These students are in their 3rd of a BEd (Primary). This is the 5th professional experience for students. In this prac, students' progress from planning for and teaching whole sessions to planning for and teaching 4 whole days. This semester the students have learnt about using assessment to support the learning of students of varying abilities and characteristics.

*Literacy and numeracy standards as well as professional ethics and conduct as required by the profession are an inherent requirement of this practicum.*

<table>
<thead>
<tr>
<th>Days of Professional Experience</th>
<th>Activities</th>
<th>Reports</th>
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</table>
| 1 – 5                           | Observations: assessment, feedback, classroom planning, using data to inform student learning, differentiation, classroom routines, teaching strategies and diversity of student needs.  
Small group teaching: planning for small group lessons for groups of different abilities.  
Planning for and teaching to the whole class for whole sessions (i.e. morning, middle or afternoon) on 2-3 days.  
Ongoing development: discussions with teacher and daily written critical reflections. | Interim report due Day 10 |
| 6 – 10                          | Observations: assessment, feedback, classroom planning, using data to inform student learning, differentiation, classroom routines, teaching strategies and diversity of student needs.  
Small group teaching: planning for small group lessons for groups of different abilities.  
Planning for and teaching to the whole class for whole sessions on 3 or 4 days.  
Planning for and teaching to the whole class for 1 whole day.  
Ongoing development: discussions with teacher and daily written critical reflections.  
Identify current professional learning needs and goals. | |
| 11 – 15 | • Reflect on interim report and supervising teacher comments and discussion.  
• Observations: assessment, feedback, classroom planning, using data to inform student learning, differentiation, classroom routines, teaching strategies and diversity of student needs.  
• Small group teaching: planning for small group lessons for groups of different abilities.  
• Planning for and teaching to the whole class for 3 or 4 whole sessions.  
• Planning for and teaching to the whole class for 2 whole days.  
• Ongoing development: discussions with teacher and daily written critical reflections.  
• Identify current professional learning needs and goals. |
| --- |
| 16 – 20 | • Observations: assessment, feedback, classroom planning, using data to inform student learning, differentiation, classroom routines, teaching strategies and diversity of student needs.  
• Small group teaching: planning for small group lessons for groups of different abilities.  
• Planning for and teaching to the whole class for 4 whole days.  
• Ongoing development: discussions with teacher and daily written critical reflections.  
• Identify current professional learning needs and goals.  

**Final report due Day 20**