

Placement Structure

EDU5013 or EDU5017 – As a Novice Placement

15-day placement in a Primary or Secondary setting

Alongside the expectations listed below, PSTs should also have thoroughly read the Professional Experience Handbook and the placement subject's Subject Learning Guide and LMS site.

Expectations differ depending on whether PSTs take EDU5013 and EDU5017 as a novice (first) or a consolidating (second) placement. Below are the novice placement expectations. PSTs should discuss these expectations with their Supervising Teacher.

Lesson Planning

For a 3-week (15-day) placement: **4 lesson plans using the LTU lesson plan template need to be completed and submitted.**

For other teaching PSTs should also complete a lesson plan for any lesson they will teach. PSTs can use the school's planning templates for day-to-day planning.

Provide these plans to the Supervising Teacher the day before delivering the lesson (or earlier, if requested) for discussion.

Week	Task
Week 1, Days 1-5 Structured observation focus	Familiarise yourself with the school.
	Observe and take your own notes on as many lessons as possible
	Complete <i>at least</i> one lesson observation
	Conduct at least one teacher interview
	Conduct some small group teaching and one-on-one learning support
	Teach or co-teach <i>at least</i> 1 lesson
Week 2, Days 6-10 Teaching, lesson plan and feedback focus	Plan and teach or co-teach <i>at least</i> 5 lessons
	Conduct some assessment, feedback and moderation
	Midway through the placement, the Supervising Teacher will be asked to respond to a Midpoint Check-in email to indicate if the PST is on track to pass the placement.

Week 3, Days 11-15	Plan and teach or co-teach <i>at least</i> 7 lessons
Teaching, lesson plan and feedback focus	Conduct some assessment, feedback and moderation
	On the final day of the placement, the Supervising Teacher will complete the digital Supervising Teacher Report and discuss it with the PST before submitting it. The report format can be previewed in the Assessment section of this handbook.