

EDU1310 TEACHING REQUIREMENTS – SEMESTER 1, 2026

In the first semester of the Bachelor of Education courses, the Professional Experience component is embedded in a unit of study EDU1310 Teaching Children and Adolescents. This provides opportunities for Pre-service Teachers to gain experience in schools in order to ensure strong links between theory and practice. In this way, the Professional Experience becomes an ‘integrating device’ which brings cohesion to the course and allows for assessment to be linked to practical experience.

Through observing experienced practitioners at work, being immersed in the school community and reflecting on their experiences, First Year Pre-service Teachers are able to better understand the complex role of a teacher, confirm their career choice and begin their professional development.

For this Professional Experience, Pre-service Teachers will complete seven (7) Thursdays in a school as an orientation to the teaching profession and are primarily there to observe and assist with the learning and teaching program. Ideally, the Pre-service Teachers are not placed with specific Mentor Teachers and can be used as a resource to assist the school’s goals and priorities.

Pre-service Teachers are looking for opportunities to learn the generic skills of teaching/learning and classroom management by seeing how teachers carry out their everyday tasks. They are encouraged to have professional discourse with staff and participate as members of a learning community. There are several ways in which this can be achieved, including:

- Helping out across the school in different areas
- Primary Pre-service Teachers could assist in Years 1 – 6
- Working with small groups of children
- Assisting specialist teachers
- Contributing to school wide projects
- Assisting duty teachers

To facilitate this range of opportunities, schools may allocate one or more staff members to act as Mentor Teachers to the Pre-service Teachers. They would not be expected to have the Pre-service Teachers in their own classroom all the time but would liaise with other staff to ensure that the whole experience was mutually beneficial.

SCHEDULE OF THE TEACHING TASK & TOPICS FOR OBSERVATION, DISCUSSION AND REFLECTION	
Day 1	Observation only – The School Context and the Learning Environment
Day 2	Managing and Guiding Children’s Behaviour
Day 3	Strategies for Communicating and Forming Relationships Prepare for Pre-Service Teacher’s Learning Experience to be conducted on Day 6
Day 4	Developing Lesson Plans Prepare for Pre-Service Teacher’s Learning Experience to be conducted on Day 6
Day 5	Assessment and Evaluation to Monitor and Record Student Progress Prepare for Pre-Service Teacher’s Learning Experience to be conducted on Day 6
Day 6	Inclusion and Diverse Learners Pre-service teacher to implement a small group Learning Experience Plan
Day 7	Teaching Strategies