



Placement Expectations

Primary & Secondary

Quick Reference Guide for
PSTs and Supervisors

Emerging

TEACHING EXPECTATIONS

At this stage, PSTs are typically expected to:

- Observe a range of teaching strategies and classroom management approaches
- **Support small groups or individual learners**
- Assist with classroom routines, transitions, and activities
- Take on small teaching moments as confidence develops e.g. warm ups, I do or We do, or brain breaks
- Co-plan or assist with lesson preparation
- Co-teach or assist with lesson delivery where confidence allows

MID-STAGE CHECKPOINT

The PST is moving beyond observation to actively participating in teaching and learning experiences by the mid-point of placement.

Where the Emerging stage has multiple placements including a short 5-day beginning placement, active participation may take longer.

END OF STAGE

The PST is actively participating in classroom life and contributing to teaching by collaborating with the mentor and working with students, not just watching.



Active introductory participation, not just watching.

Consolidating

Teaching Expectations

At this stage, PSTs are typically expected to:

- Support classroom routines, transitions, and behaviour expectations with growing independence
- Plan and teach parts of lessons for individuals, small groups, and whole class learning
- **Lead sections of lessons moving to whole lessons** with mentor guidance and feedback
- Assess student learning and contributing to feedback using school approaches
- Use mentor feedback to refine teaching and improve student learning outcomes

MID-STAGE CHECKPOINT

The PST is co-planning and co-leading teaching activities, with progression towards full lessons evident by mid-placement.

Where the Consolidating stage includes multiple placements:

- *First Placement: PSTs are leading whole-class teaching moments (for example, parts of lessons, warm-ups, I do or we do, or brain breaks)*
- *Subsequent Placements: students have delivered at least one full lesson with this increasing in regularity.*

END OF STAGE

The PST is teaching daily and taking on increasing responsibility including collaboratively planning and delivering full lessons.

Where the Consolidating stage has multiple placements:

- *First Placement: PSTs are working towards teaching at least one full lesson by the end of their first Consolidating placement.*
- *Subsequent placements: PSTs increase the regularity of teaching full lessons, with the aim to be teaching daily.*



Typically 50% Graduating teacher load by mid-placement stage

Accomplished

Teaching Expectations

At this stage, PSTs are typically expected to:

- **Plan, teach, and evaluate sequences of lessons** aligned to curriculum requirements
- **Lead whole-class learning across multiple lessons and days**
- Use assessment evidence to inform planning and adjust teaching
- Differentiate learning to respond to students' needs, abilities, and engagement
- Work collaboratively with teachers and school staff in a professional manner, including contributing to planning and communication where appropriate

MID-STAGE CHECKPOINT

The PST is consistently undertaking near-full teaching responsibilities, including planning and delivering a sequence of lessons and engaging in all aspects of the teaching cycle.

END OF STAGE

Planning and teaching a full lesson sequence (DTPA), progressing to a full graduating teacher load by the final week at a minimum, and often earlier where appropriate.



Typically 90-100% Graduating teacher load by mid-placement stage