

EDU2299 Perspectives of Early Years 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 an Early Childhood Context with children aged 3 – 5 years.

EDU2299 Perspectives of Early Years Professional Experience is the third professional experience and second opportunity to visit an early childhood education and care setting. This course provides early childhood educators with the opportunity to extend their understanding and awareness of key features of early childhood curriculum, frameworks, and approaches. The course extends upon pre-service educator's understandings of historical and contemporary theories of play and pedagogy, and how this can impact learning, teaching, and assessment. Focus will be given to the role of educators in developing and managing learning environments, to ensure that all facets of children's educational experiences contribute to continuity of learning and development and positive transitions. A Situational Analysis of the service (understanding the setting) will be compiled which will allow you to get to know the centre. 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"> teaching and learning practices. assessment and feedback, children's interactions, involvement and participation routines observe children daily using a variety of 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, 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 teaching opportunities. • 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	✓	✓	✓	✓	✓	✓	3 learning experiences with focus children	Collect resources as outlined by course materials. These include:
Day 6 – 10	✓	2 children daily Develop 5 observations	✓	✓	✓	✓	✓	✓	3 learning experiences with focus children 2 whole group learning exp	Situational analysis. observations of focus children. programming and planning examples with links to the EYLF. data collection. making judgements
Days 11 - 15	✓	2 children daily Develop 3 observations	✓	✓	✓	✓	✓	✓	1 whole group exp/day Building to develop and teach a half day program.	

EDU2299 Perspectives of Early Years 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	2nd Year EDU2299 Perspectives of Early Years Professional Experience

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
Demonstrates an awareness of students' needs including the range of ways children learn as evidenced in approaches to lesson planning (Example: Inquiry plan within science lessons)	APST 1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of teaching strategies that are responsive to the diversity of all children in the classroom (Example: reflect upon and record the selection of teaching strategies modelled by the supervising teacher, identify teaching strategies within lesson plans)	APST 1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of appropriate differentiation of content and/or teaching and learning strategies and/or resources that cater for differing ability levels. (Example: differentiated strategies identified in learning experience plans for individual children)	APST 1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organises lesson content and teaching and learning strategies into a logical sequence over a series of learning experiences	APST 2.2	<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.

Teaching effectively - enactment of teaching	APST	D	A	E
Demonstrates accurate knowledge through an articulation and effective explanation of the lesson content effectively to students and can answer content-related questions from students	APST 2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implements a range of teaching strategies to support children's learning	APST 3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trials the use of some learning resources, including ICT, aimed at engaging students in their learning.	APST 3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trials 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 lesson plans through reflective conversations with supervising teacher.	APST 3.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses feedback from supervising teacher/s and other observers to reflect on learning progression and identify strengths and weaknesses and implement strategies to aid progress.	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.

Managing effectively – create safe and supportive learning environments	APST	D	A	E
Identifies 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: routines and transitions)	APST 4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and uses approaches to support appropriate behaviours.	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.

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"/>
Considers the types of evidence required to effectively evaluate children's 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.

Professional conduct	APST	D	A	E
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"/>
Understands and applies 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