

EDU4160 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.



Professional Experience context: 30-day Early Childhood Educational Setting placement

EDU4160 Numeracy, Literacy and STEM in Early Childhood is undertaken in an early childhood education and care setting. The focus of the placement is around perceptive observations of children and the role of these in planning for individual children, small groups and whole class. A Situational Analysis of the service (understanding the setting) will be compiled which will allow you to get to know the centre. Information about the local community and families, the setting, program philosophy, relevant policies and procedures, centre routines and planning expectations for their intentional teaching and the children will be included. A collection of information and documentation that demonstrates children's learning and development is to be prepared over the duration of the professional experience. You are advised to keep copies of all observations, reflections and experience plans for your ongoing development.

Required experiences:

Throughout this Professional Experience placement, it is expected that the pre-service 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	Required experiences									
	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/ Learning Experiences	Collecting PE artefacts in a folder	Teaching	Portfolio Resource Development
	to site, sociocultural environment, individual class(es). Preservice teachers to bring printed copies of: • Placement guidelines • Placement report • Program PE Table.	• play experiences • teaching and learning practices • children's interactions, involvement & participation • routines & transitions • children daily using a variety of observation techniques. • develop formal observations by including analysis and learning possibilities.	with small groups moving to whole group guided by supervising teacher.	meetings playground duty, school activities, bus duty, etc. as required by your supervising teacher's roster and site requirements.	on observations, on your planning and teaching and assessing through daily self-reflection records.	discuss insights, queries and concerns from your daily reflections with your Supervising Teacher and University Liaison.	learning experiences & resources in negotiation with supervising teacher. Share planning with supervising teacher a min of 24 hours in advance of implementation.	should contain, observations, reflections, feedback, learning plans, resources	preservice teacher will attend for equivalent of a full school day and participate in the normal routine of the room and Centre. begin with observing the supervising teacher, followed by the preservice teacher implementing the supervising teacher's plans – then implementing preservice teacher's own plans with supervising teacher guidance.	Exemplars of • play based learning • intentional teaching • routines-indoor and outdoor • teaching and learning practices • the environment • programming and planning examples • transition activities: finger rhymes etc • supporting self-regulating behaviour • age-appropriate resources
Day 1 - 5	✓	2 children daily Develop 2 observations	✓	✓	✓	✓	Plan 2 learning experiences	✓	2 learning experiences with small groups or whole group	✓
Day 6 - 10	✓	2 children daily Develop 4 observations	✓	✓	✓	✓	Plan 4 learning experiences	✓	4 learning experiences with small groups or whole group	✓
Day 11 - 15	✓	2 children daily Develop 4 observations	✓	✓	✓	✓	move towards* planning for whole group for 2 half days	✓	2 half days with whole group	✓
Day 16 - 20	✓	3 children daily Develop 3 observations	✓	✓	✓	✓	move towards* planning for whole group for 2 full days	✓	2 full days for whole group	✓
Day 21 - 25	✓	3 children daily Develop 4 observations	✓	✓	✓	✓	move towards* planning for whole group for 3 full days	✓	3 full days whole group	✓
Day 26 - 30	✓	3 children daily Develop 4 observations	✓	✓	✓	✓	move towards* planning for whole group for 5 full days	✓	5 full days with whole group in negotiation with supervising teacher	✓

* - moving towards – this process occurs through negotiation with the supervising teacher taking into account center practices and pre-service teacher's progress