

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.

| 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 |
| | to site, sociocultural environment, individual class(es). Preservice teachers to bring printed copies of: <ul style="list-style-type: none"> Placement guidelines Placement report Program PE Table. | <ul style="list-style-type: none"> 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 supervised by teacher. | meetings playgroup duty, school activities, bus duty, etc. as required by your supervising teacher's roster and site requirements. | on observations, on your planning 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 <ul style="list-style-type: none"> 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

EDU4160 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 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 placement relates.

| USQ programs and courses | Number of days | Course Code & Title |
|--|----------------|--|
| Bachelor of Early Childhood. Graduate Diploma for Early Childhood Education and Care. Graduate Certificate for Early Childhood Education and Care. | 30 | EDU4160 Numeracy, Literacy and STEM in Early Childhood |

| 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 | D | A | E |
|---|--------------------------|--------------------------|--------------------------|
| Develops observations of children's learning and development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Analyses children's learning and development to inform the planning of effective learning experiences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Plans play-based learning experiences that respond to children's interests, abilities and needs | <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 | D | A | E |
|---|--------------------------|--------------------------|--------------------------|
| Demonstrates an awareness of pedagogies and practices that support children's numeracy, literacy and STEM development. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Implements teaching strategies to engage children in relevant learning experiences that are responsive to individuals and small groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | |
|--|--------------------------|--------------------------|--------------------------|
| Implements resources that support children's learning (example identifies resources to support learning goals within a learning experience). | <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.

| Managing effectively – create safe and supportive learning environments | D | A | E |
|--|--------------------------|--------------------------|--------------------------|
| Uses a range of resources to support inclusive student participation and engagement in learning including safe and ethical use of ICT. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates an ability to organise activities and provide clear directions within short learning experiences, transitions, and routines (Example: use both verbal and non-verbal techniques). | <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 | D | A | E |
|--|--------------------------|--------------------------|--------------------------|
| Receives constructive feedback in a positive and professional manner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Applies key principles of codes of conduct and ethics for teachers through professional communication and conduct and awareness of duty of care. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Acts appropriately according to school/system organisational policies and processes. | <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

EXAMPLE