

Micro-placement context:

The pre-service teachers undertaking the micro-placement are in their final unit of study within their degree program. In this micro-placement, the supervising teacher is not responsible for assessing the pre-service teacher but acts as a supervisor and to facilitate the pre-service teachers' introduction to the class. In consultation with the supervising teacher, the pre-service teacher will plan the focus of their teaching and learning cycle. Collaboration with the supervising teacher should also occur so that the pre-service teacher can obtain data pertaining to the focus area that would be useful for developing an understanding of the class context. In this micro-placement, pre-service teachers will be expected to have experiences that allow them to reflect, focus and synthesise their university and placement experiences in relation to the Graduate level of the Australian Professional Standards for Teachers to be assessed in the QTPA.

Required experiences:

Throughout this micro-placement, it is expected that the pre-service teacher will have daily experiences in the following areas (unless otherwise stated). Literacy and Numeracy standards as well as professional ethics and conduct as required by the profession are an inherent requirement of this micro-placement.

Micro-placement timeline of progression:

Day 1: *Orientate to site, environment, individual class(es)*

Pre-service teachers will be expected to take part in all school inductions. If time permits on day one, pre-service teachers should begin to observe lessons with their supervising teacher. It will be during the initial days of the micro-placement that pre-service teachers in conjunction with the supervising teacher will identify a class or group of students on which to focus their QTPA lesson sequence.

Days 2-5: *Observe class(es), routines, teaching and learning practices, learning environment, assessment and feedback*

Pre-service teachers in negotiation with the supervising teacher will take part in lesson and classroom observations. These observations sessions should be active, allowing pre-service teachers to begin to engage with students in the class, getting to know the different types of behaviours and learners in the class. During this phase of the micro-placement, with the permission of the supervising teacher, pre-service teachers can take short episodes or full lessons with small groups or the whole class. **Pre-service teachers need to collect diagnostic and/or formative evidence to inform their understanding of learner abilities and the planning of their teaching sequence.**

Days 6-15: *Planning, Teaching, Reflecting*

During this phase of the micro-placement, pre-service teachers will **design and implement their lesson sequence** that will be used as their exemplar lessons for the QTPA. Pre-service teachers will need to ensure they have collected and analysed diagnostic evidence prior to commencing their teaching sequence. Bearing in mind that each school has varying lesson length and frequency as well as the differences between primary and secondary settings, it is incumbent on the pre-service teachers to ensure that they have enough lessons to teach their content and achieve their desired outcome, allowing them to demonstrate impact on learners as required by the QTPA.

During the final week, pre-service teachers will consolidate their learning and complete their lessons. **During the final week, it is important that students collect post-test data that will be used in their QTPA submissions demonstrating their impact on student learning.**

Although QTPA data is required from one class (or group within a class) it is the pre-service teacher and supervising teacher's responsibility to negotiate the pre-service teacher's involvement in other lessons how they take part. This could be an opportunity to teach, team-teach, observe, spend time in another classroom or a combination.