

EDU3199 Infant and Toddler 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, 10-day placement in an Early Childhood Context with children aged Birth – 35 months.

EDU3199 Infant and Toddler Professional Experience is the fourth professional experience and third opportunity in an early childhood context. 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 3-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 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: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Draw on formal observations to develop teaching opportunities. Plan to enact learning experiences. 	Exemplars of <ul style="list-style-type: none"> 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 4 observations	✓	✓	✓	✓	✓	✓	Observe modelled interactions. 3 learning experiences with focus children	Course Assessment Conduct situational analysis, data gathering and interpretation through ecological framework. 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 EDU3199 Portfolio of Work).
Day 6 – 10	✓	2 children daily Develop 6 observations	✓	✓	✓	✓	✓	✓	4 learning experiences with focus children or small groups.	Implement design or re-design plan, collecting evidence of implementation. Reflect on implementation and document reflection.

EDU3199 Infant and Toddler 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	10	EDU3199 Infant and Toddler 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
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"/>
Demonstrates culturally responsive interactions and intentional teaching strategies when working with children and families	APST 1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is aware of the need to differentiate teaching to meet the different learning needs of all students.	APST 1.5	<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
Implements several teaching strategies to engage children in relevant learning experiences that are responsive to individuals and small groups.	APST 2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes learning goals for students of varying abilities and characteristics	APST 3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implements some 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"/>
Engages in reflective conversations with co-educators that evaluates documentation and practice.	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
Observes 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 use both verbal and non-verbal techniques to manage the learning environment and children's participation	APST 4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observes and records preventative, supportive and corrective strategies 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
Uses a range of observational and theoretical tools to assess children's learning and development.	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
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 polices 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