These students are in their 2nd year of a Masters of Teaching (Primary) and it will be their 3rd professional experience. In this practicum students’ progress from planning for and teaching whole sessions and days to planning for and teaching a minimum of 3 whole consecutive days. This semester the students have learnt about researching teacher practice and have developed skills and knowledge around becoming teacher-researchers.

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>
</tr>
</thead>
</table>
| 1-5                            | • **Observations**: classroom routines, classroom data, record keeping, classroom management, classroom planning documents, student feedback.  
• **Small group teaching**: planning for and teaching small group lessons for groups of different abilities.  
• **Whole class teaching**: short repetitious episodes e.g.; show and tell, silent reading, problem solving.  
• **Whole class teaching**: planning for and teaching whole class lessons.  
• **Whole class teaching**: planning for and teaching a minimum of 3 whole class sessions (e.g., morning, middle or afternoon).  
• **Ongoing development**: discussions with teacher and personal reflections.  
• **Whole class teaching**: planning for and teaching a minimum of 1 whole day. | interim report due Day 10                                                         |
| 6-10                           | • **Observations**: classroom routines, classroom data, record keeping, classroom management, classroom planning documents, student feedback.  
• **Small group teaching**: planning for and teaching small group lessons for groups of different abilities.  
• **Whole class teaching**: short repetitious episodes e.g.; show and tell, silent reading, problem solving.  
• **Whole class teaching**: planning for and teaching whole class lessons.  
• **Whole class teaching**: planning for and teaching a minimum of 3 whole class sessions (e.g., morning, middle or afternoon).  
• **Whole class teaching**: planning for and teaching a minimum of 2 whole days.  
• **Ongoing development**: discussions with teacher and personal reflections. |                                                      |
| 11-15 | • **Reflect** on your interim report and supervising teacher comments.  
• **Plan** for your professional development for the final 2 weeks (using supervising teacher feedback, progression table requirements, professional standards for teachers and final report requirements).  
• **Observations**: classroom routines, classroom data, record keeping, classroom management, classroom planning documents, student feedback.  
• **Small group teaching**: planning for and teaching small group lessons for groups of different abilities.  
• **Whole class teaching**: short repetitious episodes e.g.; show and tell, silent reading, problem solving.  
• **Whole class teaching**: planning for and teaching whole class lessons.  
• **Whole class teaching**: planning for and teaching a minimum of 4 whole class sessions (e.g., morning, middle or afternoon).  
• **Whole class teaching**: planning for and teaching a minimum of 3 whole days.  
**Ongoing development**: discussions with teacher and personal reflections. |
|---|---|
| 16-20 | • **Observations**: classroom routines, classroom data, record keeping, classroom management, classroom planning documents, student feedback.  
• **Small group teaching**: planning for and teaching small group lessons for groups of different abilities.  
• **Whole class teaching**: short repetitious episodes e.g.; show and tell, silent reading, problem solving.  
• **Whole class teaching**: planning for and teaching whole class lessons.  
• **Whole class teaching**: planning for and teaching a minimum of 4 whole class sessions (e.g., morning, middle or afternoon).  
• **Whole class teaching**: planning for and teaching a minimum of 3 consecutive whole days.  
**Ongoing development**: discussions with teacher and personal reflections.  
**Identify** current professional learning needs and goals. |