

EDE3103 Professional Experience Placement Guidelines

The expectations of the program vary for each year and placement. This section provides 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: Second Year, 15-day Kindergarten placement

EDE3103 is the preservice educator's first opportunity for placement in a kindergarten setting. The course provides early childhood educators with the opportunity to develop understanding and awareness of key features and themes of early childhood curriculum, frameworks and approaches. Preservice educators will examine factors that impact on curriculum decision-making and their role in the learning environment. The focus of the kindergarten placement is to bring this theory to life, providing opportunity for pre-service educators to apply feedback from supervising teachers to the planning of age appropriate pedagogical strategies that support child agency, learning and development through play; and respond to the needs of children from diverse backgrounds and learning needs. A collection of information and documentation that demonstrates children's learning and development through play, and the role of the educator in supporting and extending on children's learning, is to be prepared over the duration of the professional experience. Preservice educators are expected to keep copies of all observations, reflections and experience plans. These are to be used for later reflection, documentation to inform assessment, 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 standards and conduct as required by the profession are an inherent requirement of this Professional Experience placement.

Required experiences										
Timing in Professional Experience	Orientating	Observing and documenting	Working	Attending	Reflecting	Professional learning conversations	Planning/Learning Experiences	Collecting PE artefacts in a folder	Teaching	Portfolio Resource Development
Day 1	<ul style="list-style-type: none"> Settle environment individual bases(es). Students to bring printed copies of: <ul style="list-style-type: none"> Placement guidelines Placement report Program PE Table. Conduct a situational analysis Collect background info to develop child profiles 	<ul style="list-style-type: none"> Obs - Fly experiences involving focus students- 1/FC Utilise the LS template Adhere to mandating reporting requirements 2 Learning Stories (LS)/day with FC'n 	<ul style="list-style-type: none"> With all children/families. Obv Eng/int. Routines Positive relational practices 	<ul style="list-style-type: none"> Meetings/Professional conversations with peers In-service Professional Development 	<ul style="list-style-type: none"> On observations On your planning and teaching and assessing through daily self-reflection records UNISO EC Model of CR 	<ul style="list-style-type: none"> Identify 1-2 learning goals for FC'n Ongoing daily Prof Conv's with staff/mentor on a key topic e.g. Discuss impact of student/culture on identity and planning 	<ul style="list-style-type: none"> Creates 2 LE/day (FC) or distinct LS's from previous day and emergent interests & child input Adopt a play-based pedagogical approach Integrate a range of AAP's Integrate ICT's into literacy/ numeracy 	<ul style="list-style-type: none"> Should contain observations, reflections, feedback, lesson plans, resources Details on child profiles for FC'n (make notes on child strengths/ interests etc.) 	<ul style="list-style-type: none"> Teaching and planning for experiences. Supporting Early Education Teacher when the following will occur: <ul style="list-style-type: none"> Drawing from 2 focus students learning stories observations identify possible support or extension learning experiences Planning for teaching learning experiences Utilise the EDE3103 LE Template 	<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 children's Plans and strategies to support the development of children's social competence; positive behaviour etc. Week 2: <ul style="list-style-type: none"> Examples of contextual curriculum use Documentation of student learning Sustainable practices Inquiry strategies with links to OKLG, or interstate EYLF.
Day 2 – 5	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> Ensure Obs/LS are shared with mentor (2/day) 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> Share planning and seek daily feedback 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> Day 5 report 	<ul style="list-style-type: none"> Ensure plans are shared with teacher previous day or the morning of LE. Teach 2 learning experiences per day (incl. focus children) 1 whole group exp/day 	<ul style="list-style-type: none"> Seek examples of communication about the importance of play for EDE31030 assessment task 3.
Day 6 – 10		<ul style="list-style-type: none"> 2 LS/day Use mosaic approach 	<ul style="list-style-type: none"> Increase resp. 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> Co-construct LE and planning with children Use variety of AAP's 	<ul style="list-style-type: none"> ✓ 		
Day 11 – 15		<ul style="list-style-type: none"> 2 LS/day Use mosaic approach 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓ 		<ul style="list-style-type: none"> PE Report 	<ul style="list-style-type: none"> Built to develop and teach half day program 	

EDE3103 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	Year 2 EDE3103 Perspectives of Early Years Curriculum, Play 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 awareness of children's learning and development needs through observation and documentation.	APST 1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate awareness of teaching strategies that are responsive to children's learning and development from diverse backgrounds (Example: discuss and identify teaching strategies that have been modelled by the teacher)	APST 1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate awareness of differentiation strategies that are responsive to all children's learning and development needs (Example: discuss and identify strategies that have been modelled by the teacher).	APST 1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organise the content of learning experiences into a logical sequence.	APST 2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses curriculum and assessment (focused observations) to design learning experiences.	APST 2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate an awareness of literacy and numeracy teaching strategies within play-based learning experiences. (Example: discuss and identify strategies with supervising teacher).	APST 2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes clear learning goals for each planned learning experiences (Example: drawing from observations identify possible learning goals for a focus child).	APST 3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan learning experience sequence using knowledge of student learning, content and effective teaching strategies (Example: student A, interest in Dinosaurs across a week).	APST 3.2	<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.

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Teaching effectively - enactment of teaching Please leave blank if unable to assess in the kindergarten context	APST	D	A	E
Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	APST 1.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates awareness of the role of curriculum in planning a learning experience	APST 2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trials teaching strategies to support children's learning.	APST 3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate a knowledge of resources, including ICT, to engage children in learning.	APST 3.4	<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 teacher.	APST 3.6	<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.

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Managing effectively – create safe and supportive learning environments	APST	D	A	E
Identify and records strategies used to ensure all children can participate and actively engage in 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 preventative, supportive and corrective 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"/>

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

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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.	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.

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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 students.	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.	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