

Final Professional Placement Expectations

STEM in the Early Years

The following document sets out the general expectations for a **final placement** for STEM in the Early Years

General Placement information

- This consolidating placement is normally taken during the final year of study. The unit is the culmination of this course's Professional Experience and, upon completion, preservice teachers (PST) need to demonstrate the level of teaching proficiency required of a Graduate teacher, that is, that they are '*classroom ready*'.
- Setting of Placement – Preschool Setting
- **Number of Days – 10 Days**

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 early childhood education
- Seek to engage all their students, maintain high expectations, and implement intentional teaching episodes
- Develop and deliver intentional and appropriate lessons in relation to the Early Years Learning Framework
- Create and/or maintain a safe and supportive learning environment, and demonstrate a capacity to manage challenging student behaviours
- Use a range of appropriate strategies to engage all their students as appropriate to early childhood education
- 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 or diverse learning requirements
- Develop and implement a STEM project
- Take leadership and demonstrate initiative in the design and delivery of teaching

- Teach the equivalent of 0.8 load of full-time teacher as context will allow, in order to simulate professional role and responsibility.
- Normally have a maximum of 2 non-teaching days (observation) followed by 1-2 intentional teaching sessions
- By the end of the final week have taught **at least one (1) sequence of 4 intentional teaching sessions** including the STEM project sequence

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 intentional teaching episode, 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).
- As this is only a two-week placement, only a final report is required.