

Final Professional Placement Expectations

Secondary Pedagogical Content Knowledge (PCK) 1 & 2

The following document sets out the general expectations for a **final placement** for Secondary Pedagogical Content Knowledge (PCK) 1 & 2

General Placement information

- This placement is normally undertaken during fourth year for a four-year undergraduate student. This placement is associated with a PCK unit focusing on planning learning and teaching for a sustained period of time and on managing learning environments or on assessment and evaluation of learning and teaching.
- Setting of Placement – High School or College Setting
- **Number of Days – 15**

NOTE: As part of all final teaching placements, pre-service teachers must complete the **Assessment for Graduate Teachers (AfGT)**, also known as the **TPA (Teacher Performance Assessment)**. This assessment is a national requirement for all pre-service teaching students in all universities that assesses teacher preparedness against the AITSL standards for Graduate Teachers. Details of this assessment task will be provided to all students and it is **the students' responsibility** to share this with their mentors prior to a Final placement beginning to ensure that mentors and pre-service teachers understand the requirements of the task.

Getting Started: Introduction, Orientation & Observation

- Undertake an orientation to the school environment
- Observe and work alongside students in a range of contexts and settings
- Engage with students informally and in planned activities
- Collaborate on lessons with their mentor teacher and university peers
- Commence teaching within a few days of the placement starting or at the very least, the second week of placement

Professional Knowledge and Practice

- Demonstrate through their teaching an understanding of how physical, cultural, social, linguistic and intellectual characteristics influence learning
- Demonstrate a thorough understanding of the subject content
- Seek to engage all their students, maintain high expectations, and implement well-structured lessons
- Develop and deliver 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
- Create well organised lessons within a safe, structured learning environment, and demonstrate a

capacity to manage challenging student behaviours

- Demonstrate a capacity to analyse a variety of student assessment data, summative & formative, to provide timely and meaningful feedback (implemented where appropriate according to their placement)
- Use student assessment data to inform future planning to enhance the learning of all students
- Use a range of appropriate strategies to engage all their students as appropriate to their discipline
- Demonstrate a capacity to differentiate their teaching to meet the individual needs of a range of learners in their classes, including ATSI students, EAL/D students and students with disabilities
- Develop, implement, and evaluate units of work appropriate to the scope of the placement
- Take leadership and demonstrate initiative in the design and delivery of teaching
- Teach at least 4 lines in a variety of year levels (secondary). We would expect this to commence within a few days of the placement starting or at the very least, the second week of placement
- **By the final 10 days of the placement, teach the equivalent of 0.8 load of full-time teacher as context will allow to simulate professional role and responsibility**
- Normally have a **maximum of 2 non-teaching days**

NOTE: *References to lessons/lines are an indication of common experience, not a required minimum or set limit. The exact number of lessons/lines 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