

Intermediate Professional Placement Expectations

Education for Diversity in Primary Education

The following document sets out the general expectations for an **intermediate placement** for Education for Diversity in Primary Education

General Placement information

- This placement is normally undertaken during second year for a two-year postgraduate student. The focus of the placement is for preservice teachers to use their understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
- Setting of Placement – Early childhood or primary school Setting
- **Number of Days – 15**

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

Professional Knowledge and Practice

- Experiment with approaches to supporting the physical, cultural, social, linguistic and intellectual characteristics influencing the learning of students
- Demonstrate an understanding of the importance of engaging all their students, maintaining high expectations and developing well-structured lessons.
- Plan for small groups, individual study and whole class learning experiences
- Experiment with approaches to creating well organised lessons
- Develop lesson plans appropriate to the curriculum area and students which appropriately align curriculum, assessment & reporting requirements and begin implementing these lesson plans with their classes
- Experiment with strategies for creating a safe, structured learning environment, including strategies for managing challenging student behaviour
- Demonstrate some capacity to analyse a variety of student assessment data, summative & formative, to provide timely and meaningful feedback
- Begin to use assessment data to inform future planning to enhance student learning
- Experiment with a range of appropriate strategies to engage all their students as appropriate to their discipline

- Experiment with differentiating their teaching to meet the individual needs of a range of learners in their classes, including the particular learning needs of Aboriginal and Torres Strait Islander (ATSI) students, students with English as an additional language or dialect (EAL/D)
- Design and deliver a sequence of lessons to demonstrate evaluation and modification
- Normally have a **maximum 3 non-teaching days** (observation) followed by 1-2 lessons/day until the final week or so (approx. 10-12 lessons) followed by **teaching a sequence of at least 4 lessons in at least three different KLAs during the final week** (12 lessons)

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
- Show an awareness of the importance of continued professional learning, and participate where appropriate in collegial networks
- 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 interim 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
- For the final report, the mentor can return to the interim report and make appropriate adjustments