

# Intermediate Professional Placement Expectations

## STEM in the Early Years

The following document sets out the general expectations for an **intermediate placement** for STEM in the Early Years

### General Placement information

- This placement is normally taken during third year for a four-year undergraduate student. This placement is associated with a unit focusing on STEM learning in everyday educational practice and curriculum planning.
- Setting of Placement – Preschool setting
- **Number of Days – 15 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
- Commence teaching within a few days of the placement starting or at the very least, the second week of placement

### 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 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
- Experiment with a range of appropriate strategies to engage all their students as appropriate to early childhood education
- Experiment with differentiating their teaching to meet the individual needs of a range of learners in their classes, including Aboriginal and Torres Strait Islander students, students with English as an additional language or dialect (EAL/D) and students with disabilities or diverse learning requirements
- Design and implement a STEM project

- Normally have a **maximum 3 non-teaching days** (observation) followed by **1-2 intentional teaching sessions**
- By the end of the final week have taught **at least two (2) sequences 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 a three-week placement (15 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
- against the Graduate Teacher Standards for their level of placement. This is an opportunity for

- the mentor to link current progress more formally 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