

Beginning Professional Placement Expectations

Curriculum and Assessment in Primary Education

The following document sets out the general expectations for a **beginning placement** for Curriculum and Assessment in Primary Education

General Placement information

- This placement is normally undertaken during first year for a two-year postgraduate student. This placement is associated with a unit that introduces students to the curriculum from various perspectives: the political influences upon curriculum, curriculum design and in particular the role of curriculum in planning, assessing and reporting student learning experiences.
- Setting of Placement – Early Childhood or Primary School Setting
- **Number of Days – 10**

NOTE: *A beginning placement's focus is on developing the planning and assessing skills that are essential to every teacher of every discipline. It would be beneficial if there are opportunities to teach classes, but pre-service teachers on a beginning placement are encouraged to team teach where possible and to assist, and develop relationships with, staff and students as well as to reflect upon how your learning environments operate.*

Getting Started: Introduction, Orientation & Observation

- Undertake an orientation to the school environment prior to or on the first day of placement
- Observe and work alongside students in a range of contexts and settings
- Engage with students informally and in planned activities
- Collaborate on lessons with the mentor teacher and university peers
- Observe strategies for creating a safe, structured learning environment, including behaviour management

Professional Knowledge and Practice

- Plan and reflect upon individual lessons beginning with small groups then moving to whole class teaching
- Observe and discuss ways to engage all learners, maintain high expectations and the importance of well-structured lessons
- Begin to create well-structured lesson plans that illustrate an appropriate grasp of content knowledge and curriculum alignment using a variety of age-appropriate and relevant resources and begin to implement these lesson plans with their classes
- Understand the importance of analysing a variety of student assessment data, summative & formative, to provide timely and meaningful feedback
- Observe how student assessment data is used to inform future planning to enhance student

learning

- Demonstrate a range of appropriate strategies in their lesson plans and lesson delivery to engage all students as appropriate to the curriculum requirements
- Show an understanding of the need to differentiate their teaching to meet the individual needs of a range of learners, and recognise differentiation in action
- Where possible, **by (approximately) the last 5 days of the placement, teach at least two lessons per day, and teach a sequence of at least two lessons on two different days**
- Normally have a **maximum 5 non-teaching days**

NOTE: *References to lessons are an indication of common experience, not a required minimum or set limit. The exact number of lessons and days for teaching can be negotiated between the mentor and the preservice teacher with reference to these guidelines.*

Professional Engagement and Learning

- Attend meetings, duties, school activities and any opportunities for engagement with the broader school community
- Conduct themselves in a professional and ethical manner whilst in schools including seeking and using feedback on their performance
- Interact with teachers, students and the school community in an appropriate manner and comply with all relevant ethical and legal requirements
- Collect evidence of curriculum ideas, strategies, timetables, school policy documents, teaching resources, lesson plans, units of work and other relevant documentation to help you demonstrate your knowledge of the Australian Graduate Teaching Standards

General Expectations

- It is expected that every teaching episode at all Placement levels has a **lesson plan which we recommend is provided to the mentor 24 hours prior to the lesson taking place**. We do understand this may not always be realistic, so we leave this up to the mentor to determine what they deem appropriate e.g. the morning of. **The bottom line for us is, no lesson plan = no teach**. This would include if the lesson plan presented is not of an acceptable standard or if it has not been presented to the mentor within the timeframe required
- Preservice teachers (PSTs) are involved in lesson planning and programming at UC. Our standard lesson plan template can be modified by the PST to align with the requirements of the school but we do have a reflection section at the end of the lesson plan template
- On completing each lesson, we would expect the PST to reflect on the lesson with their mentor as well as document their reflections on their lesson plan and delivery so they can refer to this for future planning
- We expect the PST to be involved in regular debriefs with their mentor (verbal and/or written).
- At the midway point we ask that the mentor uses the placement report form to provide feedback against the Graduate Teacher Standards for their level of placement. This is an

opportunity for the mentor to more formally link current progress to these standards (can be done in dot points). This gives the PST a clear understanding of areas of strength at that point in time and areas which need further development

- As this is only a two-week placement, only a final report is required.