Pre-service Teacher Placements during the Coronavirus Pandemic

Catholic Education Melbourne, schools, initial teacher education (ITE) providers and the Victorian Institute of Teaching (VIT) aim to work together to maintain the pipeline of teachers entering the profession. It is vital that, during the remote learning period, the professional experience component of ITE is maintained, especially for pre-service teachers (PSTs) in their final year of study. Supervised PST placements should go ahead as planned within the operating guidelines and other coronavirus (COVID-19) guidelines previously circulated to schools.

PSTs may undertake the following activities as part of their supervised placements:

- Plan synchronous and asynchronous learning through lessons or units of work. Teach online lessons through a digital platform used by the school, with online supervision and feedback provided by a classroom teacher.
- Plan and record instructional resources on specific topics in the Victorian Curriculum, which classroom teachers can use in online lesson planning and delivery or to support asynchronous learning.
- Support the adaptation or development and implementation of assessment for remote learning contexts. Give appropriate feedback for synchronous and/or asynchronous learning.
- Teach onsite classes under supervision, where onsite teaching is viable.
- Undertake other standard PST activities in an online environment as appropriate to the school, for example, staff meetings and observation.

Schools

Principals retain the authority and responsibility for making decisions about the facilitation of PST supervised placements at their schools.

Host schools are responsible for:

- providing PSTs with access to technology platforms and other modes of interaction between teachers and students
- enabling PSTs to access any school resources (e.g. books, teaching materials) necessary for them to complete their assigned duties
- assigning each PST with a mentor, who will engage in regular planning and shared reflection on the PST's teaching
- arranging for supervision of all online interactions between a PST and a student/s by a VIT-registered teacher, in accordance with the governing Child Safe Standards (refer to the [Department of Education and Training](#) or [Catholic Education Victoria Network](#) websites)
- where necessary, working with the relevant provider to give a PST access to the devices they need to conduct remote and flexible learning during their placement.

Pre-service school teachers

In undertaking a practicum assignment, a PST must work collaboratively with mentors and parents/carers to support student learning in the remote and flexible learning context.

PSTs are responsible for:

- complying with the host school's privacy, confidentiality, and other legal arrangements and expectations for remote and flexible learning
- keeping records of their planning for remote and flexible learning in the form of lesson plans and units of work
- recording and collating evidence of their activities, in the form of a daily log of teaching activity and a reflective portfolio
- providing evidence of how they have met the Australian Professional Standards for Teachers (APST) in the context of their remote and flexible learning placement.

Providers

Providers are responsible for:

- making sure that all the regular systems of support for PSTs, mentor teachers and schools are in place
- communicating with each PST and mentor teacher often
- where necessary, working with schools to give a PST access to the devices they need to conduct remote and flexible learning during their placement.

Meeting standards in a remote and flexible learning placement

1. Know students and how they learn

Role of PST: PSTs demonstrate that they know their learners and can differentiate remote learning activities for individual students, including students with disabilities.

Examples of the range of activities:

- adapt and differentiate independent and synchronous learning activities for individual learners
- develop strategies for engaging with individual learners to understand how they learn in the remote context.

2. Know the content and how to teach it

Role of PST: PSTs work with mentors to develop engaging activities. They demonstrate their understanding of the literacy and numeracy levels of their learners and adapt their online activities.

Example of the range of activities:

- work with mentors to develop both asynchronous and synchronous learning using their knowledge of the student cohort and the curriculum.

3. Plan for and implement effective teaching and learning

Role of PST: PSTs engage in planning for remote learning supported by lesson plans and the curriculum. They demonstrate the ability to choose effective pedagogies and resources to support student learning.

Examples of the range of activities:

- develop appropriate activities and resources for remote learners in their cohort
- work alongside mentors to set learning goals and reflect on student learning outcomes
- use lesson plans to scaffold this process.

4. Create and maintain supportive and safe learning environments

Role of PST: PSTs work with mentors to engage students in the online learning environment.

Examples of the range of activities:

- develop strategies to engage students in synchronous and asynchronous learning opportunities
- establish supportive classrooms that identify and attend to the social and emotional needs of learners in online learning environments.

5. Assess, provide feedback and report on student learning

Role of PST: PSTs engage in the cycle of teaching, including using assessment of, for and as learning is needed to plan for further learning.

Examples of the range of activities:

- work with mentor teachers to design and adapt assessment tasks for the remote learning context
- provide group and individual feedback to students.

6. Engage in professional learning

Role of PST: PSTs reflect on their own skills and needs, and seek professional learning with their mentor, placement school and wider forums.

Examples of the range of activities:

- attend PD sessions to develop remote learning skills
- engage in staff PD sessions
- engage with wider forums to share and learn from other teachers developing online and remote learning strategies.

7. Engage professionally with colleagues, parents/carers and the community

Role of PST: PSTs work with mentors and their professional learning team (PLT) to reflect on all aspects of the remote learning experience. They engage with parents to support student learning.

Examples of the range of activities:

- meet online with mentors and PLTs to plan and reflect on student learning
- work with their mentors to support parents who are facilitating home learning.