

## Professional Experience context:

These pre-service teachers are visiting Study Abroad students undertaking an Australian school placement. In this placement pre-service teachers undertake observations and develop planning and teaching resources (if required) for short teaching episodes and / or small group work. The aim is to experience teaching and learning environments in an Australian school. This semester the pre-service teachers have focused on developing the professional knowledge and practices associated with evidence of learning and evidence of impact. They have been gaining an understanding of and developing strategies for teaching, learning and assessment including providing feedback to students on their learning. They will undertake observations and write reflections on school culture, curriculum, learning environments, feedback and classroom practice.

## 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 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 short episodes/small group tasks 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 *	Teaching and planning for teaching. Negotiate with your Supervising Teacher when the following will occur:			
									Short episodes #	Short episodes/ small groups **	Small group	Small group for whole sessions (e.g. morning, middle or afternoon)
Day 1	✓	✓	✓	✓	✓	✓						
Days 2 – 5	✓	✓	✓	✓	✓	✓	✓	✓	1 per day	1 per day	2 sets of 1 or 2 per week	
Days 6 – 10		✓	✓	✓	✓	✓	✓	✓	1 per day	1 per day	2 sets of 2 per week	
Days 11 - 15		✓	✓	✓	✓	✓	✓	✓	1 per day	1 per day	2 sets of 3 per week	1 per week

\* To be recorded and kept in Professional Experience Practice Folder and shared and discussed with Supervising Teacher. # Short episodes are usually repetitious in nature, e.g. show and tell, reading to class, transitioning to break time. \*\*Small group activities require more planning, and these should be discussed at least 24 hours before implementation.