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Professional
Experience
Handbook
2024



UNIVERSITY
OF WOLLONGONG
AUSTRALIA

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PROFESSIONAL EXPERIENCE HANDBOOK 2024

**A GUIDE FOR IN-SCHOOL COORDINATORS, SUPERVISING TEACHERS,
PRESERVICE TEACHERS AND UNIVERSITY ADVISORS**

Disclaimer: Details in this document are correct as 18 October, 2023 but may be subject to change.



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Contact Details

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Sonia

WHAT IS SONIA?

The School of Education uses Sonia, an online student placement system, to manage Preservice Teacher Professional Experience placements. Preservice, Supervising and Cooperating Teachers, In-School Coordinators and University Advisors log in to access Professional Experience placement details, documents and resources and complete administrative tasks such as submitting reports and forms.

Sonia is primarily used to:

- Maintain a database of Preservice Teachers, placement venues (eg. schools) and contacts within the venues
- Provide Sonia Online access to Preservice Teachers, placement venues and contacts
- Communicate with Preservice Teachers, placement venues and contacts via email
- Administer Professional Experience placements

The Professional Experience Unit (PEX Unit) will organise individuals with Sonia Online accounts as required. If you believe your Sonia Online access has been overlooked or you have difficulty with access, please contact the PEX Unit.



Information for In-School Coordinators

HELP DESK

Professional Experience Unit (PEX Unit)

Email: pex-enquiries@uow.edu.au

Phone: 02 4239 2380

CONTACT DETAILS AND SONIA ONLINE ACCESS

- We will use your nominated email address to set up a Sonia Online account and to communicate with you
- When your Sonia Online account is set up you will receive an email with a *Quick Start Guide for In-School Coordinators* attached
- If there is a change of In-School Coordinator at your school, please contact the PEX Help Desk at your earliest convenience

PLACEMENT REQUESTS AND ALLOCATION

Placement requests are sent in October of the preceding year and followed up in early Term 1. You will receive an email from the PEX Unit sharing news for the upcoming year and inviting you to log in to Sonia to view the placement requests.

- **Log in** to Sonia to view placement requests and nominate those you would like to confirm. Use the *Quick Start Guide for In-School Coordinators* for support. Alternately, please provide this information to the PEX Unit via email and we will enter it for you.
- **Supervising Teachers** need to be linked to their Preservice Teachers in Sonia. If you know when confirming a placement, please provide the Supervising Teacher's name and email address. The *Quick Start Guide for Supervising Teachers* can guide you. If the Supervising Teacher is not confirmed, you can let us know later via email and we will add them into Sonia.
- **Placement Shortages** can occur for reasons including changes in staff and school situations. The PEX Unit may contact you during the year to request additional placements. We hope you will consider your capacity to offer additional placements.
- **Allocation of Preservice Teachers** usually occurs 4-6 weeks before the commencement of a placement. When allocation occurs, you will receive an automated email asking you to log in to Sonia to view the allocation details. The Preservice Teachers will contact you to introduce themselves, discuss their first day and organise a meeting with their Supervising Teacher as appropriate.

DURING PLACEMENT

- **The UOW Code of Practice – Work Integrated Learning (PEX)** outlines expectations of Preservice Teachers, the University and Placement Providers: <https://documents.uow.edu.au/about/policy/uow058662.html>. Preservice Teachers must also comply with Codes of Conduct relevant to your institution.
- **Resources** and forms for the placement can be accessed by you, the Supervising Teacher and the Preservice Teacher via Sonia login
- **University Advisors** will offer liaison support via email, phone and/or video conferencing however, a University representative will always attend school if requested/required.
- **Contact the PEX Unit Help Desk** for Sonia and administrative enquiries
- **PEX reports** are **completed electronically** in Sonia and submitted by the Supervising Teacher

The Procedure for a Preservice Teacher in Need of Additional Support (Notification Process) is for those not meeting expectations for teaching and/or professional conduct. The procedure must be used in a timely manner so improvement can occur. See [Pg 13-14](#) for more information. **Early implementation of the procedure is the best way to support the Preservice Teacher.**

PAYMENT

- **In-School Coordinator:** \$1.78 per Preservice Teacher per day (excludes Public Holidays)
- **Documentation and Claiming Procedures:** Payment Vouchers are accessed via Sonia and submitted at the completion of placement

ADDITIONAL INFORMATION

- Please refer to the Information for Supervising Teachers ([p.6](#)) regarding Resources, Supervision and Reporting responsibilities
- **Internships** are required as part of the final PEX in NESAC accredited programs, allowing Preservice Teachers to take full responsibilities of a class and teach unsupervised. The Teacher role changes from "Supervising" to "Cooperating" Teacher, which allows a mentoring relationship to drive the Internship. The Interim Report is the mechanism for the shift to Internship. The Supervising Teacher completes the Interim Report once they are satisfied the Preservice Teacher has demonstrated all of the Graduate Standards in the APST. A Notification 1 should be lodged if a teacher has any concerns about the student's capacity to take up the Internship at the point of completing the Interim report. See General Information ([p.12](#)) for more details.



Information for Supervising Teachers

HELP DESK

Professional Experience Unit (PEX Unit)

Email: pex-enquiries@uow.edu.au

Phone: 02 4239 2380

SONIA ONLINE ACCESS

- Access to all the information you need for PEX supervision is through Sonia
- The Preservice Teacher should provide your contact details to the PEX Unit before PEX commences
- The PEX Unit will then link you with your Preservice Teacher so you can access the placement information and resources
- You will receive an email shortly before or on the first day of the placement with instructions and a *Quick Start Guide for Supervising Teachers* explaining how to log in to Sonia
- If you have an existing Sonia account, please use those login details. Set the Role as 'Venue' from the dropdown list. If you have forgotten your password, click *Forgot Your Password*, or contact the Help Desk.

RESOURCES AND SUPPORT

The In-School Coordinator, University Advisor, and PEX Unit Help Desk can offer you support with your supervision. Their contact details are found in Sonia. **University Advisors** will offer liaison support via email, phone and/or video conferencing however, a University representative will always attend school if requested/required.

All resources and forms for the placement are accessed in Sonia. You will need the following for PEX supervision:

- Professional Experience Handbook/s
- *Evidence Guide (Graduate Teacher Standards)*
- Lesson Feedback Templates
- Lesson Self-Reflection Templates

Lesson Planning – See the *Planning, Preparation and Reflection Requirements* content sections of the Handbook. A variety of templates are available, and Preservice Teachers should discuss the suitability of their choice of template/s with you or use those appropriate to your school.

The Procedure for a Preservice Teacher in Need of Additional Support is a support mechanism for those not meeting teaching and/or professional conduct expectations. To identify a Preservice Teacher in need of additional support please refer to the following:

- Your In-School Coordinator and/or University Advisor
- Relevant Codes of Conduct: <https://documents.uow.edu.au/about/policy/uow058662.html> (see Information for Preservice Teachers)
- *Evidence Guide (Graduate Teacher Standards)*
- Program requirements as outlined in the Professional Experience Handbook
- Lesson plans submitted by the Preservice Teacher
- Completed lesson feedback templates from the Supervising Teacher and self-reflection sheets from the Preservice Teacher

The Procedure for a Preservice Teacher in Need of Additional Support (Notification Process) is for those not meeting expectations for teaching and/or professional conduct. The procedure must be used in a timely manner so improvement can occur. See [p.13-14](#) for more information. **Early implementation of the procedure is the best way to support the Preservice Teacher.**

In the unusual event of extenuating circumstances or professional misconduct, the Preservice Teacher may be asked by the School Principal or the University of Wollongong to leave the school, terminating the Professional Experience.

ATTENDANCE

Preservice Teachers must meet the attendance requirements to pass the Professional Experience. **Reports cannot be finalised and signed until all Professional Experience days have been completed.**

Preservice Teachers are required to:

- Arrive a minimum of 30 minutes before and remain a minimum of 30 minutes before and after the teaching period of the school day
- Be available for extended planning and lesson preparation, meetings, and professional learning opportunities before or after school
- Attend allocated PEX days and remain for the whole school day unless granted permission by your In-School Coordinator
- Complete any days missed due to Illness/Misadventure/Special Leave

Illness/Misadventure/Special Leave Procedure

1. Confirm and follow your school's preferred procedure for notifying absences with your Supervising Teacher/In-School Coordinator
2. Negotiate with your Supervising Teacher to make up absences convenient to the school and UOW timetable. Ensure this does not clash with classes, assessments, study weeks or exams. Email the PEX Unit to advise when this is scheduled
3. **Complete and save (do not submit) the Illness/Misadventure/Special Leave Form section within the Final Report 2024. Submit the form once the days are complete.**

NB: Medical certificate/s must be attached for absences of two or more days, via the + dropdown in the Documents Tab



Other: Preservice Teachers are **not required to make up Professional Experience days missed due to Public Holidays.**

If any of the following occur during the Professional Experience, the Preservice Teacher is to contact the PEX Unit for direction:

- Injury on Placement
- Industrial Action
- Jury Duty

Note: If a Preservice Teacher requires surgery prior to or during their Professional Experience placement a medical clearance certificate will be required before continuing with the placement.

Requirements for pregnancy and PEX placements

A Preservice Teacher in their final trimester when a PEX is scheduled **MUST liaise with their Subject Coordinator** about the suitability of attending PEX and alternatives if required. FairWork Australia and the UOW School of Education require a Preservice Teacher who is pregnant and scheduled to attend PEX within six weeks of their due date to upload to Sonia a medical certificate that notes the relevant gestation and confirms they are medically fit to undertake the placement. This documentation can be provided by the relevant caregiver or care providers, including but not limited to, general practitioner, obstetrician, midwife, or employee of a hospital-based service provider. In the event the Preservice Teacher is unable to adequately perform the duties required, the placement will be stopped, and alternative outcomes sought.

PROFESSIONAL EXPERIENCE LESSON FEEDBACK, REPORTS AND ONLINE FORMS

Lesson Feedback Templates - Please complete a minimum of **three written lesson feedback templates each week** in addition to other oral and written feedback. Copies should be provided to your Preservice Teacher.

Lesson Self-Reflection Templates – Your Preservice Teacher should complete lesson self-reflection templates daily.

Reports – All reports are completed and submitted via Sonia at the completion of a PEX as set out in the relevant page of the Handbook. Refer to the *Quick Start Guide for Supervising Teachers* to:

1. Check in the Preservice Teachers' requirements for the PEX you are supervising which reports are required
2. Log in to Sonia to access the appropriate *Australian Professional Standards for Teachers Professional Experience Report 2024*
3. Refer to the *Evidence Guide (Graduate Teacher Standards)*
4. Complete and submit reports by the due date, and the final report immediately following the final placement day
5. Inform the Preservice Teacher when the report is submitted so they may log in to their own Sonia account to read the contents and submit their section

Online Forms - You may need to complete additional electronic forms in Sonia (Illness/Misadventure/Special Leave or Notification 1). The *Quick Start Guide for Supervising Teachers* can guide you through this process.

PAYMENT

- **Supervising Teacher (Supervised Professional Experience):** \$35.72 per Preservice Teacher per day (excludes public holidays)
- **Cooperating Teacher (Internship):** \$7.15 per Intern per day (excludes public holidays)
- **Documentation and claiming procedures:** Access Payment Vouchers via Sonia and submit at the completion of placement
- When Preservice Teachers are placed in pairs, payment is made for **each** Preservice Teacher (ie. two payments per day)

Important note: Placements that comprise PEX and Internship require **two payment vouchers** as the rates vary for Supervising and Cooperating Teachers. This is based on the 2024 PEX agreement. General information about Internships is below and on [p.12](#), while program specific information is listed in each program section (eg. Bachelor of Primary Education: 4th Year PEX/Internship - [p.19](#)).

ADDITIONAL INFORMATION

Internships

Internships are required as part of the final PEX in NES A accredited programs, allowing Preservice Teachers to take responsibility of a class and teach unsupervised. The Teacher role changes from “Supervising” to “Cooperating” Teacher, which allows a mentoring relationship to drive the Internship. The Interim Report is the mechanism for the shift to Internship. The Supervising Teacher completes the Interim Report once they are satisfied the Preservice Teacher has demonstrated all of the Graduate Standards in the APST. A Notification 1 **MUST** be lodged if a teacher has any concerns about the student’s capacity to take up the Internship at the point of completing the Interim report. See General Information ([p.12](#)) for more details.



Information for Preservice Teachers

HELP DESK

Professional Experience Unit (PEX Unit)

Email: pex-enquiries@uow.edu.au

Phone: 02 4239 2380

PROFESSIONAL CONDUCT

- The University of Wollongong Code of Practice - Work Integrated Learning (PEX) outlines what is expected from Preservice Teachers, the University and Placement Providers: <http://www.uow.edu.au/about/policy/UOW058662.html>
- You must also comply with the Codes of Conduct relevant to your placement school. It is your responsibility to locate and familiarise yourself with these codes and/or policies prior to your Professional Experience.
- In the unusual event of extenuating circumstances or professional misconduct you may be asked by the School Principal or the University of Wollongong to leave the school, which means the Professional Experience is terminated

MANDATORY PRESERVICE TEACHER CHECKS

It is each Preservice Teacher's responsibility to ensure mandatory checks and clearances are completed and up to date in Sonia. **No PEX can commence until evidence of completion of these requirements is uploaded into Sonia.** Mandated checks and clearances are listed in Sonia. Please note that some checks take some time to clear, so start early and be aware of deadlines.

Instructions for completing these mandatory checks and the frequency at which they must be updated can be found in Sonia. Mandatory check requirements may be subject to change and additional mandatory checks may be introduced by the School of Education. It is your responsibility to ensure these checks are current and not due to expire before or during a placement.

Preservice Teachers are required to provide their allocated school with a copy of their photo ID and checks on Day 1 of their placement.

ENROLMENT AND PLACEMENT OPTIONS

Enrol in your Professional Experience subjects early. Placement information is emailed via Sonia and enrolled students are on the mailing list.

Method of Allocation

- The School of Education formal Placement Agreement with Department of Education, Catholic and Independent schools does not permit Preservice Teachers to negotiate their own placement or to contact a school directly seeking a placement. All placements are negotiated by the PEX Unit in order to comply with this Placement Agreement.
- Placements for the **first** PEX are allocated based on preservice teachers' residential postcode (sessional address) as recorded in SOLS, so make sure this is up to date.
- Subsequent placements may be selected by students by nominating preferences in Sonia

Please note: Local area placements may be restricted by availability, meaning extended travel for placements may be required.

Out of Area and International Professional Experience Placements

If you are eligible, the PEX Unit will email you information about International or Out of Area Professional Experience in a rural or regional area. Applications are assessed on previous PEX reports, academic record, and motivation for undertaking the experience.

- The PEX Unit will negotiate your placement with the nominated school
- A University Advisor will liaise with you via email/phone/video conference
- Travel and accommodation costs are met by the Preservice Teacher unless you have secured funded support. These competitive opportunities are advertised through Sonia.

Variation to Professional Experience

Preservice Teachers are expected to complete Professional Experience as scheduled by the School of Education PEX Planner - <https://www.uow.edu.au/social-sciences/schools-entities/education/professional-experience/>. Variations to PEX are considered where circumstances comply with UOW Academic Consideration Policy <https://documents.uow.edu.au/about/policy/uow058721.html>. Refer to this policy and the Compassionate and Compelling Circumstances Guidelines and apply through SOLS to the relevant Subject Coordinator for Academic Consideration to vary PEX dates. Applications will be reviewed by the Subject Coordinator with the relevant Academic Program Director and School Head of Teaching and Learning. Applications for Academic Consideration are made: <https://www.uow.edu.au/student/admin/academic-consideration/>.

Internships

Internships are required as part of the final PEX in NESAC accredited programs, allowing Preservice Teachers to take responsibility of a class and teach unsupervised. The teacher role changes from "Supervising" to "Cooperating" Teacher, which allows a mentoring relationship to drive the Internship. The Interim Report is the mechanism for the shift to Intern. The Supervising Teacher completes the Interim Report once they are satisfied the Preservice Teacher has demonstrated all of the Graduate Standards in the APST. A Notification 1 MUST be lodged if a teacher has any concerns about the student's capacity to take up the Internship at the point of completing the Interim report. See General Information ([p.12](#)) for more details.



LITERACY AND NUMERACY TEST FOR INITIAL TEACHER EDUCATION STUDENTS (LANTITE)

The Australian Government mandates that **all** initial Teacher education students **pass** the Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE) **prior to their final PEX placement/Internship**. Preservice Teachers should take the test **as soon as possible in their degree** to allow plenty of time for lodging results in Sonia. It is not a UOW test. The School of Education recommends taking the test:

- **Undergraduate:** Autumn Session, 2nd or 3rd Year or Spring Session 2nd Year
- **Postgraduate:** Spring Session, 1st Year/Autumn Session 2nd Year

Further information and support for this test can be found at: <https://www.uow.edu.au/social-sciences/current-students/literacy-numeracy-test/>

ALLOCATION

The PEX Unit places many hundreds of Preservice Teachers across every program. The PEX Unit endeavours to allocate placements up to 4 weeks prior to commencement, however, allocations can be delayed. A delay is not a source for concern because a place will be secured. You are asked to remain respectful, patient and professional throughout the process.

Notification of Allocation - You will be emailed an official notification of your placement and you are required to:

1. Log in to Sonia to access your placement details
2. Contact your In-School Coordinator of your allocated school **on the specified date and not before this date**
3. Provide the PEX Unit with the name and email address of your Supervising Teacher without delay so they can receive important information about you and your PEX.

Placement Conflict of Interest - You are not permitted to undertake Professional Experience at a school where you:

- Are employed
- Have relatives employed or enrolled. A “relative” in this case includes a partner, child, parent, aunt/uncle or other close relative. If in doubt, contact your APD.

It is your responsibility to notify the PEX Unit as soon as you are aware of a Conflict of Interest in the school where you have been placed. Ensure you have notified the PEX Unit prior to placements being finalised.

Name Badges

You will be issued with a name badge before your first placement. If you lose your badge you must replace it at your own cost.

Contact: New Millennium Trophies & Gifts, 92 Auburn Street Wollongong | T: 0402 062 606

RESOURCES AND SUPPORT

Supervising Teachers, Preservice Teachers and In-School coordinators can all access resources and forms for placement via the Sonia login.

Support whilst on Professional Experience is provided to you by the following people:

- **In-School Coordinator** – Your main contact
- **Supervising Teacher** - Your mentor
- **University Advisors** will offer liaison support via email, phone and/or video conferencing however, a University representative will always attend school if requested/required.
- **PEX Unit Help Desk** for Sonia and administrative enquiries

The Procedure for a Preservice Teacher in Need of Additional Support (Notification Process) is for those not meeting expectations for teaching and/or professional conduct. The procedure must be used in a timely manner so improvement can occur. See [p.13-14](#) for more information. **Early implementation of the procedure is the best way to support the Preservice Teacher.**

ATTENDANCE

You must meet the attendance requirements of your Professional Experience to pass the subject in which the Professional Experience is embedded. Your attendance at your placement is verified when you use the Sign On procedures of your school. When you and your teacher sign each PEX report, you are **BOTH** confirming that you have completed all required days for that PEX. **Reports cannot be submitted until all Professional Experience days have been completed.**

Your Supervising Teacher will guide you about requirements and attendance particular to the placement school. But as a minimum, you must:

- Arrive a minimum of 30 minutes before and remain a minimum of 30 minutes before and after the teaching period of the school day
- Be available for extended planning and lesson preparation, meetings, and professional learning opportunities before or after school
- Attend allocated PEX days and remain for the whole school day unless granted permission by your In-School Coordinator
- Complete any days missed due to Illness/Misadventure/Special Leave

Illness/Misadventure/Special Leave Procedure

1. Confirm and follow your school’s preferred procedure for notifying absences with your Supervising Teacher/In-School Coordinator
2. Apply for Academic Consideration for the PEX subject and discuss the leave with your Academic Program Director
3. Negotiate with your Supervising Teacher to make up absences convenient to the school and UOW timetable. Ensure this does not clash with classes, assessments, study weeks or exams. Email the PEX Unit to advise when this is scheduled
4. **Complete and save (do not submit) the Illness/Misadventure/Special Leave Form section within the Final Report 2024. Submit the form once the days are complete.**

NB: Medical certificate/s must be attached for absences of two or more days, via the + dropdown in the Documents Tab



Other: You are **not required to make up Professional Experience days missed due to Public Holidays**.

If any of the following occur during your Professional Experience, please contact the PEX Unit for direction:

- Injury on Placement – if you have a significant injury you will require clearance before going on placement
- Industrial Action
- Jury Duty

Note: If you require surgery or suffer a major injury prior to or during your Professional Experience placement a medical clearance certificate will be required before continuing with your placement.

Requirements for pregnancy and PEX placements

A Preservice Teacher within their final trimester when a PEX is scheduled **MUST liaise with their Subject Coordinator** about the suitability of attending PEX and alternatives if required. FairWork Australia and the UOW School of Education require a Preservice Teacher who is pregnant and scheduled to attend PEX within six weeks of their due date must upload to SONIA a medical certificate that notes the relevant gestation and confirms they are medically fit to undertake the placement. This documentation can be provided by the relevant caregiver or care providers, including but not limited to, general practitioner, obstetrician, midwife, or employee of a hospital-based service provider. In the event the Preservice Teacher is unable to adequately perform the duties required, the placement will be stopped, and alternative outcomes sought.

PROFESSIONAL EXPERIENCE LESSON FEEDBACK, REFLECTIONS AND REPORTS

The following documentation can be accessed via Sonia login:

- Professional Experience Handbook
- *Evidence Guide (Graduate Teacher Standards)*
- Supervising Teacher Lesson Feedback Template
- Preservice Teacher Lesson Self-Reflection Template

Lesson Planning - See the *Planning, Preparation and Reflection Requirements* content sections of the Handbook.

Report requirements for each Professional Experience program are set out in the relevant sections of this Handbook. At the end of your Professional Experience you must:

1. Help your Supervising Teacher to access Sonia and locate the appropriate online report (progress/interim if required and final)
2. Log into Sonia to view your report once it is written and submitted by your Supervising Teacher
3. Complete and submit your designated section of the report by the due date
4. Keep a copy of all your PEX reports for later use (including accreditation purposes)

Information for University Advisors

SONIA ONLINE ACCESS

- Access Sonia Online using your UOW username and password. If you are a new University Advisor or unsure of your log in details, please contact the Help Desk.
- To log in refer to the *Quick Start Guide for University Advisors*
- If a Supervising Teacher or In-School Coordinator has trouble with accessing Sonia, please ask them to contact the Help Desk

HELP DESK

Professional Experience Unit (PEX Unit)

Email: pex-enquiries@uow.edu.au

Phone: 02 4239 2380

ALLOCATION AND PLACEMENT INFORMATION

The PEX Unit will allocate you to Preservice Teachers within specific programs. University Advisors will work in teams with the Subject Coordinator of the PEX, the Academic Program Director and Head of Teaching and Learning to support the PEX.

- The Professional Experience requirements for each program are detailed in the relevant sections of this Handbook
- You will receive an email notification when you have been allocated. Log into Sonia to view placement details.
- Refer to the *Quick Start Guide for University Advisors* for details on how to use Sonia
- Email your Preservice Teachers, In-School Coordinators and Supervising Teacher (if you have their details) prior to commencement of placement to discuss the requirements of the PEX as set out in the Handbook and your role as advisor. A supervising teacher may not be listed in Sonia when the PEX first starts. Please check back in Sonia so you can include their email in your communications once it's been added by the Preservice Teacher.
- The University Advisor role is flexible. As usual, please contact your Preservice Teachers, In-School Coordinators and Supervising Teachers via email prior to the PEX commencing. Meetings during the PEX will occur via email, phone, and video conferencing, with visits to school undertaken as requested/required.. Please follow our usual procedures for support: discussions with all parties together and separately as required, ensuring all parties know their roles and responsibilities as listed in the Handbook, support Supervising and Preservice Teachers with the *Procedure for a Preservice Teacher in Need of Additional Support (Notification Process)* and ensure early notifications are supportive and offer enough time for the Preservice Teacher to make changes to their teaching.
- In the event that you do visit a school, please wear your UOW identification badge and carry photo ID and Working With Children Check documentation.

RESOURCES AND SUPPORT

Supervising Teachers, Preservice Teachers and In-School Coordinators can all access resources and forms for placement via the Sonia login.

Support whilst on Professional Experience is provided to you by the following:

- Professional Experience Handbook/s
- *Evidence Guide (Graduate Teacher Standards)*
- Supervising Teacher Lesson Feedback Template
- Preservice Teacher Lesson Self-Reflection Template

Lesson Planning requirements are outlined in the *Planning, Preparation and Reflection Requirements* content sections of the Handbook.

Support is available from the **PEX Unit Help Desk** for Sonia and administrative enquiries.

PROCEDURE FOR A PRESERVICE TEACHER IN NEED OF ADDITIONAL SUPPORT

The Procedure for a Preservice Teacher in Need of Additional Support is the **notification process** for Preservice Teachers who are not meeting teaching and/or professional conduct expectations.

The Procedure for a Preservice Teacher in Need of Additional Support (Notification Process) is for those not meeting expectations for teaching and/or professional conduct. The procedure must be used in a timely manner so improvement can occur. See [p.13-14](#) for more information. **Early implementation of the procedure is the best way to support the Preservice Teacher.**

To identify a Preservice Teacher in need of additional support:

- Supervising Teacher and/or In-School Coordinator will refer to the relevant Codes of Conduct, *Evidence Guide (Graduate Teacher Standards)*, Program requirements as outlined in the Professional Experience Handbook, Lesson Plans submitted by the Preservice Teacher and Completed Lesson Feedback Templates
- University Advisor responds to the school's concern, liaise with the Subject Coordinator and/or APD to identify the support needed, **and submit a Notification 1** guided by APST and *Procedure for a Preservice Teacher in Need of Additional Support* ([p.13-14](#))
- Depending on the workload and Preservice Teacher's needs, the Subject Coordinator or APD may take up the case in place of the University Advisor (negotiated)
- **Notifications** are lodged through Sonia by the University Advisor, Supervising Teacher, and Preservice Teacher using their individual Sonia logins. The Notification should outline the areas not being met (APST), a plan for meeting them, and a date set for review.



General Information

LEGAL CONSIDERATIONS FOR PROFESSIONAL EXPERIENCE

Preservice Teachers on PEX are **not to be given sole responsibility for supervising activities involving risk to students** (eg. playground duty, taking full classes unsupervised). Supervising Teachers and other school staff continue to have duty of care responsibilities. For similar reasons, Preservice Teachers should not be asked to relieve for Teachers who are absent. These guidelines are stated in:

A Framework for High-Quality Professional Experience in Schools

<https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/how-accreditation-works/administering-accreditation/supervisors-principal-service-providers/download-professional-experience-framework>

Specifically Document 2: Professional Experience – Common roles and responsibilities

LEGAL CONSIDERATIONS FOR PROFESSIONAL INTERNSHIPS

An Internship is the final Professional Experience and provides a significant period of teaching practice where the Preservice Teacher is provided with program supervision rather than direct in-class supervision. This is at the Principal's discretion and with consideration of the school and class context. During an Internship, a Preservice Teacher may be left without direct supervision for periods of time, at the discretion of the Cooperating Teacher and the school. However, Preservice Teachers **may not take** sole responsibility for supervising activities involving risk to students (eg. playground duty), and Supervising Teachers and school staff continue to have duty of care responsibilities. Please refer to Internship information on the following pages of this handbook: In-School Coordinators ([p.5](#)), Supervising Teachers ([p.7](#)), and Preservice Teachers ([p.8](#)).

- While on Internship the Preservice Teacher is referred to as an Intern, however this document uses *Preservice Teacher* generically
- Supervising Teachers of Interns are referred to as Cooperating Teachers, however this document uses *Supervising Teacher* generically
- Internship Agreements exist between the Department of Education (DoE) and NSW Universities (see DoE for further information), and with some Catholic Diocese. Agreements can be sought as required with other schools where one is not in place.

NSW Education Standards Authority (NESA) documents relating to this:

NSW Supplementary Documentation: Professional Experience in Initial Teacher Education (January, 2017)

<https://educationstandards.nsw.edu.au/wps/wcm/connect/6807e5d6-b810-4e57-bc32-1a3155fd115e/professional-experience-in-ite-policy.pdf?MOD=AJPERES&CVID=>

Specifically Document 2: Professional Experience – Common roles and responsibilities.

This should be read in conjunction with **A Framework for High-Quality Professional Experience in Schools**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/how-accreditation-works/administering-accreditation/supervisors-principal-service-providers/download-professional-experience-framework>

OUTCOMES FOR PRESERVICE TEACHERS

By the end of a Professional Experience, Preservice Teachers will be able to demonstrate knowledge and skills appropriate for Preservice Teachers as outlined in the *Evidence Guide (Graduate Teacher Standards)*, supported by Lesson Feedback Templates, and the *Australian Professional Standards for Teachers Professional Experience Report*.



Procedure for a Preservice Teacher in Need of Additional Support (Notification Process)

This procedure is to be implemented by the Supervising Teacher in consultation with the UOW University Advisor when a Preservice Teacher is **making insufficient progress towards meeting the requirements** for Professional Experience and/or professional conduct policy. It uses a process of **three Notifications** to focus on developing the skills required for a PEX. A Preservice Teacher who reaches **Notification 3 will fail their PEX.**

Early notifications are important because they allow time for progress to be made.

Supervising Teacher

- Using the APST, clearly articulate areas of concern to the Preservice Teacher
- Inform University Advisor, In-School Coordinator and Preservice Teacher and arrange a meeting
- Collate documentation to support the implementation of the Notification

Notification 1 Implementation

At the meeting: (Attendees should include the Supervising Teacher, Preservice Teacher and University Advisor)

- Discuss the areas of concern in reference to supporting documentation
- Remind the Preservice Teacher of the various support available to them
- Review *Australian Professional Standards for Teachers (Graduate)* and refer to relevant supplementary documentation
- Discuss the specific areas to be addressed in the Notification 1 and negotiate a reasonable timeframe by which significant improvement must be demonstrated and maintained

Completing the Notification 1 form:

- Identify the areas of concern directly relating to the APSTs and comment on specific details relating to the areas of concern
- Specify the suggestions for development and goals/minimum expectations required to be demonstrated and maintained
- Specify the timeframe in which these should be evident – usually within 3-5 days
- Supervising Teacher, Preservice Teacher and University Advisor sign off in Sonia

Outcomes from Notification 1

Achieving and maintaining set goals:

- Continue to monitor and completion of scheduled PEX placement

NOT achieving set goals. As applicable:

- Notification 2 implemented in consultation with the University Advisor, if scheduled PEX placement days are incomplete
- Unsatisfactory report issued in consultation with the University Advisor, if scheduled PEX placement days are complete
- Final Notification issued if PEX placement is terminated under Code of Practice*

EXPECTATIONS FOR PRESERVICE TEACHERS

- **Know the areas of concern** and the actions required of you to meet and maintain the criteria in the designated timeframe
- **Action** the Notification form via your Sonia login
- **Liaise with your Supervising Teacher and University Advisor** to address the areas of concern (refer to the APST)
- **Seek additional support and advice** (eg. Subject Coordinator, In School Coordinator)
- **Demonstrate significant improvement** and maintain this consistently for the duration of the PEX placement

EXPECTATIONS FOR SUPERVISING TEACHERS

- Provide the Preservice Teacher with timely information about expectations and progress
- Clearly articulate your concerns as early as possible using feedback sheets and verbal feedback
- Contact the University Advisor to arrange a meeting
- Gather evidence and documentation to support your concerns in line with the *Evidence Guide (Graduate Teacher Standards)*
- Access and complete the Notification Form via your *Sonia* login
- Provide a reasonable level of support to Preservice Teacher
- Monitor the Preservice Teacher for improvement as addressed in the Notification within the timeframe set

EXPECTATIONS FOR UNIVERSITY ADVISORS

- Provide advice and support for the Preservice and Supervising Teacher and inform the Subject Coordinator/APD
- Ensure procedures are followed and appropriately documented
- Ensure the Notification Form is actioned by all parties via their Sonia login including the University Advisor
- Notify the PEX Unit, Subject Coordinator, Academic Program Director and/or Head of Teaching and Learning as appropriate
- Follow up with the Supervising Teacher and Preservice Teacher and if necessary, assist with the implementation of Notification 2 and/or Final Notification in consultation with the Subject Coordinator/APD and/or Head of Teaching and Learning

FURTHER INFORMATION FOR PRESERVICE TEACHERS

When your Professional Experience has been terminated or you have received an Unsatisfactory *Australian Professional Standards for Teachers Professional Experience Report*, you are required to make an appointment with your Academic Program Director to discuss the outcome of the Professional Experience. This meeting will determine implications on course progression and strategies to prepare you for future PEX.

In most cases, you will be required to complete the support subject EDPX200 prior to being allocated to a school to repeat your Professional Experience.

BACHELOR OF PRIMARY EDUCATION PEX DATES 2024

Bachelor of Primary Education						
			PEX 1 & 2	3 rd Year PEX	4 th Year PEX & Internship	4 th Year Internship (Hons)
Week	School Week	UOW Week	EDPD201	EDPD301		
29 Jan	1					
5 Feb	2					
12 Feb	3					
19 Feb	4	O-Week	Orientation	Orientation	Orientation	Orientation
26 Feb	5	1	L	L	L	L
4 Mar	6	2	L	L	L	L
11 Mar	7	3	L	L	L	L
18 Mar	8	4	L	L	L	L
25 Mar	9	PH 29	L	L	L	L
1 Apr	10	PH 1	L	L	L	L
8 Apr	11	7	L	L	L	L
15 Apr	School Holidays	Recess	SH/Recess	SH/Recess	SH/Recess	SH/Recess
22 Apr	School Holidays	PH 25	Writing Week	Writing Week	Writing Week	Writing Week
29 Apr	1	9	L	PEX 3 Individual Day (T _{bu})	L	L
6 May	2	10	L	PEX 3 Individual Day (T _{bu})	L	L
13 May	3	11	L	PEX 3 Individual Day (T _{bu})	L	L
20 May	4	12	L	PEX 3 Individual Day (T _{bu})	L	L
27 May	5	13	L	PEX 3 Individual Day (T _{bu})	L	L
3 Jun	6	Study/Recess	PEX 1	PEX 3	Study/Recess	Study/Recess
10 Jun	7	PH-10 Exams	PEX 1	PEX 3	Exams	Exams
17 Jun	8	Exams	PEX 1	PEX 3	Exams	Exams
24 Jun	9	Recess	Recess	Recess	Recess	Recess
1 Jul	10	Recess	Recess	Recess	Recess	/Recess
8 Jul	School Holidays	Recess	SH/Recess	SH/Recess	SH/Recess	SH/Recess
15 Jul	School Holidays	Recess	SH/Recess	SH/Recess	SH/Recess	SH/Recess
22 Jul	1	1	L	L	L	L
29 Jul	2	2	L	L	L	L
5 Aug	3	3	L	L	L	L
12 Aug	4	4	L	L	PEX 4	L
19 Aug	5	5	L	L	PEX 4	L
26 Aug	6	6	L	L	Internship	L
2 Sep	7	7	L	L	Internship	PEX 4
9 Sep	8	8	L	L	Internship	PEX 4
16 Sep	9	9	L	L	Internship	Internship
23 Sep	10	10	L	L	L	Internship
30 Sep	School Holidays	Recess	SH/Recess	SH/Recess	SH/Recess	SH/Recess
7 Oct	School Holidays	PH-7	Writing Week	Writing Week	Writing Week	Writing Week
14 Oct	1	12	L	L	L	Internship
21 Oct	2	13	L	L	L	Internship
28 Oct	3	Study/Recess	PEX 2	Study/Recess	Study/Recess	Study/Recess
4 Nov	4	Exams	PEX 2	Exams	Exams	Exams
11 Nov	5	Exams	PEX 2	Exams	Exams	Exams
15 Jul	School Holidays	Recess	SH/Recess	SH/Recess	SH/Recess	SH/Recess
22 Jul	1	1	L	L	L	L
29 Jul	2	2	L	L	L	L
5 Aug	3	3	L	L	L	L
12 Aug	4	4	L	L	PEX 4	L
19 Aug	5	5	L	L	PEX 4	L
26 Aug	6	6	L	L	Internship	L
2 Sep	7	7	L	L	Internship	PEX 4
9 Sep	8	8	L	L	Internship	PEX 4
16 Sep	9	9	L	L	Internship	Internship
23 Sep	10	10	L	L	L	Internship
30 Sep	School Holidays	Recess	SH/Recess	SH/Recess	SH/Recess	SH/Recess
7 Oct	School Holidays	PH-7	Writing Week	Writing Week	Writing Week	Writing Week
14 Oct	1	12	L	L	L	Internship
21 Oct	2	13	L	L	L	Internship
28 Oct	3	Study/Recess	PEX 2	Study/Recess	Study/Recess	Study/Recess
4 Nov	4	Exams	PEX 2	Exams	Exams	Exams
11 Nov	5	Exams	PEX 2	Exams	Exams	Exams



BACHELOR OF PRIMARY EDUCATION: PEX 1

Professional Experience Dates	Three-week block: Commencing 3 June, 2024 - 21 June, 2024 Note: This PEX is designed for Preservice Teachers to be placed in pairs with one Supervising Teacher to develop collaborative and reflective practices with a peer under the mentorship of a Supervising Teacher. Where a paired placement is not possible, a Preservice Teacher may undertake an individual placement.
Required Number of Days	15 days Supervised Professional Experience
Subject Code	EDPD201
Pre-Professional Experience Requirements	Before commencing this Professional Experience, Preservice Teachers must contact the In-School Coordinator of their allocated school to ensure they are familiar with: <ul style="list-style-type: none"> • School expectations, policies and procedures • Class/stage teaching program • Classroom expectations, routines and procedures
Feedback and Reporting Requirements	<ul style="list-style-type: none"> • Regular oral and written feedback should be provided with a minimum of 3 lesson feedback forms completed each week • A PEX CHECK IN will be sent in the first weeks of PEX. This electronic document asks the Supervising Teacher a single question about the Preservice Teacher's progress. The PEX Check In replaces previous interim reports and takes just minutes to complete. We encourage you to seek support through the PEX Check In if you have concerns about your Preservice Teacher's progress. • Towards the end of Week 2 discuss with the Preservice Teacher their progress and set goals for Week 3 using the <i>Evidence Guide (Graduate Teacher Standards)</i> and the relevant PEX report • FINAL REPORT: An <i>Australian Professional Standards for Teachers Professional Experience Report 2024</i> is to be submitted at the completion of the three-week block
Minimum Teaching Allocation	<p>Week 1: Plan and implement a minimum of 6 hours of teaching with activities that focus on individuals, small groups and whole class. This should include team-teaching with the Supervising Teacher and peer whilst the Preservice Teacher becomes accustomed to the school and class routines.</p> <p>Weeks 2 and 3: Preservice Teachers should complete a minimum of 8 hours of teaching involving class organisation and/or consecutive lessons. These hours should include team-teaching with their peer.</p>
Observations and Experiences	When not teaching, Preservice Teachers should be assisting their Supervising Teacher, working on planning upcoming lessons, observing and providing feedback on their peers' teaching, or contributing to other school activities/duties alongside the Supervising Teacher. The Supervising Teacher and In-School Coordinator may also request Preservice Teachers to observe and/or assist other Teachers or staff beyond their allocated classroom.
Planning, Preparation and Reflection Requirements	<ul style="list-style-type: none"> • All lesson planning should be done in consultation with the Supervising Teacher • Lesson Plans must be written for all lessons and <u>must</u> be presented to the Supervising Teacher a <u>minimum of 24 hours</u> before the lesson is taught to allow reasonable time for comments and suggestions to be made and discussed, and for the lesson plan to be adjusted prior to implementation • Lesson Self-Reflection templates (completed individually or with a peer when team-teaching) should be completed daily to support professional dialogue and improve teaching practice
EDPD201 Focus Areas	<ul style="list-style-type: none"> • Developing interpersonal communication skills through involvement in classroom and whole school activities • Interacting professionally with staff, students and the broader school community • Demonstrating a genuine interest and concern in children, their welfare and activities • Developing an understanding of how schools and classrooms are organised and managed • Gaining experiences in the six KLAs through observation, immersion collaborative team teaching, and individual teaching



BACHELOR OF PRIMARY EDUCATION: PEX 2

Professional Experience Dates	<p>Three-week block: Commencing 28 October, 2024 - 15 November, 2024</p> <p>Note: This PEX is designed for Preservice Teachers to be placed in pairs with one Supervising Teacher to develop collaborative and reflective practices with a peer under the mentorship of a Supervising Teacher. Where a paired placement is not possible, a Preservice Teacher may undertake an individual placement.</p>
Required Number of Days	15 days Supervised Professional Experience
Subject Code	EDPD202
Pre-Professional Experience Requirements	<p>Before commencing this Professional Experience, Preservice Teachers must contact the In-School Coordinator of their allocated school to ensure they are familiar with:</p> <ul style="list-style-type: none"> • School expectations, policies and procedures • Class/stage teaching program • Classroom expectations, routines and procedures • Students' learning needs
Feedback and Reporting Requirements	<ul style="list-style-type: none"> • Regular oral and written feedback should be provided, with a minimum of three Supervising Teacher Lesson Feedback Templates completed each week • A PEX CHECK IN will be sent in the first weeks of PEX. This electronic document asks the Supervising Teacher a single question about the Preservice Teacher's progress. The PEX Check In replaces previous interim reports and takes just minutes to complete. We encourage you to seek support through the PEX Check In if you have concerns about your Preservice Teacher's progress. • Before the midway point of the Professional Experience, discussions should be held with the Preservice Teacher to assess their progress and set goals, using the <i>Evidence Guide (Graduate Teacher Standards)</i> and the relevant Professional Experience report • FINAL REPORT: An <i>Australian Professional Standards for Teachers Professional Experience Report 2024</i> is to be submitted at the completion of the three-week block
Minimum Teaching Allocation	<p>Week 1: Teaching to commence on Day 1 of the three-week block. 8 hours of teaching including whole lessons (full lesson plans).</p> <p>Week 2: 10 hours of teaching with activities that focus on individuals, small groups and whole class (use lesson plans).</p> <p>Week 3: 15 hours of teaching, comprising of at least two to three full days of teaching (use lesson plans and daybook at the Supervising Teacher's discretion).</p>
Observations and Experiences	<p>When not teaching, Preservice Teachers should be assisting their Supervising Teacher, working on planning upcoming lessons, observing and providing feedback on their peers' teaching, or contributing to other school activities/duties alongside the Supervising Teacher. The Supervising Teacher and In-School Coordinator may also request Preservice Teachers to observe and/or assist other Teachers or staff beyond their allocated classroom.</p>
Planning, Preparation and Reflection Requirements	<ul style="list-style-type: none"> • All lesson planning should be done in consultation with the Supervising Teacher • Lesson Plans must be written for all lessons and <u>must</u> be presented to the Supervising Teacher a <u>minimum of 24 hours</u> before the lesson is taught to allow reasonable time for comments and suggestions to be made and discussed, and for the lesson plan to be adjusted prior to implementation • Lesson Self-Reflection Templates should be completed daily to support professional dialogue and improve teaching practice • Week 1 – Full lesson plans should be written (with peer for team-teaching) • Week 2 – Lesson plans should be used • Week 3 – It is suggested students commence planning using a program and daybook (with peer for team-teaching). However, Supervising Teachers may request greater lesson details (lesson plans) should they determine this necessary.
EDPD202 Focus Areas	<ul style="list-style-type: none"> • Developing interpersonal communication skills required to interact effectively and professionally with staff, students and the broader school community • Planning, implementing and evaluating individual lessons and/or sequences of lessons in the six KLAs • Implementing a range of strategies to create and maintain supportive and safe learning environments • Engaging in self-reflection, peer reflection/assessment, and collegial discussions to improve teaching practice



BACHELOR OF PRIMARY EDUCATION: 3RD YEAR PEX

Professional Experience Dates	Five Individual Days: Thursdays commencing 2 May, 2024 - 30 May, 2024 Three-week block: Commencing week of 3 June, 2024 - 21 June, 2024
Required Number of Days	20 days Supervised Professional Experience
Subject Code	EDPD301
Pre-Professional Experience Requirements	Before commencing this Professional Experience, Preservice Teachers must contact the In-School Coordinator of their allocated school to ensure they are familiar with: <ul style="list-style-type: none"> • School expectations, policies and procedures • Class/stage teaching program • Expectations for the first day Individual PEX day
Feedback and Reporting Requirements	<ul style="list-style-type: none"> • Regular oral and written feedback should be provided, with a minimum of three lesson feedback forms completed each week • A PEX CHECK IN will be sent in the first weeks of PEX. This electronic document asks the Supervising Teacher a single question about the Preservice Teacher's progress. The PEX Check In replaces previous interim reports and takes just minutes to complete. We encourage you to seek support through the PEX Check In if you have concerns about your Preservice Teacher's progress. • Before the midway point of the Professional Experience, <u>discussions</u> should be held with the Preservice Teacher to assess their progress and set goals, using the <i>Evidence Guide (Graduate Teacher Standards)</i> and the relevant Professional Experience report • FINAL REPORT: Australian Professional Standards for Teachers Professional Experience Report 2024 submitted at the completion of the 20 day PEX
Minimum Teaching Allocation	<p>Week 1 (5 Individual Days): Plan and implement a minimum of 6 hours over the 5 rolling days of teaching with activities that focus on individuals, small groups and whole class. This could include team-teaching with the Supervising Teacher whilst the Preservice Teacher becomes accustomed to the school and class routines.</p> <p>Weeks 2: Preservice Teachers should complete a minimum of 8 hours, involving class organisation and/or consecutive lessons.</p> <p>Weeks 3: Preservice Teachers should complete a minimum of 10 hours, involving class organisation and/or consecutive lessons.</p> <p>Week 4: 15 hours of teaching with activities that focus on individuals, small groups and whole class (use lesson plans or daybook at the Supervising Teacher's discretion).</p>
Observations and Experiences	When not teaching, Preservice Teachers should be assisting their Supervising Teacher, working on planning upcoming lessons, observing teaching, or contributing to other school activities/duties alongside the Supervising Teacher. The Supervising Teacher and In-School Coordinator may also request Preservice Teachers to observe and/or assist other Teachers or staff beyond their allocated classroom.
Planning, Preparation and Reflection Requirements	<ul style="list-style-type: none"> • All lesson planning should be done in consultation with the Supervising Teacher • Lesson Plans must be written for all lessons and <u>must</u> be presented to the Supervising Teacher a <u>minimum of 24 hours</u> before the lesson is taught to allow reasonable time for comments and suggestions to be made and discussed, and for the lesson plan to be adjusted prior to implementation • Lesson Self-Reflection Templates should be completed daily to support professional dialogue and improve teaching practice <p>Throughout the Professional Experience Preservice Teachers must:</p> <ul style="list-style-type: none"> • Prepare and organise equipment and resources for each lesson taught • Complete self-reflections daily to support professional dialogue with their Supervising Teacher and improve teaching practice • Keep copies of all lesson plans, self-reflections and lesson feedback forms for later reflection and subsequent Professional Experience
EDPD301 Focus Areas	<ul style="list-style-type: none"> • Demonstrating interpersonal communication skills required to interact effectively and professionally with staff, students and the broader school community • Demonstrating a genuine interest in children, their welfare and the teaching profession • Competently planning, implementing, assessing and evaluating lesson sequences and units of work in the six KLAs • Demonstrating involvement in the full teaching and learning cycle. This should include opportunities to review data and evidence about student learning, to implement both formative and summative assessment, and to provide feedback to students. • Contributing positively to the school community beyond the classroom • Demonstrating the capacity to create and maintain supportive and safe learning environments • Demonstrating competency to progress to the Internship



BACHELOR OF PRIMARY EDUCATION: 4TH YEAR PEX AND INTERNSHIP

Professional Experience Dates	<p>MAIN COHORT: Six-week block Commencing 12 August, 2024 - 20 September, 2024</p> <p>HONOURS COHORT: Six-week block Commencing 2 September, 2024 - 25 October, 2024</p> <p>Note: Weeks 1 – 2: Supervised Professional Experience Weeks 3 – 6: Internship</p>
Required Number of Days	(30 days total): 10 days Supervised Professional Experience plus 20 days Internship
Subject Code	EDPD402
Pre-Internship Requirements	<p>Before commencing this Professional Experience, Preservice Teachers must contact the In-School Coordinator of their allocated school before the end of school Term 2 to ensure they are familiar with:</p> <ul style="list-style-type: none"> • School expectations, policies and procedures • Class/stage teaching program • Classroom expectations, routines and procedures • Students' learning needs <p>Preservice Teachers must commence some teaching on Day 1 of the seven-week block.</p>
Feedback, Reporting and Assessment Requirements	<ul style="list-style-type: none"> • During the two-week supervised PEX regular oral and written feedback should be provided to determine if the Preservice Teacher is demonstrating evidence of achieving the Graduate Teacher Standard • A PEX CHECK IN will be sent in the first week of PEX. This electronic document asks the Supervising Teacher a single question about the Preservice Teacher's progress and takes just minutes to complete. We encourage you to seek support through the PEX Check In if you have concerns about your Preservice Teacher's progress. • INTERIM REPORT: Australian Professional Standards for Teachers Interim Report 2024 submitted via Sonia at the conclusion of Week 2 * Please note: this Interim Report is the mechanism by which the Preservice Teacher becomes an Intern and the Supervising Teacher becomes a Cooperating Teacher. Please see General Information p.12, with further information on the roles and payment rates on p.7 and p.8. • Regular oral and written feedback should continue to be provided during the Internship with a minimum of three lesson feedback forms completed each week • Before the midway point of the Internship, <u>discussions</u> should be held with the Preservice Teacher to assess their progress and set goals, using the <i>Evidence Guide (Graduate Teacher Standards)</i> and the relevant Professional Experience report • FINAL REPORT: Australian Professional Standards for Teachers Professional Experience Report 2024 submitted at the completion of the Internship
Minimum Teaching Allocation	<p>Weeks 1 to 2: Preservice Teachers commence teaching from Day 1 with a reduced weekly teaching load. Collaborative planning, team-teaching and small group teaching are encouraged. Preservice Teachers do not have duty of care.</p> <p>Weeks 3 to 6 (Internship): Preservice Teachers should teach the equivalent to a full teaching load (program and daybook), with planning, analysis and reflective support from Co-operating Teacher. Preservice Teachers have duty of care in the classroom. It is not expected that Co-operating Teachers will be regularly observing interns during this time.</p>
Planning, Preparation and Reflection Requirements	<p>PEX 4: Preservice Teachers should commence teaching on Day 1.</p> <p>Lesson Plans/daybook must be written and presented to the Supervising Teacher a <u>minimum of 24 hours before teaching</u> to allow reasonable time for feedback to be made and discussed, and appropriate adjustments made prior to implementation. Preparation and organisation of resources is expected for all teaching.</p> <p>Lesson Self-Reflection Templates should be completed daily to support professional dialogue and improve teaching practice.</p> <p>Internship: Preservice Teachers will work with the Cooperating Teacher to develop a teaching program and daybook. As the Internship is an extended period there is a strong emphasis on the planning and development of units of work across all KLAs. Daybooks must show lesson notes, preparation (including specific examples to be taught), anecdotal notes and teaching/learning reflections.</p> <p>Lesson Self-Reflection Templates should be completed daily to support professional dialogue that can assist Preservice Teachers to seek advice on ways to develop professionally and improve teaching performance.</p>
EDPD402 Focus Areas	<ul style="list-style-type: none"> • Accepting responsibility in an independent teaching position



- Displaying professional and ethical practices
- Developing awareness, understanding and competencies in the specific roles and responsibilities of a Primary School Teacher and, as far as possible, effectively participate in these roles and responsibilities
- Planning, implementing, and evaluating contemporary units of work that are well grounded in educational research, state and system policy frameworks and designed to maximise student engagement and learning
- Demonstrating involvement in the full teaching and learning cycle. This should include opportunities to review data and evidence about student learning, to implement both formative and summative assessment to differentiate the needs of students, and to provide feedback to students.
- Understanding the nature of schools as workplaces and their associated values, routines and cultures and comply with all policies and procedures
- Communicating and interacting professionally with staff, students and the broader school community
- Demonstrating an awareness of and respect other people in the school and the community whose work supports the classroom Teacher, and their roles and responsibilities
- Assessing and reporting on student learning fairly and equitably
- Contributing positively to the school community beyond the classroom
- Satisfactorily completing an intensive period of in-school experience that effectively inducts them into the nature, structure and organisation of schools and the work, roles and responsibilities of Teachers



BACHELOR OF HEALTH AND PHYSICAL EDUCATION PEX DATES 2024

			Health and Physical Education		
			PEX 1 & 2 2 nd Year	PEX 3 3 rd Year	PEX 4/Internship 4 th Year
Week	School Week	UOW Week	EDPS200	EDPS301	
29 Jan	1				
5 Feb	2				
12 Feb	3				
19 Feb	4	O-Week	Orientation	Orientation	Orientation
26 Feb	5	1	L	L	L
4 Mar	6	2	L	L	L
11 Mar	7	3	L	L	L
18 Mar	8	4	L	L	L
25 Mar	9	PH 29	L	L	L
1 Apr	10	PH 1	L	L	L
8 Apr	11	7	L	L	L
15 Apr	School Holidays	Recess	SH/Recess	SH/Recess	SH/Recess
22 Apr	School Holidays	PH 25	Writing Week	Writing Week	Writing Week
29 Apr	1	9	PEX1 – Thurs & Fri	L	L
6 May	2	10	PEX1 – Thurs & Fri	L	L
13 May	3	11	PEX1 – Thurs & Fri	L	L
20 May	4	12	PEX1 – Thurs & Fri	L	L
27 May	5	13	PEX1 – Thurs & Fri	PEX 3	L
3 Jun	6	Study/Recess	Study/Recess	PEX 3	Study/Recess
10 Jun	7	PH-10 Exams	Exams	PEX 3	Exams
17 Jun	8	Exams	Exams	PEX 3	Exams
24 Jun	9	Recess	Recess	Recess	Recess
1 Jul	10	Recess	Recess	Recess	Recess
8 Jul	School Holidays	Recess	SH/Recess	SH/Recess	SH/Recess
Week	School Week	UOW Week	EDPS201		EDPS402
15 Jul	School Holidays	Recess	S/H Recess	S/H Recess	S/H Recess
22 Jul	1	1	L	L	L
29 Jul	2	2	L	L	L
5 Aug	3	3	L	L	PEX 4
12 Aug	4	4	L	L	PEX 4
19 Aug	5	5	L	L	PEX 4
26 Aug	6	6	L	L	Internship
2 Sep	7	7	L	L	Internship
9 Sep	8	8	L	L	Internship
16 Sep	9	9	L	L	Internship
23 Sep	10	10	L	L	L
30 Sep	School Holidays	Recess	S/H Recess	S/H Recess	S/H Recess
7 Oct	School Holidays	PH-7	Writing Week	Writing Week	Writing Week
14 Oct	1	12	L	L	L
21 Oct	2	13	L	L	L
28 Oct	3	Study/Recess	PEX 2	Study/Recess	Study/Recess
4 Nov	4	Exams	PEX 2	Exams	Exams
11 Nov	5	Exams	PEX 2	Exams	Exams



BACHELOR OF HEALTH AND PHYSICAL EDUCATION: PEX 1 AND 2

Professional Experience Dates	<p>PEX 1: 10 Individual Days – Thursdays and Fridays commencing 2 May, 2024 - 31 May, 2024</p> <p>PEX 2: Three-week block – Commencing 28 October, 2024 - 15 November, 2024</p> <p>Where possible, Preservice Teachers can be placed in pairs with one Supervising Teacher to develop collaborative and reflective practices with a peer under the mentorship of a Supervising Teacher.</p>
Required Number of Days	25 days Supervised Professional Experience
Subject Code	EDPS200 and EDPS201
Pre-Professional Experience Requirements	<p>PEX 1: Preservice Teachers are required to contact the In-School Coordinator to confirm first day organisation for the Individual Days.</p> <p>PEX 2: Before commencing this Professional Experience, Preservice Teachers must contact the In-School Coordinator of their allocated school to ensure they are familiar with:</p> <ul style="list-style-type: none"> • School expectations, policies and procedures • Class/stage teaching program • Classroom expectations, routines and procedures • Students' learning needs
Feedback and Reporting Requirements	<ul style="list-style-type: none"> • Regular oral and written feedback should be provided, with a minimum of one lesson feedback form completed each day Preservice Teachers teach • PEX 1: PROGRESS REPORT should be completed in Sonia at the end of PEX 1 Individual Days • PEX 2: After Week 1 of the three-week Professional Experience, <u>discussions</u> should be held with the Preservice Teacher to assess their progress and set goals, using the <i>Evidence Guide (Graduate Teacher Standards)</i> and the relevant Professional Experience report • A PEX CHECK IN will be sent in the first weeks of PEX. This electronic document asks the Supervising Teacher a single question about the Preservice Teacher's progress. The PEX Check In replaces previous interim reports and takes just minutes to complete. We encourage you to seek support through the PEX Check In if you have concerns about your Preservice Teacher's progress. • FINAL REPORT: Australian Professional Standards for Teachers Professional Experience Report 2024 submitted at the completion of the three-week block
Minimum Teaching Allocation	<p>PEX 1: Individual Days - Preservice Teachers may be involved in assisting the Supervising Teacher in activities such as teaching small groups, assisting individual students, teaching lesson segments and team teaching as appropriate.</p> <p>PEX 2: Three-week block - The Professional Experience should concentrate on supporting and assisting Preservice Teachers to gain confidence working with secondary pupils.</p> <p>Week 1 - Preservice Teachers should be engaged in productive teaching. This should be achieved in the following ways:</p> <ul style="list-style-type: none"> • Continue observation of the Supervising Teacher's lessons • Teaching segments of lessons (eg. lesson introduction) with other Preservice Teachers or experienced teachers • Teaching small groups • Team teaching • Teaching part or whole lessons where appropriate <p>Week 2 - Preservice Teachers would be expected to teach whole classes for approximately:</p> <ul style="list-style-type: none"> • 7 x 40 min teaching periods per week plus sport and 6 x 40 min timetabled observation periods per week; OR • 6 x 50 min teaching periods per week plus sport and 5 x 50 min timetabled observation periods per week; OR • 5 x 60 min teaching periods per week plus sport and 4 x 60 min timetabled observation periods per week. <p>Week 3 - Preservice Teachers would be expected to teach whole classes for:</p> <ul style="list-style-type: none"> • 14/15 x 40 min teaching periods per week plus sport and 6 x 40 min timetabled observation periods per week; OR • 11/12 x 50 min teaching periods per week plus sport and 5 x 50 min timetabled observation periods per week; OR • 9/10 x 60 min teaching periods per week plus sport and 4 x 60 min timetabled observation periods per week.



<p>Observation and Experiences</p>	<p>PEX 1: Individual Days - Preservice Teachers need to experience the culture of schools and gain an understanding of how schools and classrooms operate. The experience also provides opportunities to observe classroom organisation, Teacher-pupil interaction and behaviour management strategies. Preservice Teachers may assist the Supervising Teacher in team teaching practices, however, as this is the Preservice Teacher's introductory Professional Experience, they should not teach whole classes independently. Preservice Teachers may work towards teaching small groups or lesson segments alone.</p> <p>PEX 2: Three-week block - Preservice Teachers are required to attend the timetabled observation periods. When not teaching or observing, Preservice Teachers should participate in professional development in areas that are negotiated with their Supervising Teacher, eg. reviewing audio-visual materials and current teaching resources, furthering their subject content knowledge, observing other Teachers (including other methods). Preservice Teachers are required to remind their Supervising Teacher(s) about completing the lesson feedback templates to assist in guiding their development.</p>
<p>Planning, Preparation and Reflection Requirements</p>	<ul style="list-style-type: none"> • All lesson planning should be done in consultation with the Supervising Teacher • Lesson plans must be written for all lessons and <u>must</u> be presented to the Supervising Teacher a <u>minimum of 24 hours</u> before the lesson is taught (or as negotiated with the Supervising Teacher) to allow reasonable time for comments and suggestions to be made and discussed, and for the lesson plan to be adjusted prior to implementation • Lesson Self-reflection templates should be completed daily to support professional dialogue and improve teaching practice • Preservice Teachers are expected to keep copies of all lesson plans and self-reflections, being readily available for lesson improvement, supervisory purposes and subsequent Professional Experiences
<p>EDPS200 and EDPS201 Focus Areas</p>	<ul style="list-style-type: none"> • Plan, implement and evaluate engaging lessons in PDHPE • Develop further confidence in the skills of teaching PDHPE • Collect a range of appropriate PDHPE resources • Reflect on their teaching practice against the <i>Evidence Guide (Graduate Teacher Standards)</i> • Display awareness of the importance of developing professional interpersonal relationships • Display interest in secondary school students and their welfare • Reflect on the observations of experienced Teachers to develop greater understanding of individual teaching styles

BACHELOR OF HEALTH AND PHYSICAL EDUCATION: 3RD YEAR PEX

Professional Experience Dates	Four-week block: Commencing 27 May, 2024 - 21 June, 2024
Required Number of Days	20 days Supervised Professional Experience
Subject Code	EDPS301
Pre-Professional Experience Requirements	<p>Before commencing this Professional Experience, Preservice Teachers must contact the In-School Coordinator of their allocated school to ensure they are familiar with:</p> <ul style="list-style-type: none"> • School expectations, policies and procedures • Class/stage teaching program • Classroom expectations, routines and procedures • Students' learning needs
Feedback and Reporting Requirements	<ul style="list-style-type: none"> • Regular oral and written feedback should be provided, with a minimum of three lesson feedback forms completed each week during the four-week block • After Week 2 of the four-week Professional Experience, <u>discussions</u> should be held with the Preservice Teacher to assess their progress and set goals, using the <i>Evidence Guide (Graduate Teacher Standards)</i> and the relevant Professional Experience report • A PEX CHECK IN will be sent in the first weeks of PEX. This electronic document asks the Supervising Teacher a single question about the Preservice Teacher's progress. The PEX Check In replaces previous interim reports and takes just minutes to complete. We encourage you to seek support through the PEX Check In if you have concerns about your Preservice Teacher's progress. • FINAL REPORT: Australian Professional Standards for Teachers Professional Experience Report 2024 submitted at the completion of the four-week block
Minimum Teaching Allocation	<p>Week 1 - Pre-service Teachers would be expected to teach whole classes for: 14/15x40 minute teaching periods per week <i>plus</i> sport and 6x40 minute timetabled observation periods per week; OR 11/12x50 minute teaching periods per week <i>plus</i> sport and 5x50 minute timetabled observation periods per week; OR 9/10x60 minute teaching periods per week <i>plus</i> sport and 4x60 minute timetabled observation periods per week.</p> <p>Weeks 2 to 4 - Pre-service Teachers would be expected to teach whole classes for: 17/18x40 minute teaching periods per week <i>plus</i> sport and 5x40 minute timetabled observation periods per week; OR 13/14x50 minute teaching periods per week <i>plus</i> sport and 4x50 minute timetabled observation periods per week; OR 11/12x60 minute teaching periods per week <i>plus</i> sport and 3x60 minute timetabled observation periods per week.</p>
Observation and Experiences	<p>Preservice Teachers should attend their timetabled lessons with their Supervising Teacher in Week 1 and develop an understanding of the culture of the school and of the classes they will teach. They should not undertake any individual teaching in Week 1 but they are expected to assist in class organisation, in class activities and team teaching within the lesson.</p> <p>When not teaching or observing, Preservice Teachers should participate in professional development in areas that are negotiated with their Supervising Teacher, eg. reviewing audio-visual materials and current teaching resources, furthering their subject content knowledge, observing other Teachers (including other methods).</p>



Planning, Preparation and Reflection Requirements	<ul style="list-style-type: none"> • Whole class teaching should commence at the beginning of Week 2 of the 4-week block • All lesson planning should be done in consultation with the Supervising Teacher • Lesson plans must be written for all lessons and <u>must</u> be presented to the Supervising Teacher a <u>minimum of 24 hours</u> before the lesson is taught (or as negotiated with the Supervising Teacher) to allow reasonable time for comments and suggestions to be made and discussed, and for the lesson plan to be adjusted prior to implementation • Lesson Self-Reflection Templates should be completed daily to support professional dialogue and improve teaching practice • Preservice Teachers are expected to keep copies of all lesson plans and self-reflections, being readily available for lesson improvement, supervisory purposes and subsequent Professional Experience • Preservice Teachers are required to remind their Supervising Teacher(s) about completing the lesson feedback templates to assist in guiding their development
EDPS301 Focus Areas	<ul style="list-style-type: none"> • Demonstrate confidence in teaching a range of subject content in PDHPE • Display competence in planning, implementing and evaluating lessons in PDHPE • Demonstrating involvement in the full teaching and learning cycle. This should include opportunities to review data and evidence about student learning, to implement both formative and summative assessment, and to provide feedback to students. • Display competence in the development of professional interpersonal relationships • Further develop a personal teaching style • Recognise and cater for student diversity • Reflect on their teaching practice against the <i>Evidence Guide (Graduate Teacher Standards)</i> • Demonstrate a willingness to contribute to the school beyond the classroom and Education



BACHELOR OF HEALTH AND PHYSICAL EDUCATION: 4TH YEAR PEX AND INTERNSHIP

Professional Experience Dates	Seven-week block: Commencing 5 August, 2024 - 20 September, 2024 Note: Weeks 1 – 3: Supervised Professional Experience Weeks 4 – 7: Internship
Required Number of Days	35 days total (15 days Supervised PEX plus 20 days Internship)
Subject Code	EDPS402
Pre-Internship Requirements	Before commencing this Professional Experience, Preservice Teachers must contact the In-School Coordinator of their allocated school to ensure they are familiar with: <ul style="list-style-type: none"> • School expectations, policies and procedures • Class/stage teaching program • Classroom expectations, routines and procedures • Students' learning needs • Preservice Teachers must commence some teaching on Day 1 of the seven-week block.
Feedback, Reporting and Assessment Requirements	<ul style="list-style-type: none"> • In the initial three weeks of Professional Experience regular oral and written feedback should be provided to determine if the Preservice Teacher is demonstrating evidence of achieving the Graduate Teacher Standard • A PEX CHECK IN will be used in the first weeks of PEX. This electronic document asks the Supervising Teacher a single question about the Preservice Teacher's progress and takes just minutes to complete. We encourage you to reach out for support through the PEX Check In if you have concerns about your Preservice Teacher's progress. • INTERIM REPORT: Australian Professional Standards for Teachers Interim Report 2024 via Sonia at the conclusion of week three. * Please note: this Interim Report is the mechanism by which the Preservice Teacher becomes an Intern and the Supervising Teacher becomes a Cooperating Teacher. Please see General Information p.12, with further information on the roles and payment rates on p.7 and p.8. • Regular oral and written feedback should continue to be provided during the Internship with a minimum of three lesson feedback forms completed each week • Before the beginning of the Internship, discussions should be held with the Preservice Teacher to assess their progress and set goals, using the <i>Evidence Guide (Graduate Teacher Standards)</i> and the relevant Professional Experience report • FINAL REPORT: Australian Professional Standards for Teachers Professional Experience Report 2024 submitted via Sonia at the completion of the Internship
Minimum Teaching Allocation	As a general principle, Preservice Teachers should commence their Supervised Professional Experience period with a reduced teaching load and increase this to a full teaching load by week three of the Supervised Professional Experience and throughout their Internship.
Planning, Preparation and Reflection Requirements	<p>PEX 4: Preservice Teachers should commence teaching on Day 1.</p> <p>Lesson plans must be written and <u>must be presented to the Supervising Teacher a minimum of 24 hours before the lesson is taught</u> (or as negotiated with the Supervising Teacher) to allow reasonable time for comments and suggestions to be made and discussed, and for the lesson plan to be adjusted prior to implementation. Preparation and organisation of resources is expected for all teaching.</p> <p>Lesson Self-reflection templates should be completed daily to support professional dialogue and improve teaching practice.</p> <p>Internship: Preservice Teachers will work with the Cooperating Teacher to develop a teaching program and daybook (planning requirements at the Cooperating Teacher's discretion). As the Internship is an extended period there is a strong emphasis on the planning and development of units of work. Daybooks must show lesson notes, preparation (including specific examples to be taught), anecdotal notes and teaching/learning reflections.</p> <p>Because the Internship is an extended period there is a strong emphasis on the planning and development of a sequence of lessons that constitute one or more units of work with classes taught. Unit plans should be discussed with the Cooperating Teacher well before lessons are implemented.</p> <p>Lesson Self-reflection templates should be completed daily to support professional dialogue that can assist Preservice Teachers to seek advice on ways to develop professionally and improve teaching performance.</p> <p>Preservice Teachers are required to remind their Supervising Teacher(s) about completing the lesson feedback templates to assist in guiding their development.</p>



<p>EDPS402 Internship Focus Areas</p>	<p>Interns are expected to:</p> <ul style="list-style-type: none"> • Satisfactorily complete an intensive period of in-school experience that inducts them into the nature, structure and organisation of schools and the work, roles and responsibilities of Teachers • Understand the nature of schools as workplaces and their associated values, routines and cultures • Accept responsibility in an independent teaching position • Display effective interpersonal communication skills and interact professionally with staff, students and the broader school community • Develop positive interpersonal relationships with students and staff • Plan, implement, assess and evaluate contemporary units of work and lessons in PDHPE that are well grounded in educational research, state and system policy frameworks and designed to maximise student engagement and learning • Demonstrate involvement in the full teaching and learning cycle. This should include opportunities to review data and evidence about student learning, to implement both formative and summative assessment, and to provide feedback to students. • Assess students learning fairly and equitably • Develop an awareness of and respect for other people in the school and the community whose work supports the classroom Teacher, and their roles and responsibilities (eg. Deputy Principal, Curriculum Coordinator, School Counsellor etc) • Display a professional attitude towards teaching and the Teacher's role in the school • Contribute positively to the school beyond the classroom and Education • Demonstrate the practical consolidation of the Graduate Teacher level of the <i>Evidence Guide (Graduate Teacher Standards)</i> • Demonstrate an understanding of Department of Education, NSW Education Standards Authority (NESA) and AITSL documents
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BACHELOR OF MATHEMATICS EDUCATION PEX DATES 2024

Mathematics/Science Education		
PEX 1 & 2 2 nd Year	PEX 3 3 rd Year	PEX 4/Internship 4 th Year
EDPS200	EDPS301	
Orientation	Orientation	Orientation
L	L	L
L	L	L
L	L	L
L	L	L
L	L	L
L	L	L
L	L	L
SH/Recess	SH/Recess	SH/Recess
Writing Week	Writing Week	Writing Week
2 x Individual Days	L	L
2 x Individual Days	L	L
2 x Individual Days	L	L
2 x Individual Days	L	L
2 x Individual Days	PEX 3	L
Study/Recess	PEX 3	Study/Recess
Exams	PEX 3	Exams
Exams	PEX 3	Exams
Recess	Recess	Recess
Recess	Recess	Recess
SH/Recess	SH/Recess	SH/Recess
EDPS201		EDPS402
S/H Recess	S/H Recess	S/H Recess
L	L	L
L	L	L
L	L	PEX 4
L	L	PEX 4
L	L	PEX 4
L	L	Internship
L	L	Internship
L	L	Internship
L	L	Internship
L	L	L
S/H Recess	S/H Recess	S/H Recess
Writing Week	Writing Week	Writing Week
L	L	L
L	L	L
PEX 2	Study/Recess	Study/Recess
PEX 2	Exams	Exams
PEX 2	Exams	Exams



BACHELOR OF MATHEMATICS EDUCATION: PEX 1 AND 2

Professional Experience Dates	PEX 1: 10 Individual Days – Commencing the week beginning 29 April, 2024 - 31 May, 2024 PEX 2: Three-week block - Commencing 28 October, 2024 - 15 November, 2024
Required Number of Days	25 days Supervised Professional Experience
Subject Code	EDPS200 and EDPS201
Pre-Professional Experience Requirements	PEX 1: Before commencing these professional experience days, Preservice Teachers are required to contact the In-School Coordinator to confirm first day organisation. PEX 2: Before commencing this Professional Experience, Preservice Teachers must contact the In-School Coordinator of their allocated school to ensure they are familiar with: <ul style="list-style-type: none"> • School expectations, policies and procedures • Class/stage teaching program • Classroom expectations, routines and procedures • Students' learning needs
Feedback and Reporting Requirements	<ul style="list-style-type: none"> • Regular oral and written feedback should be provided, with a minimum of three lesson feedback forms completed each week • PEX 1: Progress Report 2024 should be completed in Sonia at the end of the PEX 1 • PEX 2: Before the midway point of the three-week Professional Experience, <u>discussions</u> should be held with the Preservice Teacher to assess the Preservice Teacher's progress and set goals, using the <i>Evidence Guide (Graduate Teacher Standards)</i> and the relevant Professional Experience report • A PEX CHECK IN will be sent in the first week of PEX. This electronic document asks the Supervising Teacher a single question about the Preservice Teacher's progress. The PEX Check In replaces previous interim reports and takes just minutes to complete. We encourage you to seek support through the PEX Check In if you have concerns about your Preservice Teacher's progress. • FINAL REPORT: Australian Professional Standards for Teachers Report 2024 submitted at the completion of the three-week block
Minimum Teaching Allocation	PEX 1: 10 Individual Days – 2 days a week for 5 weeks Preservice Teachers may be involved in assisting the Supervising Teacher in activities such as teaching small groups, assisting individual students, teaching lesson segments and team teaching as appropriate. PEX 2: Three-week block The Professional Experience should concentrate on supporting and assisting Preservice Teachers to gain confidence working with secondary pupils. Week 1 Preservice Teachers would be expected to teach whole classes for approximately: <ul style="list-style-type: none"> • 7 x 40 min teaching periods per week and 6 x 40 min timetabled observation periods per week; OR • 6 x 50 min teaching periods per week and 5 x 50 min timetabled observation periods per week; OR • 5 x 60 min teaching periods per week and 4 x 60 min timetabled observation periods per week. Weeks 2 and 3 Preservice Teachers would be expected to teach whole classes for: <ul style="list-style-type: none"> • 10 x 40 min teaching periods per week and 6 x 40 min timetabled observation periods per week; OR • 8 x 50 min teaching periods per week and 6 x 40 min timetabled observation periods per week; OR • 7 x 60 min teaching periods per week and 4 x 60 minute timetabled observation periods per week.



<p>Observation and Experiences</p>	<p>PEX 1: Individual Days – 2 days a week for 5 weeks</p> <p>Preservice Teachers need to experience the culture of schools and gain an understanding of how schools and classrooms operate. The experience also provides opportunities to observe classroom organisation, Teacher-pupil interaction and behaviour management strategies.</p> <p>Preservice Teachers may assist the Supervising Teacher in team teaching practices however, as this is the Preservice Teachers’ introductory Professional Experience, they should not be teaching whole classes independently. Instead, they may work towards teaching small groups or lesson segments on their own.</p> <p>PEX 2: Three-week block</p> <p>Preservice Teachers should participate in professional development in areas that are negotiated with their Supervising Teacher, eg. reviewing audio-visual materials and current teaching resources, furthering their subject content knowledge, observing other Teachers (including other methods). Preservice Teachers are required to remind their Supervising Teacher(s) about completing the lesson feedback templates to assist in guiding their development.</p>
<p>Planning, Preparation and Reflection Requirements</p>	<ul style="list-style-type: none"> • All lesson planning should be done in consultation with the Supervising Teacher • Lesson plans must be written for all lessons and <u>must</u> be presented to the Supervising Teacher before the lessons are taught (allowing reasonable time for Teacher comments and suggestions to be made and discussed with the Preservice Teacher) • Lesson Self-reflection templates should be completed daily to support professional dialogue and improve teaching practice
<p>EDPS200 and EDPS201 Focus Areas</p>	<ul style="list-style-type: none"> • Plan, implement and evaluate engaging lessons in Mathematics • Develop further confidence in the skills of teaching Mathematics • Collect a range of appropriate Mathematics resources • Reflect on their teaching practice against the Graduate Teacher <i>Evidence Guide (Graduate Teacher Standards)</i> • Display awareness of the importance of developing professional interpersonal relationships • Display interest in secondary school students and their welfare • Reflect on the observations of experienced Teachers to develop greater understanding of individual teaching styles

**BACHELOR OF MATHEMATICS EDUCATION:
3RD YEAR PEX**

Professional Experience Dates	Four-week block - Commencing: 27 May, 2024 - 21 June, 2024
Required Number of Days	20 days Supervised Professional Experience
Subject Code	EDPS301
Pre-Professional Experience Requirements	<p>Before commencing this Professional Experience, Preservice Teachers must contact the In-School Coordinator of their allocated school to ensure that they are familiar with:</p> <ul style="list-style-type: none"> • School expectations, policies and procedures • Class/stage teaching program • Classroom expectations, routines and procedures • Students' learning needs
Feedback and Reporting Requirements	<ul style="list-style-type: none"> • Regular oral and written feedback should be provided, with a minimum of three lesson-feedback forms completed each week • A PEX CHECK IN will be sent in the first weeks of PEX. This electronic document asks the Supervising Teacher a single question about the preservice teacher's progress. The PEX Check In replaces previous interim reports and takes just minutes to complete. We encourage you to seek support through the PEX Check In if you have concerns about your preservice teacher's progress. • 3rd Year PEX Before the midway point of the four-week Professional Experience block, <u>discussions</u> should be held with the preservice teacher to assess the preservice teacher's progress and set goals, using the <i>Evidence Guide (Graduate Teacher Standards)</i> and the relevant Professional Experience report • FINAL REPORT: Australian Professional Standards for Teachers Professional Experience Report 2024 submitted at the completion of the four-week block
Minimum Teaching Allocation	<p>Week 1 - Pre-service Teachers would be expected to teach whole classes for: 14/15x40 minute teaching periods per week <i>plus</i> sport and 6x40 minute timetabled observation periods per week; OR 11/12x50 minute teaching periods per week <i>plus</i> sport and 5x50 minute timetabled observation periods per week; OR 9/10x60 minute teaching periods per week <i>plus</i> sport and 4x60 minute timetabled observation periods per week.</p> <p>Weeks 2 to 4 - Pre-service Teachers would be expected to teach whole classes for: 17/18x40 minute teaching periods per week <i>plus</i> sport and 5x40 minute timetabled observation periods per week; OR 13/14x50 minute teaching periods per week <i>plus</i> sport and 4x50 minute timetabled observation periods per week; OR 11/12x60 minute teaching periods per week <i>plus</i> sport and 3x60 minute timetabled observation periods per week.</p>
Observation and Experiences	<p>Preservice teachers should experience the culture of schools and gain an understanding of how schools and learning spaces operate. When they are not observing or teaching, preservice teachers should participate in professional development in areas that are negotiated with their Supervising Teacher, eg. reviewing audio-visual materials and current teaching resources, furthering their subject content knowledge, observing other Teachers (including other methods).</p>



<p>Planning, Preparation and Reflection Requirements</p>	<ul style="list-style-type: none"> • Teaching must commence on Day 1 of the four-week block. • All lesson planning should be done in consultation with the Supervising Teacher. • Lesson Self-reflection templates should be completed on a daily basis to support professional dialogue and improve teaching practice. • Pre-service Teachers are expected to keep copies of all lesson plans and self-reflections, being readily available for lesson improvement, supervisory purposes and subsequent Professional Experiences. • Pre-service Teachers are required to remind their Supervising Teacher(s) about completing the lesson feedback templates to assist in guiding their development. <p>Weeks 1 and 2: Pre-service Teachers should teach from the Supervising Teacher’s planned program. Lesson plans / daybook must be written and presented to the Supervising Teacher before the lessons are taught to allow reasonable time for feedback to be made and discussed, and appropriate adjustments made prior to implementation.</p> <p>Weeks 3 and 4: Pre-service Teachers will work with the Supervising Teacher to develop a two-week teaching program and planning / daybook (planning requirements at the Supervising</p> <ul style="list-style-type: none"> * Lesson Self-reflection templates should be completed daily to support professional dialogue and improve teaching practice. * Preservice teachers are expected to keep copies of all lesson plans and self-reflections, being readily available for lesson improvement, supervisory purposes and subsequent Professional Experiences.
<p>EDPS301 Focus Areas</p>	<ul style="list-style-type: none"> • Plan, implement and evaluate engaging lessons in Mathematics • Develop further confidence in the skills of teaching Mathematics • Collect a range of appropriate Mathematics resources • Reflect on their teaching practice against the Graduate Teacher <i>Evidence Guide (Graduate Teacher Standards)</i> • Display awareness of the importance of developing professional interpersonal relationships • Display interest in secondary school students and their welfare • Reflect on the observations of experienced Teachers to develop greater understanding of individual teaching styles

BACHELOR OF MATHEMATICS EDUCATION: 4TH YEAR PEX AND INTERNSHIP

Professional Experience Dates	<p>4th Year PEX: 3-week block Commencing 5 August, 2024 - 23 August, 2024</p> <p>Internship: 4-week block Commencing 26 August, 2024 - 20 September, 2024</p>
Required Number of Days	35 days total (15 days Supervised Professional Experience + 20 days Internship)
Subject Code	EDPS402
Pre-Professional Experience Requirements	<p>Before commencing this Professional Experience, Preservice Teachers must contact the In-School Coordinator of their allocated school to ensure that they are familiar with:</p> <ul style="list-style-type: none"> • School expectations, policies and procedures • Class/stage teaching program • Classroom expectations, routines and procedures • Students' learning needs
Feedback, Reporting and Assessment Requirements	<p>4th Year PEX, 3-week block:</p> <ul style="list-style-type: none"> • Regular oral and written feedback should be provided to determine if the Preservice Teacher is demonstrating evidence of achieving the Graduate Teacher Standard • A PEX CHECK IN will be sent in the first weeks of PEX. This electronic document asks the Supervising Teacher a single question about the Preservice Teacher's progress and takes just minutes to complete. We encourage you to seek support through the PEX Check In if you have concerns about your Preservice Teacher's progress. • Before the midway point of the 3-week block, <u>discussions</u> should be held with the Preservice Teacher to assess the Preservice Teacher's progress and set goals, using the <i>Evidence Guide (Graduate Teacher Standards)</i> and the relevant Professional Experience report • INTERM REPORT: Australian Professional Standards for Teachers Interim Report 2024 form submitted via Sonia at the conclusion of Week Three * Please note: This Interim Report is the mechanism by which the Preservice Teacher becomes an Intern and the Supervising Teacher becomes a Cooperating Teacher. Please see General Information p.12, with further information on the roles and payment rates on p.7 and p.8. <p>INTERNSHIP:</p> <ul style="list-style-type: none"> • Regular oral and written feedback should continue to be provided during the Internship with a minimum of three lesson feedback forms completed each week • Before the beginning of the Internship, <u>discussions</u> should be held with the Preservice Teacher to assess their progress and set goals, using the <i>Evidence Guide (Graduate Teacher Standards)</i> and the relevant Professional Experience report • FINAL REPORT: Australian Professional Standards for Teachers Final Report 2024 submitted at the completion of Internship
Minimum Teaching Allocation	<p>4th Year PEX, 3-week block:</p> <p>Week 1 - Preservice Teachers would be expected to teach whole classes for approximately:</p> <ul style="list-style-type: none"> • 7 x 40 min teaching periods per week and 6 x 40 min timetabled observation periods per week; OR • 6 x 50 min teaching periods per week and 5 x 50 min timetabled observation periods per week; OR • 5 x 60 min teaching periods per week and 4 x 60 min timetabled observation periods per week. <p>Week 2 - Preservice Teachers would be expected to teach whole classes for:</p> <ul style="list-style-type: none"> • 14/15 x 40 min teaching periods per week & 6 x 40 min timetabled observation periods per week; OR • 11/12 x 50 min teaching periods per week & 5 x 50 min timetabled observation periods per week; OR • 9/10 x 60 min teaching periods per week & 4 x 60 min timetabled observation periods per week. <p>Week 3 - Preservice Teachers would be expected to teach whole classes for:</p> <ul style="list-style-type: none"> • 17/18 x 40 min teaching periods per week & 5 x 40 min timetabled observation periods per week; OR • 13/14 x 50 min teaching periods per week & 4 x 50 min timetabled observation periods per week; OR • 11/12 x 60 min teaching periods per week & 3 x 60 min timetabled observation periods per week. <p>INTERNSHIP:</p> <p>Preservice Teachers should be independently teaching a full teaching load. They are not required to attend observation periods, unless negotiated with and stipulated by the Supervising Teacher(s).</p> <p>* Please note: In schools where whole-school sporting activities are held during school hours, Preservice Teachers are expected to support the Teachers to run these activities.</p>



<p>Planning, Preparation and Reflection Requirements</p>	<p>3-week block: Preservice Teachers should commence teaching on Day 1.</p> <p>Weeks 1-3:</p> <ul style="list-style-type: none"> • All lesson planning should be done in consultation with the Supervising Teacher • Preservice Teachers are required to remind their Supervising Teacher(s) about completing the lesson feedback templates to assist in guiding their development • Lesson plans must be written for all lessons and <u>must</u> be presented to the Supervising Teacher before the lessons are taught (allowing reasonable time for Teachers’ comments and suggestions to be made and discussed with the Preservice Teacher) <p>INTERNSHIP: Preservice Teachers will work with the Cooperating Teacher to develop a teaching program and daybook (planning requirements at the Cooperating Teacher’s discretion). As the Internship is an extended period there is a strong emphasis on the planning and development of lesson sequences and/or units of work. Daybooks must show lesson notes, preparation (including specific examples to be taught), anecdotal notes and teaching/learning reflections.</p> <p>Lesson Self-reflection templates should be completed daily to support professional dialogue that can assist Preservice Teachers to seek advice on ways to develop professionally and improve teaching performance.</p> <p>* Preservice Teachers are expected to keep copies of all lesson plans and self-reflections, being readily available for lesson improvement, supervisory purposes and subsequent Professional Experiences.</p>
<p>EDPS402 Focus Areas</p>	<ul style="list-style-type: none"> • Satisfactorily complete an intensive period of in-school experience – including involvement in the full teaching and learning cycle – that effectively inducts them into the nature, structure and organisation of schools and the work, roles and responsibilities of Teachers • Display effective interpersonal communication skills and interact professionally with staff, students and the broader school community • Plan, implement, and evaluate Mathematics lesson sequences and units of work that are designed to maximise student engagement and learning • Assess and report on student learning fairly and equitably

BACHELOR OF SCIENCE EDUCATION PEX DATES 2024

Mathematics/Science Education		
PEX 1 & 2 2 nd Year	PEX 3 3 rd Year	PEX 4/Internship 4 th Year
EDPS200	EDPS301	
Orientation	Orientation	Orientation
L	L	L
L	L	L
L	L	L
L	L	L
L	L	L
L	L	L
L	L	L
SH/Recess	SH/Recess	SH/Recess
Writing Week	Writing Week	Writing Week
2 x Individual Days	L	L
2 x Individual Days	L	L
2 x Individual Days	L	L
2 x Individual Days	L	L
2 x Individual Days	PEX 3	L
Study/Recess	PEX 3	Study/Recess
Exams	PEX 3	Exams
Exams	PEX 3	Exams
Recess	Recess	Recess
Recess	Recess	Recess
SH/Recess	SH/Recess	SH/Recess
EDPS201		EDPS402
S/H Recess	S/H Recess	S/H Recess
L	L	L
L	L	L
L	L	PEX 4
L	L	PEX 4
L	L	PEX 4
L	L	Internship
L	L	Internship
L	L	Internship
L	L	Internship
L	L	L
S/H Recess	S/H Recess	S/H Recess
Writing Week	Writing Week	Writing Week
L	L	L
L	L	L
PEX 2	Study/Recess	Study/Recess
PEX 2	Exams	Exams
PEX 2	Exams	Exams



BACHELOR OF SCIENCE EDUCATION: PEX 1 AND 2

Professional Experience Dates	PEX 1: 10 Individual Days – Commencing the week beginning 29 April, 2024 - 31 May, 2024 PEX 2: Three-week block – Commencing 28 October, 2024 - 15 November, 2024
Required Number of Days	25 days Supervised Professional Experience
Subject Code	EDPS200 and EDPS201
Pre-Professional Experience Requirements	PEX 1: Before commencing these professional experience days, Preservice Teachers are required to contact the In-School Coordinator to confirm first day organisation. PEX 2: Before commencing this Professional Experience, Preservice Teachers must contact the In-School Coordinator of their allocated school to ensure they are familiar with: <ul style="list-style-type: none"> • School expectations, policies and procedures • Class/stage teaching program • Classroom expectations, routines and procedures • Students' learning needs
Feedback and Reporting Requirements	<ul style="list-style-type: none"> • Regular oral and written feedback should be provided, with a minimum of three lesson feedback forms completed each week • PEX 1: Progress Report 2024 should be completed in Sonia at the end of the PEX 1 • PEX 2: Before the midway point of the three-week Professional Experience, discussions should be held with the Preservice Teacher to assess the Preservice Teacher's progress and set goals, using the <i>Evidence Guide (Graduate Teacher Standards)</i> and the relevant Professional Experience report • A PEX CHECK IN will be sent in the first weeks of PEX. This electronic document asks the Supervising Teacher a single question about the Preservice Teacher's progress. The PEX Check In replaces previous interim reports and takes just minutes to complete. We encourage you to seek support through the PEX Check In if you have concerns about your Preservice Teacher's progress. • FINAL REPORT: Australian Professional Standards for Teachers Professional Experience Report 2024 form submitted at the completion of the three-week block
Minimum Teaching Allocation	PEX 1: Individual Days – 2 days a week for 5 weeks Preservice Teachers may be involved in assisting the Supervising Teacher in activities such as teaching small groups, assisting individual students, teaching lesson segments and team teaching as appropriate. PEX 2: Three-week block The Professional Experience should concentrate on supporting and assisting Preservice Teachers to gain confidence working with secondary pupils. Week 1 Preservice Teachers would be expected to teach whole classes for approximately: <ul style="list-style-type: none"> • 7 x 40 min teaching periods per week and 6 x 40 min timetabled observation periods per week; OR • 6 x 50 min teaching periods per week and 5 x 50 min timetabled observation periods per week; OR • 5 x 60 min teaching periods per week and 4 x 60 min timetabled observation periods per week. Weeks 2 and 3 Preservice Teachers would be expected to teach whole classes for approximately <ul style="list-style-type: none"> • 10 x 40 min teaching periods per week and 6 x 40 min timetabled observation periods per week; OR • 8 x 50 min teaching periods per week and 6 x 40 min timetabled observation periods per week; OR • 7 x 60 min teaching periods per week and 4 x 60 min timetabled observation periods per week
Observation and Experiences	PEX 1: Individual Days – 2 days a week for 5 weeks Preservice Teachers need to experience the culture of schools and gain an understanding of how schools and classrooms operate. The experience also provides opportunities to observe classroom organisation, Teacher-pupil interaction and behaviour management strategies. Preservice Teachers may assist the Supervising Teacher in team teaching practices however, as this is the Preservice Teachers' introductory Professional Experience, they should not be teaching whole classes independently. They may work towards teaching small groups or lesson segments on their own.



	<p>PEX 2: Three-week block</p> <p>Preservice Teachers should participate in professional development in areas that are negotiated with their Supervising Teacher, eg. reviewing audio-visual materials and current teaching resources, furthering their subject content knowledge, observing other Teachers (including other methods). Preservice Teachers are required to remind their Supervising Teacher(s) about completing the lesson feedback templates to assist in guiding their development.</p>
Planning, Preparation and Reflection Requirements	<ul style="list-style-type: none"> • All lesson planning should be done in consultation with the Supervising Teacher • Lesson plans must be written for all lessons and <u>must</u> be presented to the Supervising Teacher before the lessons are taught (allowing reasonable time for Teachers' comments and suggestions to be made and discussed with the Preservice Teacher) • Lesson Self-reflection templates should be completed daily to support professional dialogue and improve teaching practice
EDPS200 and EDPS201 Focus Areas	<ul style="list-style-type: none"> • Plan, implement and evaluate engaging lessons in Science • Develop further confidence in the skills of teaching Science • Collect a range of appropriate Science resources • Reflect on their teaching practice against the Graduate Teacher <i>Evidence Guide (Graduate Teacher Standards)</i> • Display awareness of the importance of developing professional interpersonal relationships • Display interest in secondary school students and their welfare • Reflect on the observations of experienced Teachers to develop greater understanding of individual teaching styles



BACHELOR OF SCIENCE EDUCATION: 3RD YEAR PEX

Professional Experience Dates	Four-week block - Commencing 27 May, 2024 - 21 June, 2024
Required Number of Days	20 days Supervised Professional Experience
Subject Code	EDPS301
Pre-Professional Experience Requirements	<p>Before commencing this Professional Experience, Preservice Teachers must contact the In-School Coordinator of their allocated school to ensure that they are familiar with:</p> <ul style="list-style-type: none"> • School expectations, policies and procedures • Class/stage teaching program • Classroom expectations, routines and procedures • Students' learning needs
Feedback and Reporting Requirements	<ul style="list-style-type: none"> • Regular oral and written feedback should be provided, with a minimum of three lesson-feedback forms completed each week • A PEX CHECK IN will be sent in the first weeks of PEX. This electronic document asks the Supervising Teacher a single question about the preservice teacher's progress. The PEX Check In replaces previous interim reports and takes just minutes to complete. We encourage you to seek support through the PEX Check In if you have concerns about your preservice teacher's progress. • 3rd Year PEX, Four-week block: Before the midway point of the four-week Professional Experience block, <u>discussions</u> should be held with the preservice teacher to assess the preservice teacher's progress and set goals, using the <i>Evidence Guide (Graduate Teacher Standards)</i> and the relevant Professional Experience report • FINAL REPORT: <i>Australian Professional Standards for Teachers Professional Experience Report 2024</i> submitted at the completion of the four-week block
Minimum Teaching Allocation	<p>Week 1 - Pre-service Teachers would be expected to teach whole classes for: 14/15x40 minute teaching periods per week <i>plus</i> sport and 6x40 minute timetabled observation periods per week; OR 11/12x50 minute teaching periods per week <i>plus</i> sport and 5x50 minute timetabled observation periods per week; OR 9/10x60 minute teaching periods per week <i>plus</i> sport and 4x60 minute timetabled observation periods per week.</p> <p>Weeks 2 to 4 - Pre-service Teachers would be expected to teach whole classes for: 17/18x40 minute teaching periods per week <i>plus</i> sport and 5x40 minute timetabled observation periods per week; OR 13/14x50 minute teaching periods per week <i>plus</i> sport and 4x50 minute timetabled observation periods per week; OR 11/12x60 minute teaching periods per week <i>plus</i> sport and 3x60 minute timetabled observation periods per week.</p>
Observation and Experiences	<p>Preservice teachers should experience the culture of schools and gain an understanding of how schools and learning spaces operate. When they are not observing or teaching, preservice teachers should participate in professional development in areas that are negotiated with their Supervising Teacher, eg. reviewing audio-visual materials and current teaching resources, furthering their subject content knowledge observing other Teachers (including other methods).</p>

<p>Planning, Preparation and Reflection Requirements</p>	<ul style="list-style-type: none"> • Teaching must commence on Day 1 of the four-week block. • All lesson planning should be done in consultation with the Supervising Teacher. • Lesson Self-reflection templates should be completed on a daily basis to support professional dialogue and improve teaching practice. • Pre-service Teachers are expected to keep copies of all lesson plans and self-reflections, being readily available for lesson improvement, supervisory purposes and subsequent Professional Experiences. • Pre-service Teachers are required to remind their Supervising Teacher(s) about completing the lesson feedback templates to assist in guiding their development. <p>Weeks 1 and 2: Pre-service Teachers should teach from the Supervising Teacher’s planned program. Lesson plans / daybook must be written and presented to the Supervising Teacher before the lesson are taught to allow reasonable time for feedback to be made and discussed, and appropriate adjustments made prior to implementation.</p> <p>Weeks 3 and 4: Pre-service Teachers will work with the Supervising Teacher to develop a two-week teaching program and planning / daybook (planning requirements at the Supervising</p> <ul style="list-style-type: none"> * Lesson Self-reflection templates should be completed daily to support professional dialogue and improve teaching practice. * Preservice teachers are expected to keep copies of all lesson plans and self-reflections, being readily available for lesson improvement, supervisory purposes and subsequent Professional Experiences.
<p>EDPS301 Focus Areas</p>	<ul style="list-style-type: none"> • Plan, implement and evaluate engaging lessons in Science • Develop further confidence in the skills of teaching Science • Collect a range of appropriate Science resources • Reflect on their teaching practice against the Graduate Teacher <i>Evidence Guide (Graduate Teacher Standards)</i> • Display awareness of the importance of developing professional interpersonal relationships • Display interest in secondary school students and their welfare • Reflect on the observations of experienced Teachers to develop greater understanding of individual teaching styles

BACHELOR OF SCIENCE EDUCATION: 4TH YEAR PEX AND INTERNSHIP

Professional Experience Dates	<p>4th Year PEX: 3-week block Commencing 5 August, 2024 - 23 August, 2024</p> <p>Internship: 4-week block Commencing 26 August, 2024 - 20 September, 2024</p>
Required Number of Days	35 days total (15 days Supervised Professional Experience + 20 days Internship)
Subject Code	EDPS402
Pre-Professional Experience Requirements	<p>Before commencing this Professional Experience, Preservice Teachers must contact the In-School Coordinator of their allocated school to ensure that they are familiar with:</p> <ul style="list-style-type: none"> • School expectations, policies and procedures • Class/stage teaching program • Classroom expectations, routines and procedures • Students' learning needs
Feedback, Reporting and Assessment Requirements	<p>4th Year PEX, 3-week block:</p> <ul style="list-style-type: none"> • Regular oral and written feedback should be provided to determine if the Preservice Teacher is demonstrating evidence of achieving the Graduate Teacher Standard • A PEX CHECK IN will be sent in the first weeks of PEX. This electronic document asks the Supervising Teacher a single question about the Preservice Teacher's progress and takes just minutes to complete. We encourage you to seek support through the PEX Check In if you have concerns about your Preservice Teacher's progress. • Before the midway point of the 3-week block, discussions should be held with the Preservice Teacher to assess the Preservice Teacher's progress and set goals, using the <i>Evidence Guide (Graduate Teacher Standards)</i> and the relevant Professional Experience report • INTERIM REPORT: Australian Professional Standards for Teachers Interim Report – 2024 submitted via Sonia at the conclusion of Week Three * Please note: This Interim Report is the mechanism by which the Preservice Teacher becomes an Intern and the Supervising Teacher becomes a Cooperating Teacher. Please see General Information p.12, with further information on the roles and payment rates on p.7 and p.8. <p>INTERNSHIP:</p> <ul style="list-style-type: none"> • Regular oral and written feedback should continue to be provided during the Internship with a minimum of three lesson feedback forms completed each week • Before the beginning of the Internship, discussions should be held with the Preservice Teacher to assess their progress and set goals, using the <i>Evidence Guide (Graduate Teacher Standards)</i> and the relevant Professional Experience report • FINAL REPORT: Australian Professional Standards for Teachers Report 2024 submitted at the completion of the Internship
Minimum Teaching Allocation	<p>4th Year PEX, 3-week block:</p> <p>Week 1 - Preservice Teachers would be expected to teach whole classes for approximately:</p> <ul style="list-style-type: none"> • 7 x 40 min teaching periods per week and 6 x 40 min timetabled observation periods per week; OR • 6 x 50 min teaching periods per week and 5 x 50 min timetabled observation periods per week; OR • 5 x 60 min teaching periods per week and 4 x 60 min timetabled observation periods per week. <p>Week 2 - Preservice Teachers would be expected to teach whole classes for:</p> <ul style="list-style-type: none"> • 14/15 x 40 min teaching periods per week & 6 x 40 min timetabled observation periods per week; OR • 11/12 x 50 min teaching periods per week & 5 x 50 min timetabled observation periods per week; OR • 9/10 x 60 min teaching periods per week & 4 x 60 min timetabled observation periods per week. <p>Week 3 - Preservice Teachers would be expected to teach whole classes for:</p> <ul style="list-style-type: none"> • 17/18 x 40 min teaching periods per week & 5 x 40 min timetabled observation periods per week; OR • 13/14 x 50 min teaching periods per week & 4 x 50 min timetabled observation periods per week; OR • 11/12 x 60 min teaching periods per week & 3 x 60 min timetabled observation periods per week. <p>INTERNSHIP:</p> <p>Preservice Teachers should be independently teaching a full teaching load. They are not required to attend observation periods, unless negotiated with and stipulated by the Supervising Teacher(s).</p> <p>* Please note: In schools where whole-school sporting activities are held during school hours, Preservice Teachers are expected to support the Teachers to run these activities.</p>



<p>Planning, Preparation and Reflection Requirements</p>	<p>3-week block: Preservice Teachers should commence teaching on Day 1.</p> <p>Weeks 1-3:</p> <ul style="list-style-type: none"> • All lesson planning should be done in consultation with the Supervising Teacher • Preservice Teachers are required to remind their Supervising Teacher(s) about completing the lesson feedback templates to assist in guiding their development • Lesson plans must be written for all lessons and <u>must</u> be presented to the Supervising Teacher before the lessons are taught (allowing reasonable time for Teachers' comments and suggestions to be made and discussed with the Preservice Teacher) <p>INTERNSHIP: Preservice Teachers will work with the Cooperating Teacher to develop a teaching program and daybook (planning requirements at the Cooperating Teacher's discretion). As the Internship is an extended period there is a strong emphasis on the planning and development of lesson sequences and/or units of work. Daybooks must show lesson notes, preparation (including specific examples to be taught), anecdotal notes and teaching/learning reflections.</p> <p>Lesson Self-reflection templates should be completed daily to support professional dialogue that can assist Preservice Teachers to seek advice on ways to develop professionally and improve teaching performance.</p> <p>* Preservice Teachers are expected to keep copies of all lesson plans and self-reflections, being readily available for lesson improvement, supervisory purposes and subsequent Professional Experiences.</p>
<p>EDPS402 Focus Areas</p>	<ul style="list-style-type: none"> • Satisfactorily complete an intensive period of in-school experience – including involvement in the full teaching and learning cycle – that effectively inducts them into the nature, structure and organisation of schools and the work, roles and responsibilities of Teachers • Display effective interpersonal communication skills and interact professionally with staff, students and the broader school community. • Plan, implement, and evaluate Science lesson sequences and units of work that are designed to maximise student engagement and learning • Assess and report on student learning fairly and equitably

MASTER OF TEACHING: PRIMARY AND SECONDARY OVERVIEW
WOLLONGONG, BATEMANS BAY, BEGA, SOUTHERN HIGHLANDS, SHOALHAVEN
CAMPUSES

Professional Experience Dates	Professional Experience and Professional Service Summary:		
	Year/Session	Type of Professional Experience	No of Days
	Year 1 – Term 1 & Term 2	PEX 1	15 days
	Year 1 – Term 4	PEX 2	15 days
	Year 2 – Term 3	Final PEX and Internship	30 days
	<p>YEAR 1 PEX 1: Five Individual Days and two full weeks - Mondays commencing 18 March 2024 and two full weeks commencing Monday 3 June 2024 PEX 2: Three-week block from 28 October to 15 November 2024</p> <p>Note: PEX 1 and PEX 2 may be completed in the same school for 1st Year Master of Teaching.</p> <p>Pre-Service Teachers may be placed in pairs with one Supervising Teacher to develop collaborative and reflective practices with a peer under the mentorship of a Supervising Teacher.</p> <p>YEAR 2 Final PEX and Internship: Six-week block, 12 August – 20 September 2024 (3 week PEX, 3 week Internship pending a successful Interim Report)</p> <p>* Internships are offered as part of the final PEX in NESA accredited programs, allowing Preservice Teachers to take full responsibilities of a class and teach unsupervised. The Teacher role changes from “Supervising” to “Cooperating” Teacher, which allows a mentoring relationship to drive the Internship. The Interim Report is the mechanism for the shift to Intern. Please see General Information p.12, with further information on the roles and payment rates on p.7 and p.8.</p>		
Required Number of Days	60 days total		
Subject Code	Year 1: PEX 1: EDMT900 (Autumn) and PEX 2: EDMT909 (Spring) Year 2: Final PEX and Internship: EDMT910 (Spring)		

MASTER OF TEACHING (PRIMARY) AND (SECONDARY) PEX DATES 2024



UNIVERSITY
OF WOLLONGONG
AUSTRALIA

Master of Teaching		
PEX 1 & 2 1 st Year	PEX 3 2 nd Year	
EDMT900	EDMT906	Week
		29 Jan
		5 Feb
		12 Feb
Orientation	Orientation	19 Feb
L	L	26 Feb
L	L	4 Mar
L	L	11 Mar
PEX 1 – Mon	L	18 Mar
PEX 1 – Mon	L	25 Mar
L	L	1 Apr
L	L	8 Apr
SH/Recess	SH/Recess	15 Apr
Writing Week	Writing Week	22 Apr
L	L	29 Apr
PEX 1 – Mon	L	6 May
PEX 1 – Mon	L	13 May
PEX 1 – Mon	L	20 May
L	L	27 May
PEX 1	Study/Recess	3 Jun
PEX 1	Exams	10 Jun
Exams	Exams	17 Jun
Recess	Recess	24 Jun
Recess	/Recess	1 Jul
SH/Recess	SH/Recess	8 Jul
EDMT909	EDMT910	Week
SH/Recess	SH/Recess	15 Jul
L	L	22 Jul
L	L	29 Jul
L	L	5 Aug
L	PEX 3	12 Aug
L	PEX 3	19 Aug
L	PEX 3	26 Aug
L	INTERNSHIP	2 Sep
L	INTERNSHIP	9 Sep
L	INTERNSHIP	16 Sep
L	L	23 Sep
SH/Study	SH/Study	30 Sep
Writing Week	Writing Week	7 Oct
L	L	14 Oct
L	L	21 Oct
PEX 2	Study/Recess	28 Oct
PEX 2	Exams	4 Nov
PEX 2	Exams	11 Nov



MASTER OF TEACHING:

YEAR 1: PRIMARY AND SECONDARY PEX 1

WOLLONGONG, EUROBODALLA, BEGA VALLEY, SOUTHERN HIGHLANDS, SHOALHAVEN CAMPUSES

Professional Experience Dates	<p>Five Individual Mondays commencing 18 March 2024 and two full weeks commencing Monday 3 June 2024 - 14 June, 2024</p> <p>For Master of Teaching Primary: Pre-Service Teachers may be placed in pairs with one Supervising Teacher to develop collaborative and reflective practices with a peer under the mentorship of a Supervising Teacher.</p>
Required Number of Days	15 days Supervised Professional Experience
Subject Code	EDMT900
Pre-Professional Experience Requirements	<p>Where possible PEX 1 and PEX 2 are in the same school for 1st Year Master of Teaching Preservice Teachers but this is dependent on the availability of school places and school preferences. Before commencing this Professional Experience, Preservice Teachers must contact the In-School Coordinator of their allocated school to make arrangements for their first Individual Day.</p>
Feedback and Reporting Requirements	<ul style="list-style-type: none"> • Oral and written feedback should be provided when the Preservice Teacher is teaching • A PEX CHECK IN will be sent between the 4th and 5th Individual Day of PEX. This electronic document asks the Supervising Teacher a single question about the Preservice Teacher's progress. The PEX Check In replaces previous interim reports and takes just minutes to complete. We encourage you to seek support through the PEX Check In if you have concerns about your Preservice Teacher's progress. • Before the end of the Individual Days of the Professional Experience, <u>discussions</u> should be held with the Preservice Teacher to assess their progress and set goals for the week of teaching, using the <i>Evidence Guide (Graduate Teacher Standards)</i> and the relevant Professional Experience report. • FINAL REPORT: Australian Professional Standards for Teachers Professional Experience Report 2024 following the completion of PEX 1. This reports on the Individual Days and two weeks of PEX 1.
Minimum Teaching Allocation	<p>The expectation in PEX 1 is that Preservice Teachers will be orientated to the school setting and observe models of good practice from their Supervising Teacher and other Teachers in the school.</p> <ul style="list-style-type: none"> • Individual Days -The Preservice Teacher will build on these observations to team teach, teach lesson segments and lessons to individuals, small groups or the whole class as they progress through PEX 1 • The Preservice Teacher should teach at least one whole lesson per day from the start of the two-week block. Detailed lesson plans, resources and other materials must be completed and checked by the Supervising prior to whole lessons being taught as detailed below.
Observations and Experiences	<p>When not teaching, Preservice Teachers should be assisting their Supervising Teacher, working on planning upcoming lessons, observing teaching, or contributing to other school activities/duties alongside the Supervising Teacher. Observations may focus on classroom management and other foundational teaching skills or strategies that the Preservice Teacher will draw on in their own teaching. The Supervising Teacher, In-School Coordinator or Principal may also request Preservice Teachers to observe and/or assist other Teachers or staff beyond their allocated classroom.</p>
Planning, Preparation and Reflection Requirements	<ul style="list-style-type: none"> • All lesson planning should be done in consultation with the Supervising Teacher • Lesson Plans must be written and discussed at least 24 hours before the lesson is taught to allow reasonable time for comments and suggestions to be made and discussed, and for the lesson plan to be adjusted prior to implementation • Lesson Self-Reflection templates should be completed for all teaching to support professional dialogue with Supervising Teachers and improve teaching practice <p>Throughout the Professional Experience Preservice Teachers must:</p> <ul style="list-style-type: none"> • Prepare and organise equipment and resources for each lesson taught • Keep copies of all lesson plans, self-reflections, observation notes and lesson feedback forms for later reflection and subsequent Professional Experience



EDMT900 Focus Areas	<p>By the completion of PEX 1, Preservice Teachers will have:</p> <ul style="list-style-type: none"> • Displayed an awareness of the importance of interpersonal relationships and communication skills and extended development of such skills in class and school activities • Demonstrated a genuine interest and concern in children/young people, their welfare and activities • Demonstrated a growing confidence in working with children/young people • Developed an understanding of how schools and classrooms are organised and managed • Gained experiences in their subject area (Secondary) or the six KLAs (Primary) through observation and possible teaching experiences • Observed and assisted the Teacher in ongoing classroom and school activities such as sport, excursions, clubs, assemblies, playground and bus duties • Gained experience working one on one, with small groups and successfully teaching a whole class • Seek and apply constructive feedback from supervising teacher to improve teaching practice • Understand and apply the key principles described in codes of ethics and conduct for the teaching profession • Demonstrated an increasing confidence in their teaching and interpersonal relationships with students and staff that will allow them to successfully proceed to PEX 2
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MASTER OF TEACHING:

YEAR 1: PRIMARY AND SECONDARY PEX 2

WOLLONGONG, EUROBODALLA, BEGA VALLEY, SOUTHERN HIGHLANDS, SHOALHAVEN CAMPUSES

Professional Experience Dates	Three-week block: 28 October 2024 – 15 November, 2024 For Master of Teaching Primary: Pre-Service Teachers may be placed in pairs with one Supervising Teacher to develop collaborative and reflective practices with a peer under the mentorship of a Supervising Teacher.
Required Number of Days	15 days Supervised Professional Experience
Subject Code	EDMT909
Pre-Professional Experience Requirements	Where possible PEX 1 and PEX 2 are in the same school for 1 st year Master of Teaching Preservice Teachers but this is dependent on the availability of school places and the program of study. Before commencing this Professional Experience, Preservice Teachers must contact the In-School Coordinator of their allocated school to ensure they are familiar with: <ul style="list-style-type: none"> • School expectations, policies and procedures • Class/stage teaching program • Classroom expectations, routines and procedures • Students' learning needs
Feedback and Reporting Requirements	<ul style="list-style-type: none"> • Regular oral and written feedback should be provided with a minimum of three lesson feedback forms completed each week the Preservice Teacher is teaching. • A PEX CHECK IN will be sent in the first week of PEX. This electronic document asks the Supervising Teacher a single question about the Preservice Teacher's progress. The PEX Check In replaces previous interim reports and takes just minutes to complete. We encourage you to seek support through the PEX Check In if you have concerns about your Preservice Teacher's progress. • Before the midway point of the Professional Experience, <u>discussions</u> should be held with the Preservice Teacher to assess their progress and set goals, using the <i>Evidence Guide (Graduate Teacher Standards)</i> and the relevant Professional Experience report. • FINAL REPORT: Australian Professional Standards for Teachers Professional Experience Report 2024 submitted at the completion of the three-week block.
Minimum Teaching Allocation	<p>PEX 2:</p> <p>Week 1 Pre-service Teachers are encouraged to observe for the first day and then teach at least one lesson per day (four to eight hours per week).</p> <p>Week 2 Teach at least two to three lessons per day.</p> <p>Week 3 Gradually take on teaching duties working towards 50% of a teacher's workload.</p> <p>Note: These expectations are intended as a guideline. The Supervising Teacher and their Pre-service Teacher may negotiate more teaching to suit the needs of each individual and the teaching setting.</p>
Observations and Experiences	When not teaching, Preservice Teachers should be assisting their Supervising Teacher, working on planning upcoming lessons, observing teaching, or contributing to other school activities/duties alongside the Supervising Teacher. The Supervising Teacher, In-School Coordinator or Principal may also request Preservice Teachers to observe and/or assist other Teachers or staff beyond their allocated classroom.



<p>Planning, Preparation and Reflection Requirements</p>	<ul style="list-style-type: none"> • All lesson planning should be done in consultation with the Supervising Teacher • Lesson Plans must be written for all lessons and must be presented to the Supervising Teacher a minimum of 24 hours before the lesson is taught to allow reasonable time for comments and suggestions to be made and discussed, and for the lesson plan to be adjusted prior to implementation • Lesson Self-Reflection templates should be completed daily to support professional dialogue with the Supervising Teacher and improve teaching practice <p>Throughout the Professional Experience Preservice Teachers must:</p> <ul style="list-style-type: none"> • Prepare and organise equipment and resources for each lesson taught • Keep copies of all lesson plans, self-reflections and lesson feedback forms for later reflection and subsequent Professional Experiences
<p>EDMT909 Focus Areas</p>	<p>At the conclusion of PEX 2 Preservice Teachers will have:</p> <ul style="list-style-type: none"> • The ability to communicate clearly and appropriately with students and staff • Practised and demonstrated abilities in basic teaching skills, through observation, small groups, team teaching and classroom teaching in their subject area (Secondary) or the six KLAs (Primary) • Seek and apply constructive feedback from supervising teacher to improve teaching practice • Demonstrated an ability to plan, implement, analyse, evaluate and reflect on their lessons and teaching practice in their subject area or some of the six KLAs, with the view of improving that practice • Recognised and catered for student diversity • Recorded management/learning challenges and demonstrated the emerging ability to provide methods to address these concerns in future classes • Completed non-teaching professional tasks, such as preparation or organisation of resources; assisted with other activities such as sport/excursions/clubs/assemblies, playground and bus duties • Demonstrated involvement in the full teaching and learning cycle. This should include opportunities to review data and evidence about student learning, to implement both formative and summative assessment, and to provide feedback to students • Demonstrated an awareness of whole-school policies and procedures • Developed an understanding of the school's reporting to parents processes • Successfully managed timing in the classroom and transitions from one lesson to the next, including lesson beginnings and endings • Demonstrated an understanding of relevant policy documents including those from NSW Education Standards Authority (NESA) and AITSL • Understand and apply the key principles described in codes of ethics and conduct for the teaching profession • Reflected on their teaching practice against the Graduate Teacher <i>Evidence Guide (Graduate Teacher Standards)</i> • Be deemed competent to progress to the Final Professional Experience.



MASTER OF TEACHING:

YEAR 2: PRIMARY AND SECONDARY FINAL PEX AND INTERNSHIP

WOLLONGONG, EUROBODALLA, BEGA VALLEY, SOUTHERN HIGHLANDS, SHOALHAVEN CAMPUSES

Professional Experience Dates	<p>Six-week block: 12 August 2024 – 20 September 2024</p> <p>Note: Weeks 1 – 3: Supervised Professional Experience 12 August – 30 August, 2024 Weeks 4 – 6: Internship 2 September – 20 September 2024</p>
Required Number of Days	30 days Total: 15 days Supervised Professional Experience plus 15 days Internship
Subject Code	EDMT910
Pre-Professional Experience Requirements	<p>Before commencing this Professional Experience, Preservice Teachers must contact the In-School Coordinator of their allocated school to ensure they are familiar with:</p> <ul style="list-style-type: none"> • School expectations, policies and procedures • Class/stage teaching program and timetabling • Classroom expectations, routines and procedures • Students' learning needs
Feedback, Reporting and Assessment Requirements	<ul style="list-style-type: none"> • During the three-week supervised PEX regular oral and written feedback should be provided with a minimum of three lesson feedback forms completed each week the Preservice Teachers is teaching. This is to determine if the Preservice Teacher is demonstrating evidence of achieving the Graduate Teacher Standard. If there are <i>any</i> concerns about the Preservice Teachers progress, please contact the University Advisor without delay. • A PEX CHECK IN will be sent in the first weeks of PEX. This electronic document asks the Supervising Teacher a single question about the Preservice Teacher's progress and takes just minutes to complete. We encourage you to seek support through the PEX Check In if you have concerns about your Preservice Teacher's progress. • Before the midway point of the Professional Experience (ie. during week 2), <u>discussions</u> should be held with the Preservice Teacher to assess their progress and set goals, using the <i>Evidence Guide (Graduate Teacher Standards)</i> and the relevant Professional Experience report. This may include discussion of readiness for Internship. • INTERIM REPORT: A Final Year - Australian Professional Standards for Teachers Professional Experience Interim Report 2024 due at the end of Week 3. * Please note: this Interim report is the mechanism by which the Preservice Teacher becomes an Intern and the Supervising Teacher becomes a Cooperating Teacher. At that time, the Intern may teach the class(es) unsupervised. Please see General Information p.12, for further information on the roles and payment rates on p.7 and p.8. • Regular oral and written feedback should continue to be provided during the Internship with a minimum of three lesson feedback forms completed each week • FINAL REPORT: Australian Professional Standards for Teachers Professional Experience Report 2024 due at the completion of the Internship.
Minimum Teaching Allocation	<p>Final PEX requirements: Weeks 1 to 3: Preservice Teachers should teach the equivalent of 50% of a full teaching load. Internship: Weeks 4 to 6: Interns should take on 80% of the teaching responsibilities of a classroom Teacher by the end of Week 4.</p>
Observations and Experiences	When not teaching, Preservice Teachers should be assisting their Supervising Teacher, working on planning upcoming lessons, observing teaching, or contributing to other school activities/duties alongside the Supervising Teacher. The Supervising Teacher, In-School Coordinator or Principal may also request Preservice Teachers to observe and/or assist other Teachers or staff beyond their allocated classroom.



<p>Planning, Preparation and Reflection Requirements</p>	<ul style="list-style-type: none"> • All lesson planning should be done in consultation with the Supervising Teacher • Full Lesson Plans must be written for all lessons in the first three weeks and must be presented to the Supervising Teacher a minimum of 24 hours before the lesson is taught to allow reasonable time for comments and suggestions to be made and discussed, and for the lesson plan to be adjusted prior to implementation. Lesson Plans in Weeks 4-6 can be less detailed but evidence of adequate planning must be visible through program and daybook • Lesson Self-Reflection templates should be completed daily to support professional dialogue with their Supervising Teacher and improve teaching practice <p>Throughout the Professional Experience Preservice Teachers must:</p> <ul style="list-style-type: none"> • Prepare and organise equipment and resources for each lesson taught • Keep copies of all lesson plans, self-reflections and lesson feedback forms for later reflection and for TPA writing <p>Internship: Preservice Teachers will work with the Cooperating Teacher to develop a teaching program and daybook. As the Internship is an extended period there is a strong emphasis on the planning and development of units of work across all KLAs for Primary and in Method areas for Secondary. Daybooks must show lesson notes, preparation (including specific examples to be taught), anecdotal notes and teaching/learning reflections.</p> <p>Lesson Self-Reflection Templates should be completed daily to support professional dialogue that assists Preservice Teachers to seek advice on ways to develop professionally and improve teaching performance.</p>
<p>EDMT910 Focus Areas</p>	<p>By the completion of PEX 3, Preservice Teachers will have:</p> <ul style="list-style-type: none"> • Successfully planned a unit of work and documented, taught, assessed and evaluated a series of lessons in their subject area (Secondary) or the six KLAs (Primary) • Seek and apply constructive feedback from supervising teacher to improve teaching practice • Communicated clearly with students • Applied classroom management skills fairly and consistently • Demonstrated an understanding of the importance of interpersonal relationships and communication skills in the classroom setting and during out-of-school activities class, school activities, with students and colleagues • Demonstrated, through their teaching, an understanding of the way in which learners develop skills and understanding of concepts in their subject area or the six KLAs • Demonstrated an ability to employ technology in the classroom • Demonstrated an ability to interact with school staff and students in a variety of school settings • Demonstrated an understanding of individual student learning characteristics eg. Learning preferences, self-esteem and their impact upon classroom and school behaviour • Demonstrated involvement in the full teaching and learning cycle. This should include opportunities to review data and evidence about student learning, to implement both formative and summative assessment, and to provide feedback to students. • Successfully performed non-teaching professional tasks, such as preparation and organisation of resources, assisting with extracurricular activities such as sport, excursions, assemblies, musical activities, playground, bus duty etc • Demonstrated awareness of and implement school policies and procedures • Demonstrated an understanding of school, NSW Education Standards Authority (NESA) and AITSL documents • Understand and apply the key principles described in codes of ethics and conduct for the teaching profession • Displayed a professional attitude towards teaching and the Teacher's role in the school.