

# EDE6015 Professional Experience Placement Guidelines

The expectations of the program vary for each year and placement. This section provides details of preservice teacher activity required during the Professional Experience placement scheduled for the year and aligns these expectations with the Australian Professional Standards for Graduate Teachers.



## EDE6015 Relating and Inquiring in Infant and Toddler Education and Care Contexts - Professional Experience context: Trimester 3 (Third Trimester), 15-Day, Birth-35 mths, supervised Early Childhood setting placement

The preservice teacher will critically inquire into the complex and changing nature of learning with, caring for and educating infants and toddlers. Culturally relevant theoretical approaches and methodological innovations to the study of infants and toddlers are explored. Particular attention will be paid to the impact of government and economic policies and directions on services for infants and toddlers and their families. The preservice teacher will examine their own positionality in working with and relating to families, with a focus on questioning and reframing their existing thinking and practices. Through course work, reflexivity and research, preservice teachers will have the opportunity to develop critical pedagogies for working with infants and toddlers, and critical approaches to planning for relationships, attachment, care and play as the curriculum of everyday life in infant and toddler settings. Interconnections between infants and toddlers and their educators are uncovered along with implications for working ethically and respectfully with their families and communities. Course participants will undertake a Professional Experience placement in an early childhood setting which caters for children birth to 35 months and their families. It is a requirement during this Professional Experience placement to design and implement an Action Research project in collaboration with stakeholders in the placement setting.

### Required experiences:

Throughout this Professional Experience placement, it is expected that the preservice teacher will have daily experience 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 Professional Experience placement

Timing in Professional Experience placement	Required experiences									
	<b>Orientating</b> to site, code of ethics, policies, regulations, environment, individual class(es). The preservice teacher to bring printed copies of • Placement guidelines • Placement report • PE program progression • Course assessment requirements	<b>Observing &amp;</b> documenting • play experiences • room organisation • Supervising Teacher's learning & teaching practices • data collection • decision making based on evidence • 2 children daily using a variety of observation techniques • develop formal observations by including analysis and learning possibilities.	<b>Working</b> with all children as guided by Supervising Teacher • individually • small group • whole group	<b>Attending</b> meetings playground duty, school activities, bus duty, etc. as required by your Supervising Teacher's roster and site requirements	<b>Reflecting</b> on observations, on your planning and teaching and assessing through daily self-reflection records.	<b>Professional learning conversations</b> Discuss insights, queries and concerns from your daily reflections with your Supervising Teacher and USQ Liaison.	<b>Planning</b> learning experiences and resources in negotiation with Supervising Teacher. Share with your Supervising Teacher a minimum of 24 hours in advance of implementation	<b>Collating</b> Preservice teacher's documentation in a folder. Should contain, observations, reflections, feedback, learning plans, resources.	<b>Teaching</b> Preservice teacher will attend the equivalent of a whole school day and participate in the normal routine of the room and Centre. This placement begins with observing the Supervising Teacher (ST), followed by the preservice teacher implementing the ST's plans – and then implementing preservice teacher's own plans with ST guidance.	<b>Portfolio Resource Development Resources include:</b> • Age-appropriate resource and examples of teaching strategies • Transition practices: finger rhymes, songs etc • Practices to support children • Ideas and strategies to support the development of children's social competence, positive behaviour etc. • Programming and planning examples. • Communication and collaboration examples with colleagues focused on data collection, documentation, making judgements and feedback • Internal and external professional learning activities. • Leadership practices
<b>Days 1 - 5</b>	✓	2 children daily Develop 4 observations	✓	✓	✓	✓	✓	✓	3 learning experiences for individual children or small groups	<b>Action Research</b> • conduct situational analysis • identify overall areas of strength and improvement • write an action research plan in response • share plan with Supervising Teacher • implement change through action research • reflect on implementation and document reflection.
<b>Days 6-15</b>	✓	2 Children daily Develop 4 observations	✓	✓	✓	✓	✓	✓	Increased responsibility from 3 exp to half day to full day	

## EDE6015 Final Placement Report

**This document is for reference use only.** You will receive the online final report 3 days prior to the end of placement, this report is to be completed at the end of the supervised placement.

The purpose of this report is to measure the standard that has been achieved by the preservice teacher in relation to the APSTs graduate level relevant for the learning for the year and professional experience course that this Professional Experience placement relates.

USQ programs and courses	Number of days	Year Level/ Course
Master of Learning and Teaching (Early Years)	15	Third Trimester Birth – 35 months Setting

ASSESSMENT SCORES	EVIDENCE FOR THE APST DESCRIPTORS
<b>D</b>	Developing skills and knowledge
<b>A</b>	Achieving skills and knowledge
<b>E</b>	Exceeding skills and knowledge
Please use the expectations of skills and knowledge as a criterion to inform decision making	

Planning effectively - preparation for teaching	APST	D	A	E
Demonstrate and seek an <b>understanding</b> of children's characteristics (familial, cultural, religious, social) through observation, discussion and reflection.	APST 1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate <b>knowledge</b> of teaching strategies that are responsive to the diverse backgrounds of all children including their family (Example: discuss and identify teaching strategies that have been modelled by the early childhood educator) during placement only.	APST 1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate <b>knowledge</b> of strategies that are responsive to all children's learning and development needs (Example: discuss, identify and record strategies that have been modelled by the early childhood educator e.g. Child A needs to go to bed at 11:30am) during placement only.	APST 1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates knowledge</b> of the role of curriculum in planning a learning experience (Example: discuss and identify planning that has been modelled by supervising teacher) during placement only	APST 2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organise</b> the content of the learning experiences into a logical sequence (Example: discuss and identify planning that has been modelled by supervising teacher) during placement only.	APST 2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Uses curriculum and focused observation</b> to design learning experience (Example: discuss and identify planning that has been modelled by supervising teacher) during placement only.	APST 2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section.

Teaching effectively - enactment of teaching	APST	D	A	E
<b>Demonstrates a knowledge</b> of literacy and numeracy teaching strategies within play-based learning experiences (Example: identify strategies within learning experience plan e.g. using finger rhymes).	APST 2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Writes clear learning goals</b> for each planned learning experience.	APST 3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Implements</b> teaching strategies to support children's learning.	APST 3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Uses</b> voice, facial expression, gestures, physical movement and visual cues to engage children in learning during placement only.	APST 3.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Developing a knowledge</b> of strategies that can be used to evaluate learning experience plans through reflective conversations with supervising educator.	APST 3.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interacts</b> with parents/carers and promotes opportunities for parental input to build connections between home and the centre.	APST 3.7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Managing effectively – create safe and supportive learning environments	APST	D	A	E
<b>Identify and records</b> strategies used to ensure all children can participate and actively engage in activities during placement only.	APST 4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates an ability</b> to organise activities and provide clear directions (Example: use both verbal and non-verbal techniques) during placement only	APST 4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Observes and records</b> strategies to manage challenging behaviour during placement only	APST 4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Identify</b> and work within system, curriculum and legislative requirements that support children's wellbeing and safety (Example: Sun safety, wearing hats outside) during placement only	APST 4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section.

Assessing and recording learning	APST	D	A	E
<b>Demonstrates an understanding</b> of informal and informal formative observations to assess student learning during placement only.	APST 5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates an ability</b> to interpret informal and informal formative observations to evaluate student learning (Example: a child was observed being frightened of cellophane paper. Therefore, cellophane will not be used in the next learning experience) during placement only.	APST 5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section.

Professional conduct	APST	D	A	E
<b>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</b>	APST 6.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Understand</b> and apply the key principles described in codes of ethics and conduct for the teaching profession during placement only.	APST 7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Understand</b> the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage during placement only.	APST 7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates</b> professional and respectful interactions with parents/carers using appropriate language, tone and body language (where opportunities are provided)	APST 7.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Understand</b> the role of external professionals and community representatives in broadening teachers' professional knowledge and practice during placement only.	APST 7.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section.

### Overall Comment