

# EDU2199 Play and Play Based 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: Second Year, 15-day placement in the year prior to formal schooling: referred to as Kindergarten in Queensland.

EDU2199 Play and Play Based Professional Experience is the second professional experience and the first opportunity to visit an early childhood education and care setting. The focus of this kindergarten placement is to apply pedagogical strategies that support child agency, learning and development through play responding to the needs of children from diverse backgrounds and learning need. During the placement, preservice teachers will demonstrate an ability to observe, interpret, plan and enact play-based learning experiences to meet children's needs. 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 expected to keep copies of all observations, reflections and experience plans. 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 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	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.	<ul style="list-style-type: none"> <li>teaching and learning practices.</li> <li>assessment and feedback,</li> <li>children's interactions, involvement and participation routines</li> <li>observe children daily using a variety of techniques.</li> <li>Develop formal observations by including analysis and learning possibilities.</li> </ul>	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, 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 with supervising teacher a min of 24 hours in advance of the teaching.	Observations, reflections, feedback, learning plans, resources	preservice teacher will attend for the full school day and participate in the normal routine of the room and Centre. This placement begins with observing the supervising teacher, followed by the preservice teacher implementing the supervising teacher's plans – and then implementing preservice teacher's own plans with supervising teacher guidance. Negotiate with your Supervising EC Teacher and aim to • Draw on formal observations to develop learning experiences. • Plan to enact learning experiences. • Work towards taking a half day	Exemplars of • Play based learning • Intentional teaching • Routines-indoor and outdoor • teaching and learning practices • the environment • assessment and feedback • transition activities • supporting self-regulating behaviour • age-appropriate resources
Day 1 - 5	✓	2 children daily Develop 3 observations	✓	✓	✓	✓	✓	✓	2 learning experiences	Collect resources as outlined by course materials. These include: • Situational analysis. • observations of focus children. • programming and planning examples with links to the EYLF. • data collection. • making judgements
Day 6 – 10	✓	2 children daily Develop 4 observations	✓	✓	✓	✓	✓	✓	4 learning experiences	
Days 11 - 15	✓	2 children daily Develop 4 observations	✓	✓	✓	✓	✓	✓	Building to half day	

## EDU2199 Play and Play Based Professional Experience Final Report

**This document is for reference use only.** 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 placement relates.

UNISQ programs and courses	Number of days	Year Level/Course
Bachelor of Education Early Childhood	15	2ndYear EDU2199 Play and Play Based Professional Experience

ASSESSMENT SCORES	EVIDENCE FOR THE APST DESCRIPTORS
D	<b>Developing</b> skills and knowledge
A	<b>Achieving</b> skills and knowledge
E	<b>Exceeding</b> 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
<b>Demonstrate awareness</b> of children's learning and development needs through observation and documentation.	APST 1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Uses</b> curriculum and assessment (focused observations) to design age-appropriate learning experiences	APST 2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Sets</b> learning goals that cater for individual children's varying abilities and characteristics (Example: drawing from observations identify possible learning goals for a focus child)	APST 3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Plan</b> learning experience sequence using knowledge of student learning, content and effective teaching strategies (Example: 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.

<b>Teaching effectively - enactment of teaching</b>	<b>APST</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>Demonstrates awareness</b> of the role of curriculum in planning a learning experience	APST 2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Implements</b> some teaching strategies to support children's learning	APST 3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Trials</b> the use of a range of resources, including ICT, to engage children in learning.	APST 3.4	<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.	APST 3.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Engages</b> in reflective conversations with co-educators that evaluates documentation and practice.	APST 3.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Receives</b> constructive feedback in a positive and professional manner and acts upon it promptly.	APST 6.3	<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.

<b>Managing effectively – create safe and supportive learning environments</b>	<b>APST</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>Observes and records</b> 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"/>
<b>Observes and records</b> preventative, supportive and corrective strategies to support appropriate behaviours	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)	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.

Assessing and recording learning	APST	D	A	E
<b>Demonstrate an understanding</b> of informal and informal formative (observations) to assess student learning.	APST 5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrate 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)	APST 5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Discusses</b> student achievement with the supervising teacher and is familiar with the reporting procedures and policies.	APST 5.5	<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.

Professional conduct	APST	D	A	E
<b>Applies</b> 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"/>
<b>Understands and applies</b> centre/system organisational processes and polices to own conduct and practice.	APST 7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates</b> a willingness to participate with staff in a range of activities.	APST 7.3	<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**