

## Professional Experience context:

These pre-service teachers are in their 2nd year of a Masters of Teaching (Secondary) and it will be their final Professional Experience. Progressing towards a full load/whole day where practical in current circumstances based on supervising teacher discretion with consideration of school students' learning needs. This semester the pre-service teachers have focussed on their transition to the teaching profession and have been provided with opportunities to reflect, focus and synthesise their university and placement experiences in relation to the Graduate level of the Australian Professional Standards for Teachers.

## 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														
	Orientating to site, environment individual class(es)	Observing routines, teaching and learning practices, learning environment assessment & feedback *	Working with individual students & small groups	Attending meetings playground duty, school activities, bus duty, etc. These are as required by your supervising teacher's roster & site requirements	Reflecting on observations on your planning and teaching and assessing *	Discussing and engaging in regular discussions & professional learning conversations with your Supervising Teacher & University Partner	Planning lessons and associated resources must be planned & 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 *	Teaching and planning for teaching & assessing. Negotiate with your Supervising Teacher when the following will occur:						
									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 **	Whole class lesson for Class E **	
Day 1	✓	✓	✓	✓	✓	✓									
Days 2 – 5		✓	✓	✓	✓	✓	✓	✓	1 per day	2 per week	2 per week	2 per week	1 per week	1 per week	
Days 6 – 10		✓	✓	✓	✓	✓	✓	✓	1 per day	3 per week	3 per week	2 per week	2 per week	2 per week	
Days 11 – 15		✓	✓	✓	✓	✓	✓	✓	1 per day	3 per week	3 per week	2 per week	2 per week	2 per week	
Days 16 – 20		✓	✓	✓	✓	✓	✓	✓	1 per day	3 per week	3 per week	2 per week	2 per week	2 per week	
Days 21 – 25			✓	✓	✓	✓	✓	✓	1 per day	Every lesson	Every lesson	Every lesson	Every lesson	Every lesson	
Days 26 – 30			✓	✓	✓	✓	✓	✓	1 per day	Every lesson	Every lesson	Every lesson	Every lesson	Every lesson	

\* 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.

# 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.  
Whole days = Where practical and appropriate.