

# Final Professional Placement Expectations

## Final Year Early Childhood Education Placements (10179, 10181 and 12005)

The following document sets out the general expectations for a **final year placement** units in early childhood education

### 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 '*profession ready*'.
- Setting of Placement – Government preschool Setting
- **Number of Days – 15-30 Days (with some variation based on individual study plans)**

### Getting Started: Introduction, Orientation & Observation

- Undertake an orientation to the educational 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 2-3 days of the placement starting

### 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 learning experiences (this may include spontaneous learning experiences) 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 ECE
- 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
- Take leadership and demonstrate initiative in the design and delivery of teaching, including collaborating with other educators within the environment
- **Teach 0.8 of a full-time teacher's workload, as appropriate, to simulate the professional role and responsibilities of an Early Childhood Teacher.**
- **Teach a sequence of at least 4 intentional learning experiences.** This may be guiding a project or leading children's interests in a particular sequence. We would expect this to commence within a few days of the placement starting.

- **Have a maximum of 2 non-teaching days**

**NOTE:** *References to planning are an indication of common experience, not a required minimum or set limit. The exact number of learning experiences 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 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).
- As this is a final placement, 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. 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 adjustments.