

BP320PSE – PX Scope and sequence						
PX #	PX1	PX2	PX3	PX4	PX5	PX6
Program Year	1	1	2	3	4	4
Semester	1	2	1	1	1	2
Days	5	10	15	15	15	20
Assessment Category	Novice	Novice	Novice	Consolidating	Consolidating	Graduate
Title	Theory to practice A	Theory to practice B	Responsive Teaching	Classroom Cultures & Communication	Teaching in Diverse Education Settings	Teaching Performance Assessment
Course Code	TCHE2733	TCHE2734	TCHE2704	TCHE2627	TCHE2722	TCHE2717
# Weeks	1	2	3	3	3	5 (2026) 4 (2027+)
Reporting requirements	- TCHE2733 Placement Report	- Interim Placement Report - TCHE2734 Placement Report	- Interim Placement Report - TCHE2704 Placement Report	- Interim Placement Report - TCHE2627 Placement Report	- Interim Placement Report - TCHE2722 Placement Report	- GTPA - Interim Placement Report - TCHE2717 Placement Report

Individual Course Detail

Page 2 – TCHE2733 - Theory to Practice A*

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* PX courses that are accredited with Core Content – please ensure consultation with Director ITE and ADT&L before making any changes

PX #	PX 1	Days	5
Year	1	Assessment Category #	Novice
Semester	1	Title	TCHE2733 - Theory to practice A
Course Overview	This first professional experience course is designed to support the development of foundational skills in learning, teaching and reflective practice for pre-service teachers. Through their on-campus learning, preservice teachers are introduced to key concepts related to the brain, memory, and student learning. They explore common educational neuromyths and consider a small range of teaching strategies focused on promoting student motivation and engagement.		
Teaching Overview <u>Please note:</u> Overviews of focuses and responsibilities across the duration of placement are recommendations and should not be viewed as limited. These can and should be adapted based on local school context and class scheduling at the time of placement. Please refer to the RMIT School of Education Handbook for Mentors and Pre-service teachers for general support and requirements.			
Week 1 [5 Days]	Mentor Responsibility: Preservice teachers will be paired together for this placement. Please ask the pre-service teacher to explain the university’s expectations including the need for you to check their written observations. Please explicitly model your intentional teaching and guide the pre-service teacher’s focus on what are they observing and why. Please encourage your preservice teacher to ask questions about classroom routines and how to build positive working relationships with students. PST Responsibility: <ul style="list-style-type: none"><u>Observation & Engagement focus:</u> Focus your observations on classroom routines; how your mentor teacher builds relationships with students; the varied types of learning activities used across the week.<u>Planning & Teaching:</u> There are no requirements to plan and teach full lessons. However, you are encouraged to assist in small group activities and daily routines with students as requested by your mentor teacher. Lead a warmup/ daily routine by the end of the week if possible.<u>Reflection prompts:</u> By the end of the week, ensure that you have had two reflective conversations with your mentor teacher including 1) What are the diverse backgrounds, experiences, and learning needs of students in the classroom? and 2) Why does your mentor teacher provide a variety of learning activities for students?		
Reporting Requirements	TCHE2733 Placement Report		

PX #	PX 2	Days	10
Year	1	Assessment Category #	Novice
Semester	2	Title	TCHE2734 - Theory to practice B
Course Overview	This second professional experience is designed to build on preservice teachers' prior placement focused on observations of classroom practice. Through their on-campus learning, students have explored ideas related to cognitive load theory, gradual release of responsibility model, explicit teaching and scaffolding, and effective questioning techniques. This second placement aims to build preservice teachers' confidence in small group instruction, before moving to support planning and teaching of a small number of whole-class lessons.		
Teaching Overview <u>Please note:</u> Overviews of focuses and responsibilities across the duration of placement are recommendations and should not be viewed as limited. These can and should be adapted based on local school context and class scheduling at the time of placement. Please refer to the RMIT School of Education Handbook for Mentors and Pre-service teachers for general support and requirements.			
Week 1	Mentor Responsibility: Preservice teachers will be paired for this placement. This placement adopts a gradual release of responsibility approach, starting with small group teaching. Please explicitly model your planning practices, including how to design small group activities and individual components of a lesson. Please provide written and oral feedback on lesson plans designed and enacted by the preservice teacher. Please complete the Interim Report by the end of the first week. PST Responsibility: <ul style="list-style-type: none"><u>Observation & Engagement focus:</u> Focus your observations on how your mentor teacher transitions between activities; the length of individual components of a whole-class lesson; the types of materials or resources used.<u>Planning & Teaching:</u> After re-familiarising yourself with the class and completing two written observations, you can begin to plan for and teach a variety of small group activities across different learning areas decided by your mentor teacher. Towards the end of this first week, you will teach a single component of a whole-class lesson, with planning support offered by your mentor teacher. Any form of planning should be sent to your mentor teacher for feedback at least 24 hours before a lesson.<u>Reflection prompts:</u> By the end of the first week, ensure that you reflect on the following: 1) How does a teacher start and finish a lesson? 2) How does a teacher transition between whole-class instruction and small group work? And 3) What behaviour management strategies are needed when leading a small group activity?		
Week 2	Mentor Responsibility: Please continue to model and support the preservice teacher in preparing single components of a lesson, before gradually building up to a whole class lesson. Please provide oral and written feedback to the preservice teacher on the clarity of their task instructions and questioning techniques. Please make a time to complete and discuss the end of placement report with your PST near the end of this final week. PST Responsibility: <ul style="list-style-type: none"><u>Observation & Engagement focus:</u> When you are not taking small group activities or segments of a lesson, please continue to make written observation notes about your mentor teacher's classroom management strategies, time management and preparation, and varied instructional approaches.<u>Planning & Teaching:</u> You should start this second week by independently teaching a single component of at least one whole lesson. As your confidence builds, your mentor teacher will then ask you to co-teach a whole class lesson with them in a single learning area, before providing you the opportunity to plan for and teach one or two whole class lessons by the end of the week. Any form of planning should be sent to your mentor teacher for feedback at least 24 hours before a lesson.<u>Reflection prompts:</u> During this week, reflect on the following questions: 1) What is the difference in timing and transitions between small group and whole class teaching? 2) What makes an effective start to a lesson? And 3) What makes an effective ending to a lesson?		
Reporting Requirements	<ul style="list-style-type: none">- Interim Placement Report- TCHE2734 Placement Report		

PX #	PX 3	Days	15
Year	2	Assessment Category #	Novice
Semester	1	Title	TCHE2704 - Responsive Teaching
Course Overview	This third professional experience is designed to support PST learning about working collaboratively to support student and school improvement, and to improve classroom practice. On-campus learning has focused on formative assessment and student feedback strategies, the use of rubrics to guide assessment of student learning, and the development of clearly structured lessons that utilise approaches like explicit instruction and effective questioning. During this placement, preservice teachers should be planning and teaching whole class lessons that help them apply a range of formative and feedback strategies. By the end of this placement, preservice teachers should be starting to experience sequential lesson planning and enactment that supports their understanding of how to respond to student need and engagement.		
Teaching Overview Please note: Overviews of focuses and responsibilities across the duration of placement are recommendations and should not be viewed as limited. These can and should be adapted based on local school context and class scheduling at the time of placement. Please refer to the RMIT School of Education Handbook for Mentors and Pre-service teachers for general support and requirements.			
Week 1	Mentor Responsibility: During this first week of the placement, please welcome your preservice teacher and support them as they settle into class routines and relationships. Begin modelling how you check for student understanding during lessons and briefly explain how this informs your next steps in teaching. Share examples of how you gather quick formative assessment data (observations, questioning, student work samples). Provide opportunities for your preservice teacher to enact small components of classroom routines or lessons when they feel ready. Offer simple, focused feedback of your preservice teacher's clarity of instructions and basic formative assessment strategies. By the end of the week, work with your preservice teacher to map out what they will teach across the next fortnight beginning with planning and teaching a minimum of one or two individual lessons and culminating in a two or three lesson sequence in one learning area. PST Responsibility: <ul style="list-style-type: none"><u>Observation & Engagement focus:</u> Observe how your mentor teacher checks for understanding during lessons through circulating, questioning, modelling, and noticing student cues. Pay attention to how these quick formative moments guide small, in-the-moment adjustments such as rephrasing, providing another example, or slowing the pace. Notice how success criteria or lesson intentions are used to clarify what learning looks like.<u>Planning & Teaching:</u> In the first week, plan and teach parts of lessons or daily routines each day. Aim to plan and teach one full lesson by the end of the week. Planning should be sent to your mentor teacher for feedback at least 24 hours before a lesson.<u>Reflection prompts:</u> Reflect on the following questions: (1) What did I notice about how my mentor checks for understanding during lessons? (2) Which students did I observe closely today, and what did I learn about their needs or readiness for learning? (3) When I led a small learning task or routine, what evidence about student learning did I gather? (4) What is one aspect of responsive teaching I want to focus on developing next week?		
Week 2	Mentor Responsibility: Please continue to model and discuss how formative assessment guides pacing, differentiation and adjustments during teaching. Support your preservice teacher to plan and teach one or two full lessons, offering feedback on the success criteria, lesson structure, and how effectively they check for student learning. Encourage your preservice teacher to trial a range of formative assessment strategies and reflect with them on how the evidence gathered informs their next lesson. Complete the interim report with constructive and explicit feedback to help them refine their practice. Promote shared reflection so your preservice teacher can see the links between their planning, teaching, and evidence of student learning. PST Responsibility: <ul style="list-style-type: none"><u>Observation & Engagement focus:</u> Observe how your mentor teacher uses formative assessment (informal and formal) evidence (such as work samples, exit slips, responses to questions) to shape their upcoming lessons and/or modify tasks for different students. Notice how your mentor teacher identifies patterns in student learning across the whole class, including prominent misconceptions or uneven progress across groups. Pay attention to how multiple sources of formative assessment are used to contribute to more targeted assessment of student understanding.<u>Planning & Teaching:</u> In the second week progressively take on more components of whole-class instruction leading up to, planning and teaching a minimum of 2-3 full lessons by the end of the week. Lesson plans must be provided a day in advance and incorporate formative assessment strategies.<u>Reflection prompts:</u> Reflect on the following questions: (1) What formative assessment strategies did I use this week, and what did they reveal about student learning? (2) How did I adjust my teaching (pacing, explanation, grouping, examples) based on student responses? (3) Which teaching strategies were most effective, and why? (4) What feedback from my mentor changed or improved my teaching practice?		

Week 3	<p>Mentor Responsibility:</p> <p>Please provide opportunities for your preservice teacher to increase independence by teaching multiple full lessons across the week. Continue to give feedback with a focus on how they analyse student learning and make responsive adjustments during and after lessons. Encourage your preservice teacher to evaluate their two or three lesson sequence, including what evidence of learning they gathered and how reliable it is. Guide them in strengthening decisions around differentiation, grouping, and pacing based on student need. Support your preservice teacher in refining their pedagogical reasoning, making explicit links between responsive teaching and observed impact. Near the end of the week, complete and discuss the final Placement Report with your preservice teacher.</p> <p>PST Responsibility:</p> <ul style="list-style-type: none"> • <u>Observation & Engagement focus:</u> Observe how your mentor teacher evaluates student learning across a sequence of lessons, drawing on multiple forms of evidence to adjust their teaching. Focus on how pedagogical decisions are informed by the evolving data gathered throughout the week. Notice how your mentor teacher determines whether learning intentions have been met and what are the next steps students need. • <u>Planning & Teaching:</u> In the final week, you are to plan and teach a two to three lesson sequence in one learning area using formative assessment evidence to adjust your teaching and to support student learning. • <u>Reflection prompts:</u> Reflect on the following questions: (1) What evidence do I have that students progressed in their learning across my sequence of lessons? (2) Which teaching decisions had the strongest impact, and how do I know? (3) How confidently did I adjust lessons "in the moment" in response to student need? How effectively did I differentiate for learners with different readiness levels? (4) What aspects of responsive teaching do I feel most confident about, and what will be my next growth focus?
Reporting Requirements	<ul style="list-style-type: none"> - Interim Placement Report - TCHE2704 Placement Report

PX # 4	PX 4	Days	15
Year	3	Assessment Category #	Consolidating
Semester	1	Title	TCHE2627 - Classroom Cultures & Communication
Course Overview	This fourth professional experience is designed to build on preservice teachers' previous knowledge and skills of teaching practice. On-campus learning focuses have explored theories and approaches to creating and maintaining safe and supportive learning environments that are inclusive of diverse learners. During this placement, preservice teachers should be planning and teaching small groups and whole class lessons across curriculum areas, with particular focus on their developing skills and practices with communication (verbal and non-verbal), use of routines, setting and maintaining expectations, use of classroom spaces, and proactive and responsive approaches to student behaviour.		
Teaching Overview Please note: Overviews of focuses and responsibilities across the duration of placement are recommendations and should not be viewed as limited. These can and should be adapted based on local school context and class scheduling at the time of placement. Please refer to the RMIT School of Education Handbook for Mentors and Pre-service teachers for general support.			
Week 1	Mentor Responsibility: Please share about your classroom routines and expectations of students: how you establish and then maintain these through your practice, and why. Discuss and share curriculum planning and processes at the school, including possibilities/ opportunities for the PST to engage with planning and teaching during their placement. PST Responsibility: <ul style="list-style-type: none">Observation & Engagement focus: Identify and observe whole school approaches to student behaviour and wellbeing; placement classroom routines related to learning, teaching and communication; placement classroom layout and organisation approaches; getting to know students – interests and abilities, behaviours and friendships; how the mentor teacher uses their voice, posture and proximity during class timePlanning & Teaching: Familiarise yourself with the planning documentation used by your mentor and teaching team; Discuss possible opportunities for your own planning and assist with the implementation and reinforcement of classroom routines (e.g.: taking the roll, transitions, student roles). Plan and teach regular small group and/or run daily routines multiple times in the week. Plan and teach 1-2 full lessons. Any form of planning should be sent to your mentor teacher for feedback at least 24 hours before a lesson.Reflection prompts: 1. How are the school values and expectations communicated and reinforced with staff and students in the school and classroom? 2. What kinds of daily routines are in place in the classroom and how do they contribute to a safe environment? 3. How is praise offered to students during class time – whole class as well as individual students?		
Week 2	Mentor Responsibility: Please complete the interim placement report with your PST this week. Continue to provide timely feedback, drawing the PSTs attention to their management of the classroom environment and student behaviour while teaching. PST Responsibility: <ul style="list-style-type: none">Observation & Engagement focus: Observe teachers' and students' use of classroom spaces (accessibility and interactions); Student engagement and behaviour responses in class (proactive, immediate, follow up approaches)Planning & Teaching: Plan for and teach 1 whole-class lesson per day. Ensure your lesson plans are provided and discussed with your mentor at least one day prior. Incorporate known routines and language, while also intentionally using names, eye contact, proximity and praise to build connections and reinforce expectations. With mentor approval – modify seating or layout for your activity/lesson to support learning and student needs.Reflection prompts: (Each day/lesson) 1. What did I learn about my students today? How did I build or miss opportunities for connection? 2. What worked well in the lesson/s I taught – content and organisation, as well as behaviour support and management? What would I change? 3. How did I communicate support and care with my students – verbally and non-verbally?		
Week 3	Mentor Responsibility: Please make a time to complete and discuss the end of placement report with your PST near the end of this week. PST Responsibility: <ul style="list-style-type: none">Observation & Engagement focus: Preventative strategies to support behaviour expectations (e.g.: planned ignoring, redirection, proximity), Differentiated approaches to classroom management and student behaviour for supporting diverse and individual needs, Implementation of consequences or restorative practices – both in class and in the school yard.Planning & Teaching: Plan and teach a sequence of lessons for a learning area – minimum 1 lesson per day. Ensure your lesson plans are provided and discussed with your mentor at least one day prior. Pay particular attention to elements of transitions (within and between lessons) as well as wrapping-up/ plenary of each lesson. Implementation of at least one proactive behaviours strategy (e.g.: use of rewards, individual, small group or whole class).Reflection prompts: 1. How did I maintain consistency and fairness in my reinforcement of behaviour expectations? 2. How did my language and classroom presence support a safe and inclusive environment for all students? 3. What strategies will I carry forward to future placements or teaching practice?		
Reporting Requirements	- Interim Placement Report - TCHE2627 Placement Report		

PX #	PX 5	Days	15
Year	4	Assessment Category	Consolidating
Sem.	1	Title	TCHE2722 - Teaching in Diverse Education Settings
Course Overview	This fifth professional experience is the second last placement for pre-service teachers. Coursework learning has included focuses on the diversity of the education sector including unique features of school and non-school settings, as well as legislative and educational policy obligations and responsibilities of teachers. Opportunities to observe, support and/or facilitate school wide initiatives or programs are encouraged where possible. In terms of classroom engagement, during this placement preservice teachers should be planning and teaching multiple lesson sequences in one or more learning areas, increasing to multiple lessons in a day where possible. Particular attention should be given to planning for differentiation and considerations of student's prior knowledge and points of need to enhance engagement. Evaluating and reflecting on teaching and programs to improve student learning should also be in focus.		
Teaching Overview Please note: Overviews of focuses and responsibilities across the duration of placement are recommendations and should not be viewed as limited. These can and should be adapted based on local school context and class scheduling at the time of placement. Please refer to the RMIT School of Education Handbook for Mentors and Pre-service teachers for general support and requirements.			
Week 1	Mentor Responsibility: Please share about whole school initiatives and opportunities for student learning, engagement and participation. Opportunities for the PST to engage with whole school or multiage events would be welcome. [House events or meetings, assemblies, sporting, music, clubs/special interests etc]. Please provide feedback on the preservice teacher's lesson planning and delivery. Share strategies you use to differentiate tasks for diverse learners and model questioning and feedback approaches. Support the PST in beginning to trial small-scale differentiation in their lessons. PST Responsibility: <ul style="list-style-type: none">• <u>Observation & Engagement focus:</u> Observe and note differentiation strategies, teacher questioning techniques, and how feedback is given and received by students. Track student collaboration and peer interactions.• <u>Planning and teaching:</u> Plan and teach 2-3 lessons of a learning area sequence across the week. Embed clear learning intentions and success criteria, with at least one formative assessment strategy incorporated. Trial at least one differentiated approach. Provide lesson plans to mentor at least 24 hours in advance.• <u>Reflection prompts:</u> 1. How did my questioning and feedback promote student engagement and learning? 2. What differentiation strategies did I plan for and trial, and how effective were they? 3. How did I notice and respond to student collaboration and participation?		
Week 2	Mentor Responsibility: Encourage the PST to trial a range of formative assessment strategies and discuss how this data is used to adjust teaching. Provide feedback on the preservice teacher's contribution to team planning and collaboration. Please complete the interim placement report with your PST this week. PST Responsibility: <ul style="list-style-type: none">• <u>Observation & Engagement focus:</u> Observe how assessment for learning strategies (self/peer assessment, questioning, exit slips) are used. Note how student progress is tracked and discussed in planning contexts.• <u>Planning and teaching:</u> Plan and teach 3-4 lessons of a learning area sequence across the week. Incorporate multiple teaching strategies (explicit instruction, collaborative learning, GRRM, effective questioning etc). Trial at least one peer or self-assessment activity. Collect and analyse formative assessment data to adjust subsequent lessons. Adapt resources to meet diverse needs with mentor approval. Be sure to provide your lesson plans to your mentor at least 24 hours before the lesson is timetabled.• <u>Reflection prompts:</u> 1. How did I use assessment to inform my teaching this week? 2. Which teaching strategies engaged students most effectively, and why? 3. What insights from and contributions to team planning have been useful this week and how can I take these into my practice next week?		
Week 3	Mentor Responsibility: Support the PST in planning, teaching, and evaluating a longer sequence of lessons. Provide guidance in designing assessment tasks and collecting reliable evidence of student learning. Encourage growing independence while maintaining feedback on practice. Please make a time to complete and discuss the end of placement report with your PST near the end of this week. PST Responsibility: <ul style="list-style-type: none">• <u>Observation & Engagement focus:</u> Observe how mentors use student data in reporting and communication. Track classroom and whole-school transitions. Observe student voice and agency – how learners reflect on and direct their own learning.• <u>Planning and teaching:</u> Plan and teach 1-2 lessons per day, including a learning sequence. Evaluate a sequence of 3-4 lessons, using formative assessment data and one trial summative task. Be sure to provide your lesson plans to your mentor at least 24 hours before. Take responsibility for managing routines, transitions, and behaviour throughout all lessons. Begin collecting artefacts and evidence that could later inform the GTPA.• <u>Reflection prompts:</u> 1). What evidence of student learning did I gather, and how reliable was it? What would I do differently next time? 2). How effectively did I plan for learning progression across multiple lessons? 3). How has my understanding and development of my professional identity as a teacher grown over the past weeks? What has changed and what has stayed the same. Why.		
Reporting Requirements	<ul style="list-style-type: none">- Interim Placement Report- TCHE2722 Placement Report		

PX #	PX 6	Days	20
Year	4	Assessment Category #	Graduate
Semester	2	Title	TCHE2717 - Teaching Performance Assessment
Course Overview	<p>The final professional experience placement encompasses all aspects of planning, teaching, and assessing.</p> <p>During this placement, PSTs must demonstrate their ability to engage with the full cycle of teaching practice and provide evidence of their “readiness to teach” in the classroom through the Graduate Teacher Performance Assessment (GTPA). The GTPA enables PSTs to showcase pedagogical decision-making across each stage of the teaching cycle – planning using data, learning and teaching, assessing, reflecting, and appraising impact.</p> <p>To complete the GTPA, PSTs are required to design and implement a learning sequence within one class, sustained over a minimum of four weeks. The sequence should address a single topic and be taught through a series of connected lessons. As part of this process, PSTs must demonstrate both whole class teaching and differentiated practice by identifying three focus students who represent the range of achievement levels in the class.</p> <p>Data collection occurs throughout the placement. Initially, data is gathered to inform planning and teaching decisions. As teaching progresses, further data is continually collected through formative assessment, including feedback to students. This evidence of learning should guide PSTs ongoing adjustments to planning and teaching.</p> <p>PST demonstration of practice should include:</p> <ul style="list-style-type: none">• making adjustments to meet the learning needs of all students in the class• making explicit connections between theory and practice• providing evidence of pedagogical decision-making, teaching practices, and learning outcomes• expressing your emerging professional agency in the teaching cycle <p>While the GTPA is the core assessment task, PSTs are also expected to undertake a full professional experience load (three to four classes daily, in negotiation with the school and mentor).</p>		
Teaching Overview <u>Please note:</u> Overviews of focuses and responsibilities across the duration of placement are recommendations and should not be viewed as limited. These can and should be adapted based on local school context and class scheduling at the time of placement. Please refer to the RMIT School of Education Handbook for Mentors and Pre-service teachers for general support and requirements.			
Week 0	Before the placement begins, you are expected to visit the school to discuss requirements, gather data to inform planning and, where possible, observe classes and routines. Information Sessions for mentors will be available for Mentors this week		
Week 1	Mentor Responsibility: Please welcome and orient the preservice teacher to the class, routines, and expectations. Support them in identifying an appropriate learning sequence including the summative assessment for the GTPA (single topic, sustained over 4 weeks). Provide access to the kinds of data typically used in your classroom (formative and summative evidence at whole-class, small-group, and individual levels) to support their planning. Engage in initial conversations about differentiation and the three focus students, ensuring the preservice teacher can plan effectively. PST Responsibility: <ul style="list-style-type: none">• <u>Observation & Engagement focus:</u> Observe whole-class routines, teaching approaches, and how students respond to learning. Identify learner diversity and begin conversations about differentiation. Build positive relationships with students and begin to learn their names, interests, and needs• <u>Planning & Teaching:</u> With mentor support, select the learning sequence topic for the GTPA and map out the 4-week plan. Gather diagnostic data and identify three focus students in the class selected for GTPA. Design learning sequence and assessments. Commence teaching lessons in <i>both</i> the GTPA class <i>and</i> other assigned classes by the middle of Week 1.• <u>Reflection prompts:</u> What routines, strategies, and classroom practices did I observe that supported student learning and engagement? What patterns or insights emerged from the baseline data I collected? How does this data inform my planning for teaching? How will I integrate literacy and numeracy skills collected into my learning sequence for the GTPA? What adjustments might I need to make to ensure the sequence addresses the needs of all students, particularly my three focus students? What connections am I making between research and theory from my program and the classroom practices I am observing/implementing?		

Week 2	<p>Mentor Responsibility: Please support the preservice teacher in using formative assessment to adjust planning and teaching. Discuss strategies for giving effective feedback to students. Complete the Interim Placement Report at the end of the week and discuss strengths and areas for improvement with the preservice teacher. If you have any concerns or uncertainties at any stage, please reach out to the university for support.</p> <p>PST Responsibility:</p> <ul style="list-style-type: none"> • <u>Observation & Engagement focus:</u> Observe student responses to teaching strategies and reflect on effectiveness. Observe student responses to feedback. Continue to engage with mentor and peers to deepen understanding of classroom dynamics. • <u>Planning & Teaching:</u> Plan and teach 3-4 lessons per day, including GTPA learning sequence and other classes. Collect formative assessment data from the class and focus students – don't forget to take photos of student work. Refine strategies for differentiation based on student needs and data. • <u>Reflection prompts:</u> How effectively did my lessons engage all students? What does the formative data reveal about student learning so far? How am I adjusting my teaching based on this evidence? How did I provide feedback to students, and how did they respond? What are my next steps in supporting the three focus students?
Week 3	<p>Mentor Responsibility: Please continue to provide feedback on the PSTs teaching practice with a focus on refining pedagogy. Encourage preservice teacher independence in planning and teaching.</p> <p>PST Responsibility:</p> <ul style="list-style-type: none"> • <u>Observation & Engagement focus:</u> Focus observations on student progress and how different strategies impact learning. • <u>Planning & Teaching:</u> Plan and teach 3-4 lessons per day, including GTPA learning sequence and other classes. Implement formative assessment activities within the GTPA sequence; Document evidence of student learning for analysis in the GTPA. • <u>Reflection prompts:</u> What evidence do I have that students are progressing in their learning? How am I evaluating the effectiveness of my teaching strategies? How am I integrating theory and research into my decision-making?
Week 4	<p>Mentor Responsibility: This week, please engage in moderation discussions with the preservice teacher to review the use of standards and criteria when assessing the work of the three focus students. At the end of the week, provide feedback on professional readiness for teaching by completing the Placement Report. If you have any concerns about a standard not being met, please contact the WIL team. We recognise that some standards (e.g. engaging with parents/carers or embedding Aboriginal and Torres Strait Islander perspectives) may not naturally arise in all placements. Where this is the case, they can be marked as NE (Not Evident).</p> <p>PST Responsibility:</p> <ul style="list-style-type: none"> • <u>Observation & Engagement focus:</u> Reflect on professional identity and readiness to teach. Ensure all materials are collected for the GTPA. Observe mentor's assessment and moderation practices. • <u>Planning & Teaching:</u> Plan and teach as much of the week as possible. Finalise teaching GTPA sequence, collect summative assessment evidence. Moderate the three focus students with mentor teacher • <u>Reflection prompts:</u> How well did I meet the learning needs of the whole class and individual students? What connections have I made between theory, standards, and classroom practice? In what areas do I feel confident as I transition into teaching, and where do I need further development?
Reporting Requirements	<ul style="list-style-type: none"> - GTPA - Interim Placement Report - TCHE2717 Placement Report

