Placement Expectations: Consolidating

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 CONSOLIDATING preservice teachers

All preservice teachers are assessed against the GRADUATE teacher standards. As a **consolidating** preservice teacher, students are expected to be putting into practice theories and teaching and learning strategies that they have learnt in all of their units. They are expected to show enthusiasm, willingness and interest in developing themselves as an education professional.

Tolerances on the final report: to complete the placement successfully, students at the **CONSOLIDATING** 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 students	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students 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 respectful strengths-based language to discuss student strengths, interests, and learning needs • Demonstrate developing understanding of differentiated children/student development within individual, small and whole group planning
		Early Childhood • Demonstrate developing understanding of the role of movement, sensorial and experiential play in learning
1.2 Understand how students learn	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	• Build positive relationships with students/children through engagements that foster agency, curiosity and interests • With the guidance of your mentor (and any required permissions), select 2-4 focus learners. Use a range of strategies to collect background information about your focus learners (e.g., observation, existing data, conversation with students/children and teachers. For Early Childhood and Primary include conversations with families) • Observe and develop one or more forms of documentation/formative assessment for each of your focus students/children for each week of your placement (e.g., annotated work sample, anecdotal record, or an approach used by teachers in the school) • Identify and document some overall interests of the whole group of students/children. What knowledge about these interests are students demonstrating?

1.3 Children/students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of children/students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	- Orientate yourself to the setting using a range of appropriate sources for your setting (e.g. My School, ACARA, AEDC, ICSEA, AIATSIS). Research the following: - Location - Setting management type/rating - Setting philosophy - Socioeconomic factors in the community - Cultural and linguistic diversity in the community (e.g. % of families born overseas) - Traditional owners of the land/local Indigenous groups and their connection to the setting/ important local Indigenous sites - Other important community relationships - Other features important to the context (e.g. geography, community history) - Write some notes and a reflection on the above research that focuses on the following: - An overarching 'picture' of the setting and its community - The influence of the overarching picture on the philosophy of the setting - Demonstrate respect for diversity in language, culture and backgrounds through conversations and actions with educators, students/children and families - Demonstrate respect for diversity and equity through valuing and reflecting the practices and beliefs of students/children and families - Demonstrate awareness of anti-bias education and actively support students/children to feel comfortable and accepting of difference and provide children with the tools to respond to bias and stereotypes - Include strategies that accommodate diverse linguistic and cultural backgrounds in planning
2.2 Content selection and organisation	Organise content into an effective teaching and learning sequences and/or experiences	- Demonstrate understanding of age- and developmentally appropriate content - Demonstrate understanding of appropriate sequencing of content within planning for focus learners, small and whole group learning experiences - Use an integrated approach to weave multiple disciplines of learning, such as literacy, numeracy, and wellbeing together in learning experiences
2.3 Curriculum, design and reporting	Use curriculum, assessment and reporting knowledge to design learning sequences, experiences and lesson plans.	- Demonstrate understanding of the planning cycle as indicated in the Vic Curriculum (EYLF for Early Childhood) or other approved learning framework – apply the planning cycle in planning for focus students/children, small and whole group learning experiences - Demonstrate understanding of age- and developmentally appropriate assessment and reporting strategies for students/children - Ensure designed learning experiences and planning are contextual, relevant and effectively communicated to other staff in a timely manner

2.5 Literacy and numeracy strategies	**Know and understand literacy and numeracy teaching strategies and their application in and across teaching areas**	• Demonstrate a range of strategies for • promoting literacy and numeracy • development through different teaching areas (eg., literacy, numeracy, wellbeing • Facilitate and model connections to literacy and numeracy
		Early Childhood • 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
3.2 Plan, structure and sequence learning programs and experiences	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	• Reflect on and evaluate (written or verbal) all planned and implemented learning experiences – use these reflections to inform future/follow up experiences. Seek and critically reflect on feedback from your mentor.

		Early Childhood
		
		• In consultation with your mentor, and using your observations, plan and implement:
		    ○ 1-3 learning experiences for focus children (per week of placement)
		    ○ 1-3 small group experiences (across whole placement)
		    ○ 1-3 whole group experiences (across whole placement)
		• Take full responsibility for planning and leading the program for the equivalent of at least 3 days (this can include ½ days and non-consecutive days). Your level of responsibility should increase with each placement.

		Primary and Secondary Take full responsibility for planning and leading one lesson each day. Your level of responsibility should increase with each placement.

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.	• Demonstrate, through discussion with your mentor and other educators, understanding of the impact of generational trauma on students/children from Aboriginal and Torres Strait Islander backgrounds • Ask your mentor about students/children from Aboriginal and Torres Strait Islander backgrounds in the setting • Discuss specific strategies for teaching Aboriginal and Torres Strait Islander students/children • Be open to new ideas and ways of thinking about Aboriginal and Torres Strait Islander knowledges, culture and experience
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.	• Make appropriate links to the Victorian Curriculum (and EYLF for Early Childhood) or other approved learning framework in planning for focus children, and whole group learning experiences • Discuss with your mentor teacher the key concepts and structure of the curriculum in your teaching area and how they inform lesson planning. • Observe and reflect on how your mentor teacher sequences content and selects teaching strategies to support student/child learning in a specific subject or learning area. • Seek feedback from your mentor on the effectiveness of different teaching strategies you have used to teach key concepts and adjust your approach based on their advice.

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.	• **Learn who the Aboriginal and/or Torres Strait Islander custodians/sites of the local area are, their histories, knowledges, and cultures** • **Demonstrate curiosity about how to develop relationships with Aboriginal and Torres Strait Islander communities** • **Ask your mentor how the school/centre embeds cultural perspectives (including Aboriginal and Torres Strait Islander) in the program** • **Observe and document how Aboriginal and Torres Strait Islander perspectives are integrated into lessons and classroom environments, such as through visual displays, language use, or cultural protocols.**
2.6 Information and Communication Technology (ICT)	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Demonstrate an understanding of the role of technology to expand learning opportunities • Include the use of ICT in planning for focus students and whole group learning experiences, where appropriate
		Early Childhood • Demonstrate an understanding of the role of technology in Early Childhood education • Include the use of ICT in planning for play-based and intentional learning situations for focus children, small and whole group learning experiences, where appropriate • Discuss the possible benefits and disadvantages of using ICT in Early Childhood education.
3.3 Use teaching strategies	Include a range of teaching strategies.	• Demonstrate understanding of a range of teaching strategies including scaffolding, intentional teaching, explicit instruction. • Include age- and developmentally appropriate teaching strategies in planning for focus students, small and whole group learning experiences
		Early Childhood and lower-Primary • Demonstrate understanding of a range of teaching strategies including scaffolding, intentional teaching, guided play and child-initiated learning • Engage with children in play-based experiences, demonstrating the ability to take on different roles, including supervisor, observer, player and mediator

3.4 Select and use resources	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	• Discuss with your mentor teacher how to choose learning resources that align with curriculum outcomes and student/child needs. • Observe and reflect on how different resources, including ICT, are used in the learning environment to engage children/students. • Explore digital tools and interactive resources that support student/child engagement and discuss their benefits with your mentor.
		Early Childhood • Select age and stage appropriate learning resources that consider children's strengths, interests and safety • Demonstrate understanding of the value of loose parts, open-ended, natural and recycled materials, giving consideration to the ethical sourcing of resources and materials • Demonstrate understanding of the environment as the third teacher
3.5 Use effective classroom communication	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	• Demonstrate actively 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- and developmentally appropriate and meaningful to each student/child • Demonstrate understanding of the value of open-ended questioning and questioning that extends students/children's ideas and thinking • Engage in regular critical reflection to ensure the broad range of communication strategies used are consistent, respectful, inclusive and responsive to all children • Engage in reciprocal, respectful, collaborative dialogue with children and teachers/educators/the team

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.	• Consider inclusive education strategies to support access, participation and outcomes of students/children with a disability in planning for focus children, small and whole group learning experiences (differentiated whole group experiences) • Demonstrate awareness of the regulatory and legislative requirements relating to students/children with disability • Ask questions about support services for students/children with disabilities e.g. National Disability Insurance Scheme (NDIS), Learning and Support Officers (Primary and Secondary), Preschool field officers and Kindergarten Inclusion Support (KIS) (Early Childhood)
4.1 Support student participation	Identify strategies to support inclusive student participation and engagement in classroom activities.	• Discuss with your mentor possible strategies to support student/children participation and engagement in learning experiences • Observations and planning documents are responsive, strengths-focused, purposeful and recognise the individuality of each student/child
4.2 Manage classroom activities	Demonstrate the capacity to organise classroom activities and provide clear directions.	• Observe and reflect on how your mentor teacher organises learning activities and provides clear instructions to students/children. • Plan and lead a small group learning experience, ensuring clear expectations and structured transitions. • Use visual supports (e.g., schedules, timers, task lists) to help children/students understand routines and expectations. • Ask your mentor for feedback on your ability to organise and facilitate learning experiences, and adjust based on their advice. • Experiment with different grouping strategies (e.g., pairs, small groups, whole class) to manage activities effectively.

4.4 **Maintain student safety**	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements	• Demonstrate developing understanding of the regulations • Demonstrate strategies to maintain safety and supervision whilst engaged with individuals and/or small groups (e.g. scanning the room, body positioning, listening) • Ask questions about, and engage with where appropriate, health and safety policies and procedures, such as incident/medical forms, risk-assessment forms and emergency procedures
		Early Childhood • Assist with, and engage meaningfully with children during inside and outside play, daily routines, including setting up beds, nappy change, transitions, cleaning, environment/resources check and mealtimes •
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.	• Ask your mentor about school/centre policies on ICT use and how to incorporate digital resources safely and effectively. • Ask questions about age-appropriate use of ICT and apply information in planning • Follow policies and procedures, and mentor advice, re: use of ICT in learning and teaching • Demonstrates professional conduct with the use and implementation of ICT (e.g., no use of mobile phone in classroom setting, appropriate storage of confidential data, awareness of, and adherence to, school policies and procedures)
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.	• Discuss with mentor strategies for formal • and informal assessments (formative and • summative) • Towards the end of the placement, analyse • all your collected documentation for your • focus students and write a summative • assessment for each student.

		• Observe and reflect on how your mentor teacher uses different assessment strategies (formal, informal, diagnostic, formative, and summative) to track student/child progress. • Trial informal assessment techniques, such as questioning, observation, or exit tickets, to gauge student/child understanding during lessons. • Use checklists or anecdotal notes to record observations of student/child learning and discuss findings with your mentor. • Design and implement a simple formative assessment activity (e.g., a quick quiz, concept map, or peer discussion task) to check for understanding. • Analyse student/child work samples with your mentor, identifying strengths and areas for growth.
5.3 Make consistent and comparable judgements	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	• 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 • Observe and reflect on how your mentor teacher makes assessment decisions and ensures consistency when evaluating student/child learning. • Engage in discussions with your mentor about how moderation processes work within the school/centre to support consistent assessment. • Compare student/child work samples against set criteria or rubrics and discuss your judgements with your mentor to refine consistency. • Participate in informal moderation discussions with your mentor or other educators, sharing observations and interpretations of student/child progress.
5.4 Interpret student data	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	• Use observations and documentation t make decisions about future planning for teaching and learning • Discuss with your mentor how they use student assessment data to inform planning and modify teaching strategies. • Analyse observations, work samples, or assessment data to identify patterns in student/child learning and areas needing support. • Use informal assessment data (e.g., exit tickets, anecdotal notes, checklists) to make small adjustments to lesson activities based on student needs.

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 reflective journaling each week to consider your professional strengths and areas for further improvement, evaluate and reflect on implemented learning experiences, significant moments and observations for your professional learning and identity, and your growing knowledge and practice. Link each of your reflections to at least one **AITSL standard** • Discuss your reflections with your mentor teacher, seek feedback and critically reflect on the feedback to further enhance your professional knowledge and strengthen your professional practices • Set personal professional learning goals based on mentor feedback, self-reflection, and observed teaching experiences
6.2 Engage in professional learning and improve practice	Understand the relevant and appropriate sources of professional learning for teachers	• Regularly discuss your progress towards achieving the standards in this document with your mentor • If invited, and with permission, attend professional learning sessions offered by the school/centre where possible and reflect on how the learning applies to your practice
6.3 Engage with colleagues and improve practice	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	• Build respectful reciprocal relationships with mentor and other staff • Seek regular feedback from mentor, at appropriate times • Use feedback from mentor to adjust teaching practices – seek further feedback when appropriate • Actively engage in your final placement review alongside your mentor teacher

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 setting and/or PEO as required if cannot attend** • **Demonstrate understanding of the meanings and values of integrity, responsibility and respect in professional conduct, personal conduct and professional competence** • **Ask to view the placement settings policies and procedures – review these**
		Early Childhood • Demonstrate professionalism in communication with staff, families and children at the placement setting, as per the Deakin Code of Conduct and Early Childhood Australia (ECA) Code of Ethics • Demonstrate awareness of policy documents such as the Alice Springs (Mparntwe) Declaration, State and Territory Teacher Registration body Code of Conduct and Ethics, ECA Code of Ethics, and United Nations Rights of the Child
		Primary and Secondary • Demonstrate professionalism in communication with staff, and students as per the Deakin Code of Conduct, VIT Code of Conduct and Code of Ethics and school based policy • Demonstrate awareness of policy documents such as the Alice Springs (Mpartnwe) Declaration, Curriculum documents and the VIT Code of Conduct and Ethics
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.	• Seek permission from placement setting to collect placement documentation/artefacts, if necessary (check assignment tasks) • If necessary, in consultation with mentor, and in alignment with setting policies, seek parent/guardian permission for focus children • Comply with guidelines regarding use of in documentation and assignment tasks • Keep personal contact details up to date with the University and placement school • Demonstrate awareness of policies such as SunSmart and Food Handling to effectively support student safety and smooth routines • Uphold Child Safe Standards and Mandatory Reporting requirements
7.3 **Engage with the parents/carers**	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	With guidance from mentor, demonstrate appropriate levels/types of preservice teacher communication with families/guardians (i.e. conversations should be general and not contain specific or sensitive information). Ask mentor questions about how they build and maintain positive relationships with families

| | | Observe interactions between mentor/other educators and families/guardians. Take note of strategies for respectful interactions that promote community and inclusivity. Discuss observations with your mentor. |