Placement Expectations: Emerging

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.

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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 EMERGING preservice teachers

All preservice teachers are assessed against the GRADUATE teacher standards. As an **emerging** preservice teacher, students are expected to show enthusiasm, willingness and interest in developing themselves as an education professional. They are expected to demonstrate developing skills and knowledge about approaches to teaching and learning.

Tolerances on the final report: to complete the placement successfully, students at the EMERGING 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

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 children	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of children and how these may affect learning.	• Engage and communicate with student in age-appropriate ways and/or take on feedback from mentors to make adjustments (e.g. follows age-appropriate expectations and routines) • Use strength-based language to discuss students' strengths, interests, and learning needs • Ask respectful questions about students' strengths, interests and development that demonstrate curiosity and openness
1.2 Understand how students learn	Demonstrate knowledge and understanding of research into how children learn and the implications for teaching.	• Build positive relationships with students through conversation, interactions and observations • Demonstrate active engagement with student ideas and interests using open-ended questioning • Use observation and documentation of students' learning behaviours, processes, engagements and related teaching practices to inform individual and group planning, or conversations with mentor/staff • Discussions with mentor about student learning (e.g. when students appear most engaged or disengaged and possible reasons, how structure and routines impact student learning and engagement)
1.3 Children with diverse linguistic, cultural, religious and socioeconomic backgrounds	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of children from diverse linguistic, cultural, religious and socioeconomic backgrounds.	• Orientation to the school/school and classroom – ask questions about student diversity • Demonstrate respect for diversity in language, culture and backgrounds through conversations and actions with teachers, educators, children and families • Demonstrate awareness of bias and stereotypes and use inclusive/participatory education strategies to support professional practices and engagements.

2.2 Content selection and organisation	Organise content into an effective teaching and learning sequences and/or experiences	• Take a proactive approach to learn about teacher's/educator's current program planning methods, familiarise yourself with the classroom layout (i.e., draw a map of the room and outdoor space) • Demonstrate understanding of the value of daily routines for embedding learning (e.g. give time and careful attention to supporting children in daily routines) • Work with mentor to set up and implement one or more learning experiences as per the planned programme or as initiated by the PST
2.3 Curriculum, design and reporting	Use curriculum, assessment and reporting knowledge to design learning sequences, experiences and lesson plans.	• Show interest in developing an understanding of students' prior knowledge and experiences • Demonstrate awareness of and/or interest in assessment and reporting strategies for students • Use formative assessment in planning and teaching – this can include conversations about activities with the teacher rather than teaching, but could also include team teaching, small group activities, or whole class.

Section 2: Teaching Effectively

Focus Area	Descriptor	Examples

2.1 Content and teaching strategies of the teaching area	Demonstrate knowledge and understanding of the concepts, substance and structure of the content relating to a broad range of teaching areas	• Demonstrate knowledge through discussion, reflection, teaching or planning of:
		   o how curriculum and learning frameworks guide teaching and planning.
		   o how different teaching strategies support subject-specific learning and student engagement.
		   o how different subjects are integrated into classroom learning.

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non- Indigenous Australians	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	• Demonstrate interest in learning about approaches to understanding, respecting, and planning for integrating Aboriginal and Torres Strait Island perspectives in the program (e.g. ask how this is implemented in practice) • Learn who the Aboriginal and/or Torres Strait Islander custodians of the local area are, their histories, knowledges, and cultures – write half a page about what you learnt • Identify important local Aboriginal and Torres Strait Islander sites

3.3 Use teaching strategies	Include a range of teaching strategies.	• Initiate and respond collaboratively to daily interactions and conversations with students/children • Use reciprocal language to scaffold student/children language and understanding • Create supportive environments and transitions through the day that demonstrate respectful relationships with students/children and mentors/team • Engage in a range of intentional teaching practices that support children's learning
		Early Childhood • Engage in a range of open-ended, play-based and intentional teaching practices that support children's learning
3.4 Select and use resources	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	• Demonstrate understanding of age- and developmentally appropriate resources for use in school/centre • Support students'/children's understanding of balanced technology learning
		Early Childhood • Support mentor to set up learning experiences using age-appropriate resources, including a range of ICT resources such as digital cameras, CD players, remote control cars, walkie-talkies, stopwatches etc.
		Primary and Secondary • Support mentor to set up learning experiences using developmentally appropriate resources, including a range of ICT resources such as digital cameras, iPads, stopwatches etc. as available in the setting

Focus Area	Descriptor	Examples
3.5 Use effective Classroom communication	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	• Use a variety of communication techniques, including verbal and non-verbal where appropriate
		Early Childhood and Primary • Demonstrate active listening to students/children by giving full attention, attending to their feelings and verbal and non-verbal cues, maintaining eye contact, and responding in ways that are respectful, age-appropriate, and meaningful to each student/child

Section 3: Creating and Maintaining Supporting Learning Environments

Focus Area	Descriptor	Examples
4.1 Support student participation	Identify strategies to support inclusive student participation and engagement in learning experiences.	• Orientation to service – note down daily established routines • Take note of strategies used by mentor/other educators to support student/children participation – ask questions to clarify strategies used, intended aims, and possible alternative strategies
		Early Childhood • Show interest and curiosity in children's individuality and diversity – ask questions (of children and mentors) in a respectful and caring manner
4.2 Manage classroom activities	Demonstrate the capacity to organise learning experiences and provide clear directions.	• Ask meaningful questions about the set up and management of the learning environment (indoors and outdoors • Demonstrate initiative and be responsive and supportive of the room/classroom and group transitions and routines e.g., Assist in communicating daily routines to students, set and pack up the learning environment
4.4 Maintain student safety	Describe strategies that support student wellbeing and safety working within the school setting and system, curriculum and legislative requirements.	• Contribute to daily safety routines, including cleaning, environment check, resources and equipment checks. • Demonstrate appropriate supervision strategies (i.e., maintain awareness of your body position, who can/cannot see; 'back to the wall') • Demonstrate awareness of the regulations and legislative requirements in an education setting
		Early Childhood • Assist with daily routines, including setting up beds and nappy change

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 children's learning.	• Demonstrate interest in assessment strategies by asking about formats and approaches to recording and documenting observations • Begin to record own observations and documentation of children's/students' learning using a variety of methods, such as jottings, photographs/video recordings (using the setting camera), or learning stories • Have meaningful conversations with mentor/other educators about children's/students' learning – demonstrate that you have taken the time to really notice and think about what children/students say and do
5.4 Interpret children's data	Demonstrate the capacity to interpret children assessment data to evaluate children's learning and modify teaching practice.	• Seek the opportunity to view children's/students' assessments/data to understand the methods use and how to read/interpret assessments/data • Engage in conversation with mentor/other educators about children's/students' interests, strengths and challenges and how these are considered in planning for children's/students' learning • Identify possible teaching strategies in response to assessments

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.	• Engage in conversations with your mentor in relation to the AITSL Graduate Standards in this document (in preparation for the final report) • Document professional learning opportunities and write professional learning goals

6.2 Engage in Professional learning and improve practice	Understand the relevant and appropriate sources of professional learning for teachers.	• Investigate the professional development undertaken by teachers/educators in your placement setting – take note of opportunities for the future • If invited, and with permission, participate in professional development opportunities presented at your placement setting • Participate in collaborative planning sessions • Regularly discuss your progress towards achieving the standards on this document with your mentor
6.3 Engage with colleagues and improve practice	Seek and apply constructive feedback from mentors and teachers to improve teaching practices.	• Seek regular, daily feedback from your mentor and other educators via in the moment (e.g. conversations throughout the day) and structured opportunities (e.g. during critically reflective conversations and collaborative planning time) • Apply feedback, where possible – and seek further feedback where appropriate • With permission, attend staff meeting (if possible)
7.1 Meet professional ethics and responsibilities	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	• Attend placement for the required days and hours – notify school and/or PEO as required if cannot attend • Demonstrate professionalism in communication with staff, families and students/children at the school/centre • Ask to view the school policies and procedures – review and adhere to these • Demonstrate awareness of policy documents such as the Alice Springs (Mparntwe) Declaration, State and Territory Teacher Registration body, Code of Conduct and Ethics • Demonstrate understanding of the meanings and values of integrity, responsibility and respect in professional conduct, personal conduct and professional competence
		Early Childhood • Demonstrate awareness of policy documents such as the Melbourne Declaration, Early Childhood Australia (ECA) Code of Ethics, and United Nations Rights of the Child
7.2 Comply with legislative, administrative and organisational requirements	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to early childhood stage.	• Seek permission from placement setting to collect placement documentation/artefacts, if necessary (check assignment tasks) • Seek parent/guardian permission for focus student(s)/child(ren), if necessary (check assessment tasks) • Demonstrate awareness of policies such as SunSmart and Food Handling in order to effectively support students/children's safety and smooth routines • Uphold Child Safe Standards and Mandatory Reporting requirements

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