

## **Pre-placement tasks**

### **Complete your Placement Proposal**

- **Students are responsible for approaching the placement setting of their choice** regarding the willingness of that setting to participate in the placement program and to negotiate suitable dates and any other arrangements. This should include discussion of your goals for the proposed placement. Discuss with the Subject Coordinator (by phone, in person, or by e-mail) the location and the nature of the placement experience you have in mind, and the professional goals you have for it. To maximise your learning experiences, it is possible to split your placement into two placements: one a specialist setting and one an inclusive placement setting where the educational needs of students with disabilities or learning difficulties are addressed.
- If the school or agency agrees to your request, **complete a Placement Proposal** and send it to the Subject Coordinator **at least two weeks prior to** the commencement of the placement. The Subject Coordinator will approve the proposal or request further information about the placement arrangements or your goals.
- On approval, the University's **Placement Operations (Education) office will email a letter of confirmation** to the placement setting and to you. This will include information relating to the placement requirements and teacher supervision.
- **Please note:**  
La Trobe University Placement, Partnering & Operations Team will send your proposed placement host a Work-Based Learning (WBL) Agreement and Schedule for your placement.
- Your placement cannot commence until your placement host has signed both documents.
- Students cannot begin placement until the signed WBL Agreement and Schedule have been received.
- Any hours or days undertaken before the agreement is fully signed will be considered volunteering only and will not count toward required placement hours.
- Delays in your placement host signing the agreement may result in a delay to your placement start date.
- **You then proceed with the placement.** Should any issues of a professional nature arise, contact the Subject Coordinator. Because students can undertake placements anywhere in Victoria or interstate, lecturer visits are rarely undertaken. However, you should understand that it is the University's charter to support students in their professional development. There is a Placement Operations office able to provide support and guidance to our schools and settings, supervising teachers and students. See *Support to schools, supervising teachers and students*.
- On the final day of your placement, **the school/agency is advised to forward the required documentation to Placement Operations (Education)**. This will include the

Supervising Teacher Report which will have been discussed with you prior to the completion of the placement.

- Within three weeks following the placement, you need to complete the reflective journal and upload it to the LMS site.

### **Complete your Compliance**

- Please upload the WWCC or VIT card directly to the portal and complete the TSSD Child Safety Module via the LMS.

**You will not be sent a confirmation without these compliances.**

## **Placement Settings:**

**There are three options for a placement:**

### **A Specialist Setting:**

For most students, this is likely to be their first experience teaching in a specialist setting. As part of the placement, as well as familiarising themselves with the school and its institutional charter, students will be expected, in collaboration with their supervisor, to plan, implement and evaluate programs for a specified group of individuals. It is expected that students will participate in the school's ongoing professional and administrative activities while on placement. They may be required to initiate or participate in a discussion about a student and his/her educational program, with a student's parents.

### **An Inclusive Placement Setting:**

Students are required to indicate clearly how their programs seek to ensure that they become more included in aspects of the community/classroom activities.

### **Getting started**

Students will:

- **Discuss your plan** with the supervising lecturer.
- **Obtain permission** from a school, agency, parents/guardians to complete the placement in that setting.
- **Discuss with key staff two students who require additional support** for their learning, which may include those with an identified disability, communication skills and practices, exceptional abilities or talents, social or emotional factors, and/or to behavioural characteristics or coping skills.

- **Gather as much information as you can**, and as is appropriate to your agenda, from parents, the individuals themselves, from teachers and other staff, and from your own observation and assessment.

Given that a placement may be as short as **three** weeks, it may be useful to think in terms of medium-term goals (what you hope to achieve by the end of the placement)

### **A placement in the teacher's own class:**

With the agreement of the Subject Coordinator, a placement can be completed if it meets the following requirements, while working with students within the school at which you are employed. Such a placement may be Special Setting or Integrated, and tailored according to the requirements of that setting, and would suit experienced teachers undertaking the Master of Education upgrading their professional qualifications. A placement undertaken in a teacher's own school must be supervised by a school representative (preferably the Principal) and the Subject Coordinator.

This subject is a placement comprising:

- Observation and Case Studies
- Program Planning
- Program Implementation and Reflective Journal
- Placement Report.

#### Part 1: Observation and Case Studies

There are a variety of ways the information needed can be collected. However, it is suggested that you:

- Choose two or three children and write a brief case synopsis, outlining the strengths and problem area they and perhaps other teachers experience with each of these children, outlining the ways they are currently catered for in the class.
- Note and discuss areas such as differentiated curriculum, scholastic or personal coping skills, social interaction patterns, behavioural analysis, use of medication, responsibility for the child in terms of teaching, and playground supervision.
- To clarify issues, you may include information from discussions with the child's parents and/or the integration/special needs teacher.

#### Part 2: Program Planning

You plan a program for the children/school in their case study. Given that you may know these children well, teaching them on a daily basis, and assuming this will continue in the months ahead, you should be lateral in your thinking about ways of doing things. The program developed should include innovative methods, and teachers taking this placement option are encouraged to explore ways which are new to them and to one or more of the case study children.

Options may include co-operative learning activities, small group work, one-to-one program team-teaching, parental participation, off-site learning, mentoring, cross-age tutoring, the use of computer technologies, transitions and communications etc.

The plan will include a rationale (based in the information in the case studies, observations and discussions), and details of what you are going to do and how you are going to do it.

## **Placement Report**

An 1800-word learning journal is required to be submitted through LMS three weeks after the completion of the placement.

This is a reflective journal where your key learning goals, identified on your proposal, are explored through your placement experience, professional discussions and current literature. See LMS for details of journal requirements and **rubric for assessment criteria**.

### Supervising Teacher Report

This is to be completed by the supervising staff member. It is intended to assess the student's application of practical skills and awareness of issues and policies in the placement context. It is not graded and is designed to provide the student with qualitative feedback.

See Assessment & Supervising Teacher Report.

## **Assessment & Supervising Teacher Report**

Assessment is based on the satisfactory completion of each of the following:

(i) The student's Placement Proposal.

(ii) The student's **Learning journal** needs to be submitted on LMS 3 weeks after the completion of the placement.

(iii) **The Supervising Teacher Report.**

The Supervising Teacher has already received the report upon confirmation. It is to be completed and returned to Placement Operations (Education) on the final day of the PST's placement. Students are not permitted to submit their own report to the Placement Operations team.

It is important that the Supervising Teacher Report form is **completed before the student leaves the school**. Three copies of the form should be made: one for the University, one for the student and one for the school's records. The supervising teacher/school placement coordinator will then return the form to the University on the final day of the PST's placement.

**Return the completed Supervising Teacher Report form:** email

to: [education.placements@latrobe.edu.au](mailto:education.placements@latrobe.edu.au)