

Intermediate Professional Placement Expectations

Intermediate Early Childhood Education Placements (10178, 10179, 12002 and 12003)

The following document sets out the general expectations for an **intermediate placement** unit in early childhood education

General Placement information

- This placement is normally undertaken during the second year of a three or four-year undergraduate degree.
- Setting of Placement – normally in a birth to three-year-old setting
- **Number of Days – 10-20 Days (depending on units of enrolment)**

Getting Started: Introduction, Orientation & Observation

- Undertake an orientation to the ECE setting prior to or on the first day of placement
- Observe and work alongside educators and children in a range of contexts and settings
- Engage with children informally and in planned activities
- Collaborate on intentional teaching with the mentor teacher and educators in the setting
- Observe strategies for creating a safe, engaging learning environment, including guiding children's behaviour

Professional Knowledge and Practice

- Plan and reflect upon individual intentional teaching, beginning with small groups then moving to larger groups as appropriate to their learning and curriculum outcomes
- Observe and discuss ways to engage all learners, maintain high expectations and the importance of purposeful and meaningful learning experiences
- Create learning experiences that illustrate an appropriate grasp of content knowledge and curriculum alignment using a variety of age-appropriate and relevant resources and implement these learning experiences with their group
- Understand the importance of analysing a variety of observation and assessment data, summative & formative, to provide timely and meaningful feedback
- Observe how assessment data is used to inform future planning to enhance child learning
- Demonstrate a range of appropriate strategies in their learning experience plans and delivery to engage all children 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
- Demonstrate initiative in the design and delivery of teaching, including collaborating with other educators within the environment
- **By the last 5 days of the placement, teach/co-teach at least two intentional learning experiences per day, and teach/co-teach a sequence of at least two learning experiences on two different days.** This may be guiding a project or leading children's interests in a particular sequence.
 - **Have a maximum 3 non-teaching days**

NOTE: References to planning 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 or service activities and any opportunities for engagement with the broader education community
- Conduct themselves in a professional and ethical manner whilst in schools including seeking and using feedback on their performance
- Interact with teachers, educators, students and the 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, policy documents, teaching resources, lesson plans, units of work and other relevant documentation to help you demonstrate your knowledge of the National Quality Framework and Australian Graduate Teaching Standards

General Expectations

- It is expected that every teaching episode at all Placement levels has **a lesson or session plan which we recommend is provided to the mentor 24 hours before 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 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 planning and programming at UC. Our standard template can be modified by the PST to align with the requirements of the service or school
- On completing each intentional teaching episode, the PST is expected 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).
- If this placement is more than 10 days, an interim and a final report are required. At the midway point we ask that the mentor uses the interim report form to provide feedback. This is an opportunity for the mentor to link current progress and 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.