

Placement Expectations: Accomplished



In this unit you will be undertaking a placement. During the placement your mentor teacher will assess your professional knowledge, practice and engagement against the Australian Standards for Professional Teachers outlined in this document. Please familiarise yourself with these standards before and during your placement so you are well prepared to demonstrate knowledge and practice according to the standards, engage in reflective discussions and respond professionally to feedback provided. This document also includes examples of how you can address each Focus Area. These examples illustrate ways you can address each Focus Area; however, they are not exhaustive and should not limit your approach. You are encouraged to engage in additional professional learning opportunities and demonstrate the standards in ways that align with your teaching context and professional growth.

General Professional Expectations

Attendance

It is a Victorian Institute of Teaching (VIT) requirement that you complete the necessary number of days for each placement. Each day, you should aim to work the same hours as your mentor teacher with a minimum requirement of 7.5 hours of daily attendance (including lunch/breaks). If your mentor teacher does not work 7.5 hours a day, you will need to make up this time with planning to ensure you meet the 7.5 hour requirement (ECE placements only). You are required to do the majority of your planning in collaboration with your mentor and/or other teachers/educators within the setting. Ensure you discuss these work arrangements with your mentor teacher prior to commencing placement and make sure you have the timesheet completed (ECE placements only) and signed as a record of meeting your placement attendance requirements.

Illness/absence during placement

If you are ill during your placement and cannot attend, you must call the school/centre as soon as possible and before 8.00am. If you are absent for more than two days, you must provide a medical certificate to the school and the Deakin University PEO. All missed placement days must be made up. This includes public holidays, sick days and absences due to other unforeseen circumstances. Please make arrangements to make up all missed days as soon as possible as your online report cannot be completed until you have completed the required number of days.

Conduct

You are expected to always conduct yourself professionally in line with the Deakin University Code of Student Conduct, and the Victorian Teaching Profession's Code of Conduct and Ethics. All students must also successfully complete the Safer Learners Modules and upload a current and verified Working With Children Check on InPlace.

Photos, videos and identifiable information

Photos, videos or identifiable information about children **are not permitted** in your placement documentation or assessment tasks. If you do take photos or videos for assessment purposes or teacher reflection, these should be taken on a device belonging to the school and stored and analysed on site. Pseudonyms should be used in assessment tasks and documentation that is taken off site. For Early Childhood, if you do take photos or videos for assessment purposes or teacher reflection, these should be taken on a device belonging to the setting and stored and analysed on site.

Difficulties during placement

If you experience difficulties during your placement, the *first* person you should speak to is the person involved: e.g. if the difficulty is with your mentor, then speak to your mentor. You may contact your PEO officer, or Unit Chair for advice and guidance, or for support if you are unable to resolve the issue. It is important that any issues are dealt with as early as possible. Conflict is often due to miscommunication and can usually be resolved through open and honest conversations.

Queries

- Placement administration queries: PEO
- Requests for support during placement: PEO, Unit Chair
- Academic content queries: Unit Chair

Placement preparation

A minimum of one week before placement, please do the following:

- Ensure all PEO requested information is up-to-date in InPlace (see communications from PEO)
- Contact the placement setting and organise a pre-placement orientation visit. At the visit, make sure you meet your mentor teacher and pass on relevant documents, familiarise yourself with relevant centre policies and procedures and establish your worktimes in collaboration with your mentor teacher.
- Prepare a lanyard with your student card or name badge.
- Prepare your student profile for display during your placement.
- Read Deakin's Professional Experience Policies and Guidelines.

Teaching and Learning Expectations

Professional experience placement is required by the VIT and ACECQA. You are expected to fully engage in the opportunity to develop yourself as an education professional. During the placement, **your mentor will assess you on your professional knowledge, practice and engagement against the Australian Graduate Standards for Professional Teachers outlined in this document.** Regular communication, planning time, reviewing planning documents and critical reflection with your mentor teacher are essential in ensuring your mentor teacher can complete the final placement report.

Assessment notes for mentors of ACCOMPLISHED preservice teachers

All preservice teachers (PSTs) are assessed against the AITSL GRADUATE teacher standards. Pre-service teachers at an accomplished level should synthesise and demonstrate all they have learnt throughout their course. They will take on a significant level of responsibility in learning and teaching. They will demonstrate the use of theory and practice, and show initiative to contribute positively to the specific school/setting program and professional community.

Tolerances on the final report: to complete the placement successfully, PSTs at the ACCOMPLISHED level must pass all Standards with a tolerance of **two not met**. For all levels, there is a tolerance of two not met within a given section of the report (e.g., Section 1: Planning for Learning and Teaching).

Understanding the teaching and learning expectations table (below)

FOCUS AREA: This is a graduate standard the student must demonstrate

DESCRIPTOR: This is an overarching explanation of the graduate standard/focus area

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EXAMPLES: These examples illustrate ways you can address each Focus Area; however, they are not exhaustive and should not limit your approach. You are encouraged to engage in additional professional learning opportunities and demonstrate the standards in ways that align with your teaching context and professional growth.

Section 1: Planning for Learning and Teaching		
Focus Area	Descriptor	Examples
1.1 Physical, social and intellectual development and characteristics of students	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	<ul style="list-style-type: none"> • Demonstrate respectful age- and developmental appropriate engagement with, and dialogue about, students/children in all aspects of the program, including use of strengths-based language, and the importance of understanding development in planning for learning. • Differentiates learning experiences based on knowledge of individual students/children's physical, social and intellectual development.
1.2 Understand how students learn	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	<ul style="list-style-type: none"> • Apply evidence-based teaching strategies (e.g., explicit instruction, inquiry-based learning, cooperative learning) that align with research on how children learn. • Use formative assessment data to adapt teaching approaches and ensure alignment with students' cognitive and developmental needs. • Incorporate strategies from cognitive science, such as retrieval practice, spaced repetition, and scaffolding, to enhance student learning outcomes. • Demonstrate flexibility in lesson delivery, adjusting strategies in response to student engagement and understanding.
		<p>Early Childhood</p> <ul style="list-style-type: none"> • Interact with children in play-based experiences by adopting various sociodramatic roles and using different teaching strategies. Use this as an opportunity to model and foster learning dispositions such as creativity, curiosity, conflict resolution, turn-taking, empathy, teamwork, critical thinking, synthesising, reflection, agency and transdisciplinary thinking. • Collaboratively reflect with children on the artefacts that they individually and collectively create.

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	<ul style="list-style-type: none"> • Demonstrate a disposition of respect for culture and diversity in all engagements and professional conduct. • Embed culturally responsive teaching practices by integrating diverse perspectives, texts, and examples relevant to students' backgrounds. • Acknowledge and respect students' cultural and linguistic identities by incorporating their lived experiences into learning activities. • Demonstrate sensitivity to the impact of socioeconomic factors on learning by ensuring all students can access learning materials and participate fully in class activities. • Collaborate with mentor teachers and support staff to identify and implement strategies that meet the needs of diverse learners. • Encourage students to share their cultural knowledge and experiences in a way that promotes mutual respect and belonging. • Engage in self-reflection and professional learning to strengthen cultural competence and understanding of systemic inequities in education.
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	<ul style="list-style-type: none"> • In collaboration with mentors and other teaching staff design teaching and learning experiences that incorporate equitable, inclusive and individualised strategies and assessments to meet the specific learning needs of all students/children across the full range of abilities. • Differentiate learning experiences to ensure multisensory learning and creative environments that emphasise students' access and participation. • Implement effective participatory education strategies and learning experiences to reduce barriers to student participation.
2.2 Content selection and organisation	Organise content into an effective learning and teaching sequence.	<ul style="list-style-type: none"> • Demonstrate understanding that routines are an opportunity for meaningful engagement, learning and supporting student's/children's wellbeing. • Design and implement a structured sequence of lessons or learning experiences that build on prior knowledge and scaffold student understanding. • Demonstrate flexibility in lesson organisation, adapting sequences in response to student needs and engagement levels. • Reflect on the effectiveness of lesson sequencing and content organisation, seeking feedback from the mentor teacher and refining approaches accordingly. <p>Early Childhood</p> <ul style="list-style-type: none"> • Organise teaching and learning into planned and spontaneous experiences that adopt a range of intentional teaching practices within a play-based curriculum.

2.3 Curriculum, assessment and reporting	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	<ul style="list-style-type: none"> • Demonstrate competence using the planning cycle and curriculum documents to plan, assess and report for individual, small group, and whole group learning. • Use the planning cycle to design well-structured learning sequences and experiences that align with curriculum frameworks (e.g., Victorian Curriculum, EYLF, VEYLDF, VCE, VCAL).
		Primary and Secondary
		<ul style="list-style-type: none"> • Incorporate clear learning objectives and success criteria in lesson plans to ensure alignment with curriculum standards and student learning goals.
2.5 Literacy and numeracy strategies	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	<ul style="list-style-type: none"> • Explicitly incorporate literacy and numeracy strategies within all learning areas, ensuring students develop essential skills across the curriculum. • Use evidence-based strategies such as phonics instruction, vocabulary development, guided reading, and comprehension strategies to support literacy development. • Implement numeracy strategies such as hands-on manipulatives, problem-solving approaches, and real-world applications to enhance mathematical understanding. • Analyse students'/children's data to identify literacy and numeracy needs and adjust teaching strategies accordingly. • Collaborate with mentor teachers and literacy/numeracy specialists to implement best practices in teaching literacy and numeracy skills.
		Early Primary
		<ul style="list-style-type: none"> • Demonstrate a range of strategies for promoting literacy and numeracy development, such as reading aloud, storytelling, singing, cueing, gestures, facial expressions, visual-aids, and rhyming games. • Facilitate and model connections to literacy and numeracy development in play-based learning experiences, such as sociodramatic play, loose parts and creative arts.
		Primary and Secondary
		<ul style="list-style-type: none"> • Integrate literacy and numeracy skills into subject-specific lessons (e.g., using data interpretation in science, writing persuasive texts in humanities, or financial literacy in mathematics). • Scaffold learning by incorporating visual supports, sentence stems, and structured frameworks to support student comprehension and mathematical reasoning.

<p>3.1 Establish challenging learning goals</p>	<p>Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p>	<ul style="list-style-type: none"> • Design tasks with multiple entry points to ensure students of varying abilities can engage meaningfully while being appropriately challenged. • Implement scaffolding techniques such as modelling, guided practice, and questioning to support students in reaching challenging learning goals. • Provide targeted feedback that encourages a growth mindset by reinforcing effort, strategies, and perseverance in achieving goals. • Adjust learning goals and expectations in response to student/children progress and engagement, ensuring continuous challenge and development. <p>Early Childhood</p> <ul style="list-style-type: none"> • Use developmental observations and documentation (e.g., learning stories, anecdotal records, checklists) to set appropriate, individualised learning goals for children. • Co-construct learning goals with children where appropriate, using child-led discussions to encourage agency and engagement in their learning. • Plan play-based and intentional teaching experiences that provide opportunities for children to extend their thinking and skills through open-ended challenges. <p>Primary and Secondary</p> <ul style="list-style-type: none"> • Use assessment data and student observations to set differentiated learning goals that challenge all students while remaining achievable. • Co-construct learning goals with students, encouraging them to take ownership of their learning and develop self-regulation skills. • Use success criteria and learning intentions to provide clear expectations and help students track their progress. • Collaborate with mentor teachers and support staff to refine learning goals for students with additional learning needs, ensuring high expectations and achievable outcomes.
<p>3.2 Plan, structure and sequence learning programs</p>	<p>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p>	<ul style="list-style-type: none"> • Design lesson sequences that follow a logical progression, ensuring concepts build on prior knowledge and support deeper understanding over time. • Use a range of teaching strategies (e.g., explicit instruction, inquiry-based learning, hands-on experiences, collaborative activities) to engage diverse learners. • Plan for differentiation by adjusting content, process, and learning goals to cater to varied abilities, learning styles, and backgrounds. • Ensure lesson sequences incorporate opportunities for students to develop critical thinking, problem-solving, and self-regulation skills. • Balance structured and flexible learning experiences to allow for both educator-guided instruction and student-led exploration.

		<p>Early Childhood</p> <ul style="list-style-type: none"> • Use the planning cycle (observe, assess, plan, implement, reflect) to create intentional and play-based learning experiences that build on children's interests and developmental needs. • Design sequences of learning experiences that support skill progression, such as moving from sensory exploration to fine motor skill development in early writing activities. • Incorporate literacy, numeracy, and social-emotional learning into everyday routines and play experiences to ensure holistic development.
Section 2: Teaching Effectively		
Focus Area	Descriptor	Examples
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	<ul style="list-style-type: none"> • Demonstrate an awareness of the impact of generational trauma on learning and wellbeing by using trauma-informed teaching strategies such as predictable routines, culturally safe spaces, and positive reinforcement. • Discuss with your mentor teacher the strengths, learning needs, and backgrounds of Aboriginal and Torres Strait Islander students to better understand how to support them in the classroom. • Use culturally responsive teaching strategies such as embedding Aboriginal and Torres Strait Islander perspectives in lesson content, acknowledging and valuing students' cultural identities, and incorporating Indigenous pedagogies (e.g., yarning circles, storytelling, kinship connections).
2.1 Content and teaching strategies of the teaching area	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	<ul style="list-style-type: none"> • Align lesson plans with the Victorian or Australian Curriculum (EYLF for Early Childhood), ensuring learning objectives and activities are grounded in relevant content descriptions and achievement standards. • Demonstrate an understanding of key discipline-specific concepts by structuring learning sequences that progressively build knowledge and skills within a subject area. • Engage in reflective discussions with mentor teachers and colleagues about effective content delivery and innovative teaching strategies to enhance student learning.
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	<ul style="list-style-type: none"> • Engage in discussions with your mentor teacher and school/centre staff about how Aboriginal and Torres Strait Islander perspectives are embedded in the curriculum and broader learning environment. • Research the local Aboriginal and Torres Strait Islander community, including the Traditional Custodians of the land, and explore how their histories, cultures, and languages can be respectfully incorporated into teaching. • Plan and implement learning experiences that authentically embed Aboriginal and Torres Strait Islander knowledges, perspectives, and ways of learning, ensuring cultural sensitivity and relevance.

Indigenous and non-Indigenous Australians		<ul style="list-style-type: none"> • Use Indigenous-authored resources, texts, and storytelling as part of learning experiences in literacy, history, the arts, science, and other curriculum areas. • Acknowledge and respect Indigenous ways of learning by incorporating oral traditions, yarning circles, connection to Country, and holistic learning approaches in lessons. • Critically reflect on your own understanding and biases related to Aboriginal and Torres Strait Islander histories and cultures, seeking professional learning to deepen your cultural competence.
2.6 Information and Communication Technology (ICT)	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	<ul style="list-style-type: none"> • Integrate ICT purposefully into lesson planning by using digital tools (e.g., interactive whiteboards, educational apps, online collaboration platforms) to enhance student engagement and learning outcomes. • Use a variety of ICT tools available in the setting to differentiate instruction and support diverse learning needs. • Model the effective and ethical use of ICT in the classroom, including online safety, appropriate research practices, and responsible social media use (where applicable). • Collaborate with mentor teachers and colleagues to explore new ways of integrating ICT into learning sequences across different curriculum areas.
3.3 Use teaching strategies	Include a range of teaching strategies.	<ul style="list-style-type: none"> • Design and implement learning experiences that incorporate a variety of teaching strategies (e.g child/student-initiated, scaffolding, intentional teaching, guided play (ECE), guided inquiry, explicit teaching and teacher-led learning) to engage all learners effectively. • Balance student/child-initiated and teacher-led learning experiences, ensuring opportunities for exploration while also providing structure and guidance. • Use intentional teaching strategies, such as modelling, questioning, prompting, and think-alouds, to extend student's/children's learning. • Incorporate guided play and hands-on learning to support active engagement and deepen understanding of key concepts. • Scaffold learning by providing step-by-step support, gradually releasing responsibility to foster students'/children's independence.
3.4 Select and use resources	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	<ul style="list-style-type: none"> • Include a rich and diverse range of age- and developmentally appropriate resources in all planning. In choosing resources consider student/children safety, engagement and wellbeing. • Select a variety of high-quality, developmentally appropriate resources (e.g., books, manipulatives, digital tools, real-world materials) to enhance student engagement and learning outcomes. • Critically evaluate resources for age-appropriateness, curriculum alignment, and student safety, considering risks such as choking hazards in early childhood or cybersafety in ICT use.

		<ul style="list-style-type: none"> • Use open-ended resources (e.g., loose parts play in early childhood, manipulatives in mathematics, interactive simulations in science) to encourage student exploration and inquiry. • Reflect on the effectiveness of resources in engaging students and seek feedback from mentor teachers on resource selection and implementation.
3.5 Use effective classroom communication	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	<p>Early Childhood and lower Primary</p> <ul style="list-style-type: none"> • In choosing resources consider students'/children's safety, the promotion of active play-based learning and exploration, opportunities for repetition and increased challenge and for calm, reflective, sensory, quiet experiences to support students'/children's self-regulation skills and varying skills and interests. <ul style="list-style-type: none"> • Demonstrate a range of communication strategies that are respectful and facilitate student engagement, including (but not limited to) verbal and non-verbal, open-ended questioning and instructions that empower student agency. • Evaluate all classroom communication strategies, discuss with mentor and make adjustments where necessary. • Use a variety of verbal and non-verbal communication strategies (e.g., tone, pace, gestures, facial expressions, body language) to enhance clarity and engagement in teaching. • Employ open-ended questioning techniques to encourage deeper thinking, discussion, and student agency in learning. • Provide clear, concise, and structured instructions, checking for understanding by asking students to repeat or demonstrate key steps. • Use active listening skills (e.g., paraphrasing, eye contact, acknowledging student contributions) to create a respectful and supportive classroom environment.
3.6 Evaluate and improve teaching programs	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	<ul style="list-style-type: none"> • Engage in reflective discussions with mentor teachers and colleagues to analyse the effectiveness of lesson sequences and make evidence-based improvements. • Use student/children feedback and observations of engagement levels (e.g., student work samples, classroom participation, exit tickets) to assess the impact of teaching strategies and refine lesson planning. • Critically evaluate the effectiveness of different teaching approaches (e.g., inquiry-based learning, explicit instruction, collaborative learning) and adapt future lessons accordingly. • Engage with theoretical perspectives on teaching and learning to inform practice and shape professional identity. • Trial and refine differentiation strategies based on student progress, ensuring lessons cater to a diverse range of learning needs.

		<ul style="list-style-type: none"> Document reflections on teaching successes and challenges in a professional journal, linking to research and best-practice pedagogies.
3.7 Engage parents/carers in the educative process	Describe a broad range of strategies for involving parents/carers in the educative process.	<ul style="list-style-type: none"> Participate in parent-teacher meetings, student-led conferences, or school events (where permitted) to observe how educators engage families in the educative process. Reflect on strategies used to engage parents/carers and seek feedback from the mentor teacher on how to improve communication and collaboration with families. Communicate regularly with parents/carers (where appropriate and in collaboration with the mentor teacher) to share student progress, learning goals, and classroom experiences. Use a variety of communication methods (e.g., newsletters, emails, student learning journals, class websites, digital platforms like Seesaw or Google Classroom) to keep parents informed and engaged. Support home-school partnerships by suggesting strategies for extending learning at home, such as reading together, reinforcing numeracy skills, or discussing class topics.
Section 3: Creating and Maintaining Supporting Learning Environments		
Focus Area	Descriptor	Examples
1.6 Strategies to support full participation of students with disability	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	<ul style="list-style-type: none"> Consider strategies to support participation of students with disability in planning for focus children, small and whole group learning experiences (differentiated whole group experiences) Demonstrate awareness of legislative requirements relating to students/children with disability Ask questions about support services for children with disabilities e.g. Learning Support Officers, National Disability Insurance Scheme (NDIS), Preschool field officers, Kindergarten Inclusion Support (KIS) etc.
4.1 Support student participation	Identify strategies to support inclusive student participation and engagement in classroom activities.	<ul style="list-style-type: none"> Set differentiated goals and teaching approaches for your focus students that will support their access, participation and engagement in planned and spontaneous experiences. Plan for both structured and flexible learning experiences that allow students/children to engage in ways that suit their strengths and needs. Encourage student/children agency and voice by incorporating opportunities for choice in activities, goal setting, and decision-making. Modify teaching approaches in real time by responding to student/children engagement levels, using strategies such as breaking tasks into smaller steps, offering movement breaks, or using alternative modes of communication.

4.2 Manage classroom activities	Demonstrate the capacity to organise classroom activities and provide clear directions.	<ul style="list-style-type: none"> • Develop and implement a structured plan for the final week of placement, incorporating lesson sequences, routines, and transitions to ensure smooth daily operations. • Collaborate with the mentor teacher and co-educators to coordinate activities, ensuring alignment with curriculum goals and student needs. • Provide clear, concise directions and expectations for students/children to support engagement and minimise disruptions during learning activities. • Use visual schedules, timers, and other organisational tools to support smooth transitions between activities and maintain classroom flow. • Demonstrate proactive classroom management techniques, such as positive reinforcement, clear expectations, and strategies for guiding prosocial behaviour. • Communicate effectively with co-educators and support staff to ensure consistency in managing classroom routines and student needs.
4.3 Manage challenging behaviour	Demonstrate knowledge of practical approaches to manage challenging behaviour.	<ul style="list-style-type: none"> • Implement proactive behaviour management strategies such as setting clear expectations, providing consistent routines, and reinforcing positive behaviours. • Use positive language and non-verbal cues (e.g., calm tone, gestures, facial expressions) to guide students'/children's behaviour and maintain a supportive classroom environment. • Demonstrate an understanding of behaviour as communication by observing students/children, identifying potential triggers, and responding with appropriate strategies. • Support students/children in developing self-regulation skills by modelling calming techniques, providing sensory breaks, and using social stories where appropriate. • Use restorative approaches to guide social interactions and encourage prosocial play (ECE), conflict resolution, and peer collaboration. • Apply redirection and de-escalation techniques when necessary to maintain engagement and prevent escalation of challenging behaviours. • Engage in reflective discussions with the mentor teacher about behaviour management strategies used, their effectiveness, and areas for further development. • Adjust teaching strategies and environmental factors to minimise behavioural challenges, ensuring all students/children can participate meaningfully in the learning experience.
4.4 Maintain student safety	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements	<ul style="list-style-type: none"> • Demonstrate knowledge of and adhere to relevant legislation, regulations, and policies (e.g., National Quality Framework, VIT, Child Safe Standards, centre policies) to ensure a safe and supportive learning environment. • Consistently follow supervision protocols, risk assessments, and emergency procedures to minimise potential hazards and ensure students/children's safety indoors and outdoors. • Identify and respond appropriately to potential safety risks (e.g., playground hazards, unsafe materials, or signs of distress in students/children), following school/centre procedures for reporting and intervention.

		<ul style="list-style-type: none"> • Support children in understanding personal safety and wellbeing through developmentally appropriate discussions about boundaries, consent, and emotional regulation. • Engage in reflective discussions with the mentor teacher to evaluate safety practices and ensure continuous improvement in maintaining a secure learning environment. • Participate in mandatory reporting discussions and understand the procedures for identifying and responding to concerns about child protection and welfare.
4.5 Use ICT safely, responsibly and ethically	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	<ul style="list-style-type: none"> • Familiarise yourself with and adhere to school/centre policies and procedures regarding ICT use, including cybersecurity, privacy, and appropriate digital content. • Model and promote responsible digital citizenship by teaching students how to engage with online content safely, respectfully, and ethically. • Integrate ICT tools into lesson planning in ways that enhance learning while ensuring student safety and privacy (e.g., using secure learning platforms and age-appropriate digital resources).
Section 4: Assessing and Providing Feedback for Learning		
Focus Area	Descriptor	Examples
5.1 Assess student learning	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	<ul style="list-style-type: none"> • Use a range of assessment strategies, including observations, checklists, learning stories, work samples, and student/child-led reflections, to capture evidence of students'/children's learning. • Incorporate both formative and summative assessments into the planning cycle to monitor progress and inform future learning experiences. • Use anecdotal records and running records to document students'/children's development and adjust teaching strategies accordingly. • Engage students/children in self-assessment and reflection, encouraging them to share their thoughts and ideas about their learning experiences. • Use diagnostic assessments to identify learning needs and tailor activities to support students'/children's individual development. • Regularly review and analyse collected assessment data with mentor teachers to inform planning and differentiate instruction. • Ensure assessment practices are student/child-centred, strengths-based, and aligned with curriculum frameworks (e.g., Vic Curriculum, EYLF).
5.2 Provide feedback to students on their learning	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	<ul style="list-style-type: none"> • Demonstrate a range of strategies for providing children with feedback, including spontaneous positive reinforcement, reflective conversations and goal setting/evaluation. • Use language strategies to make children's strengths, interests and learning visible e.g. 'I notice...', 'I wonder...', 'When you...'

5.3 Make consistent and comparable judgements	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	<ul style="list-style-type: none"> • Discuss with mentor strategies for making comparable judgements about student learning. • Discuss with mentor strategies for building a broad picture of student learning and development. • Make an attempt to apply some of these strategies. • Engage in reflective conversations about how personal biases might affect assessments. • Observe how mentor teachers and colleagues assess similar learning experiences and compare interpretations to understand moderation practices. • Make an attempt to apply moderation strategies, such as aligning documentation with agreed learning outcomes and discussing findings with your mentor, teaching teams or other staff.
5.4 Interpret student data	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<ul style="list-style-type: none"> • Analyse observations, learning stories, work samples, and assessment checklists to identify trends in students/children's learning and development. • Use assessment data to inform planning, adapting learning experiences to meet the needs, strengths, and interests of individual students/children. • Engage in discussions with the mentor teacher about how assessment data is interpreted and used to guide decision-making in the learning program.
5.5 Report on student achievement	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	<ul style="list-style-type: none"> • Engage in discussions with the mentor teacher to understand the reporting processes used in the setting, including the types of data collected and how it informs communication with families. • Observe and reflect on how educators provide feedback to parents/carers, noting the language used to describe student learning progress. • Summarise the learning and development of a focus student/child into a clear, strengths-based statement aligned with curriculum outcomes (e.g., EYLF, or the Victorian Curriculum). • Participate in informal reporting opportunities, such as contributing to learning portfolios, parent updates, or end-of-term summaries (under mentor supervision). • Reflect on the importance of maintaining accurate and reliable student/children records and discuss strategies with the mentor for ensuring consistency in documentation. <p>Early Childhood</p> <ul style="list-style-type: none"> • Demonstrate awareness of Transition Learning and Development Statements (TLDS) and their purpose. • Ask your mentor about the process and data they use to complete the TLDS. • Summarise the learning of at least one of your focus children into a statement that could be used in a TLDS. Consider learning goals and outcomes in relation to ELYF or other approved learning framework.

Section 5: Demonstrating Professional and Ethical Conduct

Focus Area	Descriptor	Examples
6.1 Identify and plan professional learning needs	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs	<ul style="list-style-type: none"> • Write weekly reflections that critically analyse teaching experiences, identifying strengths, areas for improvement, and next steps for professional growth. • Link reflections to the Australian Professional Standards for Teachers (AITSL), demonstrating an understanding of how the standards guide professional learning and development. • Evaluate implemented learning experiences, considering student engagement, effectiveness of teaching strategies, and adjustments needed for future practice. • Document significant moments and key observations that have shaped professional identity and pedagogical understanding.
6.2 Engage in professional learning and improve practice	Understand the relevant and appropriate sources of professional learning for teachers.	<ul style="list-style-type: none"> • Regularly discuss your progress towards the standards in this document with your mentor. • Participate in collaborative planning sessions. • If invited, and with permission, participate in professional development opportunities presented at your placement school. • Demonstrate awareness of appropriate sources and opportunities for professional learning.
6.3 Engage with colleagues and improve practice	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	<ul style="list-style-type: none"> • Engage in regular reflective discussions with the mentor teacher, focusing on teaching effectiveness, student engagement, and alignment with the Australian Professional Standards for Teachers. • Seek and apply constructive feedback from the mentor and other educators, making targeted improvements in lesson planning, delivery, and classroom management. • Collaborate with the mentor teacher to refine lesson sequences, ensuring learning experiences are engaging, inclusive, and responsive to students'/children's needs. • Critically reflect on teaching practices, identifying professional strengths and areas for growth, and setting specific goals for development. • Document and track feedback received and reflect on how it has influenced teaching decisions and pedagogical approaches. • Actively participate in team discussions, planning meetings, or collaborative professional learning activities to further develop teaching expertise.
6.4 Apply professional learning and improve student learning	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	<ul style="list-style-type: none"> • Use mentor feedback to trial new teaching strategies and evaluate their effectiveness in improving student/children learning outcomes. • Demonstrate an awareness of the lifelong nature of professional learning and how it contributes to teacher development and student success. • Engage in discussions with colleagues and mentors about evidence-based best practices and how they can be adapted to meet the needs of diverse learners.

		<ul style="list-style-type: none"> • Seek and apply feedback from professional learning experiences, adjusting lesson planning, assessment methods, or behaviour management strategies accordingly. • Use professional learning reflections to inform goal-setting, ensuring continuous growth in teaching practice and improved student/children learning experiences. • Reflect weekly on professional learning experiences and their impact on teaching practice, identifying how they have influenced student learning outcomes. • Discuss with the mentor teacher how ongoing professional learning enhances teaching effectiveness and explore professional development opportunities available within the setting.
7.1 Meet professional ethics and responsibilities	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	<ul style="list-style-type: none"> • Attend placement for the required days and hours – notify setting and/or PEO as required if cannot attend. • Uphold professional codes of conduct and ethics (e.g., Deakin Student Code of Conduct, ECA Code of Ethics (ECE), VIT Code of Conduct, school/centre-based policy). • Review placement setting policies and procedures. • Demonstrate understanding of the meanings and values of integrity, responsibility and respect in professional conduct, personal conduct and professional competence. • Familiarise yourself with and follow the setting’s policies and procedures, including those related to child safety, confidentiality, behaviour management, and ICT use. • Maintain professional integrity by respecting confidentiality, ensuring discussions about students/children remain within appropriate professional contexts. • Model ethical and responsible behaviour in all interactions, demonstrating respect for students/children, families, and colleagues.
7.2 Comply with legislative, administrative and organisational requirements	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	<ul style="list-style-type: none"> • Seek permission from placement setting to collect placement documentation/artefacts, if necessary (check assignment tasks). • Comply with guidelines regarding use of photos, videos and identifiable information in documentation and assignment tasks. • Uphold Child Safe Standards and Mandatory Reporting requirements. • Demonstrate compliance with national regulations (e.g., active supervision) and setting specific policies (e.g., SunSmart policies).
7.3 Engage with the parents/carers	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	<ul style="list-style-type: none"> • Discuss with your mentor how strong educator-family relationships contribute to student wellbeing and learning, considering strategies to foster collaboration in future practice. • Observe and reflect on how mentor teachers engage with families to build positive, respectful, and collaborative relationships. • With mentor guidance, participate in informal conversations with parents/carers (e.g., during drop-off or pick-up) to build rapport and demonstrate professional communication.

		<ul style="list-style-type: none"> • Use strengths-based language when discussing student progress, ensuring that feedback to families is constructive and focused on student learning and development. • Maintain confidentiality and professional boundaries in all interactions with families, following school/centre policies and ethical guidelines. • Contribute to class communication (e.g., newsletters, digital updates, learning portfolios), ensuring language is clear, respectful, and informative. • Demonstrate awareness of diverse family backgrounds by using inclusive communication strategies and respecting cultural sensitivities. • Seek mentor feedback on communication with families and refine approaches to ensure clarity, professionalism, and appropriateness.
7.4 Engage with professional teaching networks and broader communities	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	<ul style="list-style-type: none"> • Reflect on the role of external professionals and community representatives in enhancing educational practice and meeting diverse student needs. • Ask to attend staff meetings, professional development sessions, or school/centre community events to see how educators engage with broader networks. • Explore how schools/centres build partnerships with local organisations, such as Indigenous Elders, cultural groups, libraries, or wellbeing services, to enrich student learning.