the pre-service teacher will have daily experience in the following areas (unless otherwise stated). Literacy and numeracy standards as well as professional ethics and conduct as required by the profession are an inherent requirement of this Professional Experience placement.

| Timing in Professional Experience | Required experiences | | | | | | | | | Teaching and planning for teaching and assessing. Negotiate with your Supervising Teacher when the following will occur: | | | | | |
|-----------------------------------|--|--|---|--|---|---|---|--|------------------|--|-----------------------------------|-----------------------------------|-----------------------------------|----------------------------------|--|
| | Orientating to site, environment, individual class(es) | Observing routines, teaching and learning practices, learning environment, assessment and feedback * | Working with individual students and small groups | Attending meetings playground duty, school activities, bus duty, etc. These are as required by your supervising teacher's roster and site requirements | Reflecting on observations, on your planning and teaching and assessing * | Discussing and engaging in regular discussions and professional learning conversations with your Supervising Teacher and University Partner | Planning lessons and associated resources must be planned and shared with your supervising teacher a min of 24 hours in advance of the teaching * | Maintaining your PEX Practice Folder. Should contain, observations, reflections, feedback, lesson plans, resources * | Short episodes # | Whole class lesson for Class A ** | Whole class lesson for Class B ** | Whole class lesson for Class C ** | Whole class lesson for Class D ** | Part class lesson for Class E ** | |
| Day 1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | |
| Days 2 – 5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 1 per day | 1 per week | 1 per week | 1 per week | 1 per week | | |
| Days 6 – 10 | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 1 per day | 2 per week | 2 per week | 1 per week | 1 per week | | |
| Days 11 - 15 | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 1 per day | 3 per week | 3 per week | 2 per week | 1 per week | 1 per week | |
| Days 16 – 20 | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 1 per day | 3 per week | 3 per week | 3 per week | 1 per week | 1 per week | |

* To be recorded and kept in Professional Experience Practice Folder and shared and discussed with Supervising Teacher. ** The five separate classes should be different year levels and/or subjects where possible.

Short episodes are usually repetitious in nature, eg bringing class in and settling them at beginning of lesson, running a daily problem solving task, reading daily notices, transitioning class to break, etc.