

### Professional Experience context:

These pre-service teachers are in their 3<sup>rd</sup> year of a Bachelor of Education (Early Childhood) and it will be their 3<sup>rd</sup> Professional Experience, and their first in a school setting. In this placement pre-service teachers progress from planning for and teaching lessons to teaching whole sessions. 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 assessing, providing feedback and reporting on student progress, including quality assuring teacher judgements of student achievement.

### 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 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 *	Teaching and planning for teaching and assessing. Negotiate with your Supervising Teacher when the following will occur:			
									Short episodes #	Whole class lessons (or part of a session)	Whole class sequential lessons (eg. English / Literacy on Mon, Tues & Wed)	Whole sessions (eg. morning, middle or afternoon)
Day 1	✓	✓	✓	✓	✓	✓						
Days 2 – 5	✓	✓	✓	✓	✓	✓	✓	✓	1 per day	1 per day	2 sets of 2 per week	
Days 6 – 10		✓	✓	✓	✓	✓	✓	✓	1 per day	1 per day	2 sets of 3 per week	
Days 11 - 15		✓	✓	✓	✓	✓	✓	✓	1 per day	1 per day	2 sets of 3 per week	1 per week
Days 16 – 20		✓	✓	✓	✓	✓	✓	✓	1 per day	1 per day	2 sets of 2 per week	3 per week

\* To be recorded and kept in Professional Experience Practice Folder and shared and discussed with Supervising Teacher. \*\* Sequential lessons are, for example, teaching English on Monday, Tuesday & Thursday, or Maths on Wednesday and Thursday, or Humanities on a Friday and then Tuesday the following week, depending on the schedule of classes.

# Short episodes are usually repetitious in nature, eg reading to class, transitioning to break time.