

Placement Structure

EDU4007: Evidence-Based Practice – Graduating Placement

25-day placement in a Primary 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.

PSTs should discuss these expectations with their Supervising Teacher.

Lesson Planning

PSTs should discuss lesson planning expectations with their supervising teacher and complete the agreed planning for every lesson they teach. Planning may be completed using the La Trobe lesson plan template or the planning processes and templates used within the placement setting.

All planning must be provided to the supervising teacher before lessons are delivered. The timeline for submitting planning should be negotiated with the supervising teacher to allow sufficient time for review and feedback prior to teaching.

Week	Task
Week 1, Days 1-2	Participate in the classroom and observe and familiarise yourself with the school. Observe and analyse lessons.
	Develop appropriate strategies to get to know students individually.
	Begin teaching small groups.
Week 1, Days 3-5	Teach or co-teach at least 2-4 hours every day. Team teaching with supervising teacher for other lessons.
	Collect and analyse data of student learning and engage in moderation of student achievement with supervising teacher; provide feedback to students.
	Complete a Professional Learning reflection/evaluation of the students' and your learning after each day.
Week 2, Days 6-10	Teaching load: 50-75% based on supervising teacher advice.
	Undertake the planning and teaching of sequences of lessons and by the end of week plan and teach consecutive lessons.
	Take charge of the whole class for at least half the week and half-day control of the class on other days.

	Collect and analyse data of student learning and engage in moderation of student achievement with the supervising teacher; provide feedback to students.
	Complete a Professional Learning reflection/evaluation of the students' and your learning at the end of each day.
Week 3, Days 11-15	Teaching load: 50-75% based on supervising teacher advice. The focus should be on undertaking the planning and teaching of sequences of lessons and by the end of the week plan and teach consecutive lessons. 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 4, Days 16-20	Full control of the class for the majority of most days; take charge of the whole class for at least one day. Collect and analyse data of student learning and engage in moderation of student achievement with supervising teacher; provide feedback to students. Complete a Professional Learning reflection/evaluation of the students' and your learning at the end of each day.
Week 5, Days 21-25	Teaching load <i>up to</i> 80% based on supervising teacher advice. The focus should be on undertaking the planning and teaching of sequences of learning and control of consecutive lessons. Full control of the class for the majority of most days; take charge of the whole class for consecutive days. Collect and analyse data of student learning and engage in moderation of student achievement with supervising teacher; provide feedback to students. Complete a Professional Learning reflection/evaluation of the students' and your learning at the end of each day.
Week 6, Days 26-30	PSTs undertaking a six-week placement should repeat the Week 5 expectations in Week 6.
Last Day of Placement	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.