

BP320PSE - PROGRAM LEVEL

Individual course detail related to Course Overviews and PST responsibilities for Observation and engagement, Planning and teaching, as well as Reflection prompts for each placement are offered here at program level to assist interpretation of progression in the sequence.

BP320PSE - PX Scope and sequence – Course Overviews						
PX #	PX1	PX2	PX3	PX4	PX5	PX6
Prog. Yr	1	1	2	3	4	4
Sem	1	2	1	1	1	2
Days	5	10	15	15	15	20
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
C. Code	TCHE2733	TCHE2734	TCHE2704	TCHE2627	TCHE2722	TCHE2717
#Week	1	2	3	3	3	4
Course Overview	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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</p>	<p>The final professional experience placement encompasses all aspects of planning, teaching, and assessing. 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. 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</p>

			<p>sequential lesson planning and enactment that supports their understanding of how to respond to student need and engagement.</p>		<p>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.</p>	<p>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. 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. 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 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>
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BP320PSE - PX Scope and sequence – OBSERVATION AND ENGAGEMENT - OVERVIEW

PX #	PX1	PX2	PX3	PX4	PX5	PX6
	Novice	Novice	Novice	Consolidating	Consolidating	Graduate
	Theory to practice A	Theory to practice B	Responsive Teaching	Classroom Cultures & Communication	Teaching in Diverse Education Settings	Teaching Performance Assessment
	TCHE2733	TCHE2734	TCHE2704	TCHE2627	TCHE2722	TCHE2717
Wk 0	N/A	N/A	N/A	N/A	N/A	
Wk 1	Focus your observations on classroom routines; how your mentor teacher builds relationships with students; the varied types of learning activities used across the week	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.	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.	Identify and observe whole school approaches to student behaviour and wellbeing; placement classroom routines related to learning, teaching and communication; 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 time	Observe and note differentiation strategies, teacher questioning techniques, and how feedback is given and received by students. Track student collaboration and peer interactions	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
Wk 2	N/A	When not taking small group activities or segments of a lesson, continue to make written observation notes about your mentor teacher's classroom management strategies, time management and preparation, and varied instructional approaches.	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	Observe teachers' and students' use of classroom spaces (accessibility and interactions); Student engagement and behaviour responses in class (proactive, immediate, follow up approaches)	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.	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.

			assessment of student understanding.			
Wk 3	N/A	N/A	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.	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.	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.	Focus observations on student progress and how different strategies impact learning.
Wk 4	N/A	N/A	N/A	N/A	N/A	Reflect on professional identity and readiness to teach. Ensure all materials are collected for the GTPA. Observe mentor's assessment and moderation practices

BP320PSE - PX Scope and sequence – PLANNING AND TEACHING - OVERVIEW						
PX #	PX1	PX2	PX3	PX4	PX5	PX6
Assmnt Cat.	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
Week 0	N/A	N/A	N/A	N/A	N/A	PSTs visit schools and mentors to discuss requirements of GTPA
Week 1	Assist with small group activities & daily routines Lead a warmup/ daily routine	Planning and enacting small group activities. Teach a single component of a whole class lesson	Single component of a whole class lesson/ daily routine - multiple days. Plan and teach 1 full lesson	Plan and teach regular small group or daily routines – multiple times in the week Plan and teach 1-2 full lessons	Plan and teach 2-3 lessons of a sequence/ learning area	Gather diagnostic data and identify 3 focus students in the class for GTPA. Design learning sequence and assessment. Commence planning and teaching full lessons.
Week 2	N/A	Co-teach one whole class lesson Plan and teach a full lesson independently.	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	Plan and teach 1 lesson per day (5 lessons in the week)	Plan and teach 3-4 lessons of a learning area sequence across the week	Plan and teach 3-4 lessons per day, including GTPA learning sequence and other classes.
Week 3	N/A	N/A	Plan and teach a 2 to 3 lesson sequence in one learning area using formative assessment evidence to adjust your teaching and to support student learning	Plan and teach a sequence of lessons for a learning area – min 1 lesson per day	1-2 lessons per day across a week/ Full week if possible	Plan and teach 3-4 lessons per day, including GTPA learning sequence and other classes,
Week 4	N/A	N/A	N/A	N/A	N/A	Plan and teach as much of the week as possible. Finalise teaching GTPA sequence, collect summative assessment evidence.

BP320PSE - PX Scope and sequence – REFLECTION - OVERVIEW						
PX #	PX1	PX2	PX3	PX4	PX5	PX6
Assmnt. Cat.	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
Week 0	N/A	N/A	N/A	N/A	N/A	
Week 1	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?	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?	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?	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?	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?	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	N/A	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?	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?	(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?	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?	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?

			<p>3) Which teaching strategies were most effective, and why?</p> <p>4) What feedback from my mentor changed or improved my teaching practice?</p>	<p>3). How did I communicate support and care with my students – verbally and non-verbally?</p>		
Week 3	N/A	N/A	<p>1) What evidence do I have that students progressed in their learning across my sequence of lessons?</p> <p>2) Which teaching decisions had the strongest impact, and how do I know?</p> <p>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?</p> <p>4) What aspects of responsive teaching do I feel most confident about, and what will be my next growth focus?</p>	<p>1). How did I maintain consistency and fairness in my reinforcement of behaviour expectations?</p> <p>2). How did my language and classroom presence support a safe and inclusive environment for all students?</p> <p>3). What strategies will I carry forward to future placements or teaching practice?</p>	<p>1). What evidence of student learning did I gather, and how reliable was it? What would I do differently next time?</p> <p>2). How effectively did I plan for learning progression across multiple lessons?</p> <p>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.</p>	<p>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?</p>
Week 4	N/A	N/A	N/A	N/A	N/A	<p>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?</p>