

ECF3100 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: Third Year, 15 Day, Birth-2-year-old, Early Childhood setting placement

The focus of this placement is upon observing, facilitating and engaging in meaningful interactions to provide rich and stimulating learning environments for individuals and groups of children. This aim of the professional experience is to provide the opportunity for preservice teachers to develop an understanding of working with infant to 2-year old children through a curriculum approach of play, care and attachment. During the placement, preservice teachers will demonstrate an ability to plan, enact and evaluate play-based learning experiences using diverse strategies and resources. A Situational Analysis of the early childhood setting will allow the preservice teacher to get to know and more deeply understand the early childhood service. 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. These are to be used for later reflection and preparation for subsequent professional experiences.

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	Required experiences									
	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/ Learning Experiences	Collecting PE artifacts in a folder	Teaching	Portfolio Resource Development
Day 1 – 5	<ul style="list-style-type: none"> to site, room and sociocultural environment. Preservice teachers to bring printed copies of <ul style="list-style-type: none"> Placement guidelines Placement report Program PE Table Course assessment requirements 	<ul style="list-style-type: none"> play experiences room organisation supervising teacher's learning and 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 	<ul style="list-style-type: none"> with all children as guided by supervising teacher. Individually Small group Whole group 	meetings as required by your supervising teachers 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	<ul style="list-style-type: none"> Learning Experiences and resources in negotiation with supervising teacher. Share with your supervising teacher a min. of 24 hours in advance of implementation. 	<ul style="list-style-type: none"> Preservice teacher's documentation in a folder. Observations, reflections, feedback, learning plans, resources 	<ul style="list-style-type: none"> preservice teacher will attend for the full school day and participate in the normal routine of the room and early childhood service. This placement begins with observing the supervising preservice teacher implementing the supervising teachers plans – and then implementing preservice teacher's own plans with supervising teacher guidance 	<ul style="list-style-type: none"> Resources include: <ul style="list-style-type: none"> Age-appropriate resource and examples of teaching strategies Transition practices: finger rhymes, songs etc. Practices to support diverse children and families 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
Day 6 – 10	✓	2 children daily Develop 4 observations	✓	✓	✓	✓	✓	✓	Observe modelled teaching	<ul style="list-style-type: none"> Course Assessment Conduct situational analysis, data gathering and interpretation through ecological framework. (see ECF3100 Portfolio Item 1) Identify overall areas of strength and improvement in collaboration with supervising teacher Share completed plan of design or re-design with supervising teacher and seek feedback (see ECF3100 Portfolio Item 2)
Day 11 – 15	✓	2 children daily Develop 4 observations	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> 3 learning experiences for individual children or small groups Increased responsibility from 3 learning experiences to half day to full day 	<ul style="list-style-type: none"> Implement design or re-design plan, collecting evidence of implementation. Reflect on implementation and document reflection (to include in Portfolio item 3)

ECF3100 Professional Experience Final 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
Bachelor of Early Childhood Bachelor of Education Early Childhood	15	ECF3100 Contemporary Approaches to Infant and Toddler Curriculum and Pedagogy

ASSESSMENT SCORES	EVIDENCE FOR THE APST DESCRIPTORS
D	Developing skills and knowledge
A	Achieving skills and knowledge
E	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 understanding 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 knowledge 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).	APST 1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge 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).	APST 1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organise the content of the learning experiences into a logical sequence.	APST 2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses curriculum and focused observation to design learning experience.	APST 2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate a knowledge 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"/>

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

Teaching effectively - enactment of teaching	APST	D	A	E
Demonstrates knowledge of the role of curriculum in planning a learning experience	APST 2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes clear learning goals for each planned learning experiences	APST 3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implements teaching strategies to support children's learning.	APST 3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses voice, facial expression, gestures, physical movement and visual cues to engage children in learning.	APST 3.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing a knowledge 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"/>

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

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Assessing and recording learning	APST	D	A	E
Demonstrate an understanding of informal and informal formative (observations) to assess student learning.	APST 5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate an ability 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)	APST 5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Professional Conduct	APST	D	A	E
Seeks constructive feedback in a positive and professional manner and acts upon it.	APST 6.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and appropriate interactions with children.	APST 7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies and understands centre/system organisational processes and policies to own conduct and practice and understands mandatory reporting requirements.	APST 7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates a willingness to participate with staff in a range of activities.	APST 7.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Overall Comment