

Observational Professional Placement Expectations

Being a Teacher

The following document sets out the general expectations for an observational placement for
12034 Being a Teacher

General Placement Information

This placement is normally undertaken during the first semester of the first year for a four-year undergraduate student. This placement is associated with a unit focusing on what it is to be a teacher and the roles of a teacher. Observations should include opportunities for students to explore the role of a teacher in a classroom teaching environment, the role of the teacher as part of a collegial team, the role of the teacher as part of community, the role of the teacher in the classroom, the role of the teacher outside of the classroom and other important personal insights gained into the role of a teacher.

Setting of Placement – Primary or Secondary School Setting.

Number of Days – 10

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
- Observe strategies for creating a safe, structured learning environment, including behaviour management
- Observe and reflect on the importance of a full array of ways of knowing, being and doing in the educational workplace, and to what extent this importance is reflected in current school-based practice

Professional Knowledge and Practice

- Observe, discuss and reflect on ways to engage all learners, maintain high expectations and the importance of structured lessons
- Observe a range of appropriate strategies to engage all students as appropriate to the curriculum requirements
- Observe differentiated teaching to meet the individual needs of a range of learners, and recognise differentiation in action

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
- Interact with teachers, students and the school community in an appropriate manner and comply with all relevant ethical and legal requirements

General Expectations

- As this is a two-week *observational* placement, only the Attendance, Engagement and Professionalism Form must be completed.

Being a Teacher - 12034
Attendance and Engagement and Professionalism Form

This report is to be completed by both the Preservice Teacher and the Mentor Teacher/s based on the preservice teacher's attendance and their professionalism, participation, and engagement at their allocated school.

Please note:

- It is the responsibility of the preservice teacher to ensure this form is signed by all participants at the completion of the **10-day** observation placement. **Preservice Teachers are to submit an original and a copy of the signed report to the UC Placement Office no later than a week after their completion date.**

UC Preservice Teacher:		Student ID:	
School Name:			
Primary Campus <input type="checkbox"/> Secondary Campus <input type="checkbox"/>			
School Professional Experience Coordinators/s:		Total Days Completed:	
Placement Dates:			
Year Level/s or KLAs observed:			
Attendance Record			
Day	Mentor/Supervisor's Name	Mentor/Supervisor's Signature	Date
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>			
Engagement and Professionalism , including Inherent Requirements*			
<i>As well as meeting attendance requirements, it is expected that preservice teachers meet appropriate professional standards and actively participate and engage in their allocated school during their observational placement.</i>			
Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>			
Additional information/Comments:			
School Stamp:			

* **Engagement and Professionalism**, including Inherent Requirements

As well as all expectations for the placement, preservice teachers are also expected to address the UC Inherent Requirements for Education students. Below are examples of the requirements that particularly apply to placements. SPECs and mentors may wish to refer to these in the Attendance, Engagement and Professionalism Form. Expectations can be found in the 12034 Professional Placement Expectations 2024.

Inherent Requirements

1. Communication Skills

Rationale

Communication skills are an essential requirement to develop and maintain trusting relationships, and to perform effectively in an academic and complex professional environment, as well as solve problems and communicate knowledge and understanding of relevant subject matter effectively.

Inherent requirements

A. Expressive

Expressive communication, in English, to a standard that allows articulate and comprehensible dialogue between two or more people, and written communication to a standard that allows clear, scholarly, and professional-level messages and text with language use and style appropriate to the audience.

B. Receptive

Internally formulate and assess conceptual meaning from verbal language and written messages and/or text, in English, using knowledge of language, background knowledge and critical thinking skills.

C. Non-verbal

Appropriate use of facial expressions, eye contact, gestures and body movement, and being mindful of space and time boundaries.

D. Interpersonal Communication Skills

Respectful communication with others, including the ability to listen, display and respect empathy, build rapport and gain trust to ensure meaningful and effective interactions with people they engage with.

2. Behavioural Stability

Rationale

Behavioural stability is essential in managing personal emotional responses and behaviour in academic and complex professional environments, including situations of potential human distress. It is required to work constructively in culturally and socially diverse settings and to deal with challenging issues, timelines, and ambiguously defined problems.

Inherent requirement

Behaviour that is adaptable to effectively manage changing situations sufficiently to maintain academic and professional standards. Persistence and personal resilience to facilitate the maintenance of wellbeing in stressful situations.

3. Knowledge Skills

Rationale

Knowledge skills are essential in acquisition and application of learning in both the academic and professional environment.

Inherent requirement

Acquire knowledge, process information, analyse, think critically and synthesise information to apply knowledge of the discipline and sufficiently meet learning outcomes and academic standards relevant to the course, utilising cognitive and literacy skills, including focus, memory, and attention to detail.

Mentor Teachers please note:

- 1. Please be cognisant that the Inherent requirements pertain to all placements and as this is an observational placement some examples may not be appropriate for 12034 students.*
- 2. Please contact the PEO office peoffice@canberra.edu.au if you have any concerns regarding any aspects of the placement, whether attendance, engagement, or professionalism.*

Preservice Teachers please note:

- 1. Students who receive an "unsatisfactory" rating in both Attendance and Engagement and Professionalism will be contacted by the FOE Placement Lead and asked to participate in a reflection process. Following the reflection process, the student will be required to attend a meeting with the FOE Placement Lead or the Unit Convener to consider future re-scheduling of the placement.*
- 2. Students who pass their unit assessment, attend all placement days, and return their placement form on time, but have an 'unsatisfactory' Engagement and Professionalism rating will require follow up and will participate in a reflection process. A meeting with the FOE Placement Lead or the Unit Convener may be required before a decision regarding the final result is made and whether the placement needs to be re-scheduled.*

