

EDU10001

Introduction to curriculum
planning and assessment

Practicum 1

Bachelor of Education (Early Childhood/Primary
& Early Childhood Teaching)

Placement Expectations and Requirements

Required days

20 days full time

Required Setting

Early Childhood Setting
2-5 years old



Overview

This is the first Professional Experience Unit of the Bachelor of Education (Early Childhood/Primary & Early Childhood Teaching). Pre-service Teachers are to complete 20 days of supervised professional experience. In preparation for their professional experience, Pre-service teachers will engage with unit materials that prepare them for professional experience, introducing them to curriculum planning and assessment.

The role of the Mentor in the professional setting is crucial to both the University and the Pre-Service Teacher in facilitating and supporting professional experience. We acknowledge and appreciate the significant time devoted to this task by mentors. We hope that the information contained in this document, clarifies and assists in defining this role, so that this experience is rewarding for all parties.

It is the responsibility of the Mentor to guide and support PSTs to achieve the placement expectations outlined below:

Preparation / prior to placement:

- Communicate prior to the commencement of placement.
- Discuss arrival time and dates and other relevant issues.

Prepare to discuss expectations:

- Read the Swinburne Professional Experience Handbook.
- Familiarise yourself with the AITSL standards assessed in the Professional Experience Report.
- PST's Develop and maintain a neat and organised professional experience folder.
- PST's prepare and maintain an accurate attendance diary (PSTs are to complete a minimum of 7.5 hours per day excluding breaks).
- The time varies from setting to setting. Therefore, you must discuss this with your mentor and reach an agreement. You need to remain in the setting for planning/assessment and any related activities.

At all times:

- Understand and uphold the expectations for professional conduct (e.g. being punctual, dressing appropriately etc.)
- Establish and maintain professional relationships with students, staff and families.
- Assist with daily routines and engage in all aspects of the curriculum.
- Demonstrate initiative by asking for opportunities to assist where possible.
- Assist with daily routines and support teaching and learning of individual students and small groups.

Supportive resources:

Should you have any queries and/or concerns at any time throughout the practicum, please contact Swinburne University, Professional Experience Office on **(03) 9214 5788** or **eduplacements@swin.edu.au**

Week-by-week teaching expectations

Pre-service teacher expectations

Day 1 – 5

- Set goals for your professional experience before the commencement of placement. Discuss goals with your mentor and identify support you may require.
- Establish professional relationships with children, staff and families.
- In consultation with your mentor teacher to identify a focus child (or focus children) for observation and planning. You must gain parental permission before starting observation.
- Start observation of the focus child or children. You are required to conduct at least three observations for your assessment. However, you are to complete as many observations as possible to gain experience. You should observe the child in different situations outdoor, indoor and routine experiences.
- Familiarise yourself with all aspects of the curriculum.
- Ask questions about how particular learning experiences are planned, implemented and assessed with your mentor.

Day 6 – 10

- In consultation with your mentor, plan and implement at least one lesson plan.
- Use planned teaching strategies to support learning. On this placement, PST will develop and implement at least four lesson plans for the focus child/ children using Swinburne Template (**two literacy focused, and two numeracy focused**). Record observations about how children engage in the planned experience.
- Record reflections about communication and relationships with children, families and teachers.
- Readjust or set (new) goals for the remaining days of your professional experience in consultation with your Mentor.
- Initiate a meeting with your Mentor to complete the Interim Progress Report by the end of this week.
- Save a copy of the Interim Report for your personal records.

Supervising teacher (mentor) expectations

- Welcome and introduce PST to children, families and staff. Discuss strategies to assist the PST in establishing relationships with students and families.
- Discuss expectations, routines and key policies, procedures and documents.
- Assist PST to identify a focus child for observation and planning.
- Provide opportunities and strategies for documenting observations. PSTs are required to conduct at least 3 observations for their assignment, however as many as possible during placement.
- Discuss individual children's strengths, needs and interests.
- Where possible, share current planning documents with the PST.
- Provide feedback on verbal and non-verbal communication and observations.
- Support and guide the development of lesson plans. On this placement, PST will develop and implement at least four lesson plans for the focus child/children using Swinburne Template (two literacy focused and two numeracy focused). PST should have developed, implemented and evaluated at least one lesson plan by the end of this week.
- Provide constructive feedback on all aspects of teaching and set goals for the remaining days.
- Schedule a meeting with the PST to complete the Interim Progress Report by day 10 this week.
- Save a copy of the Interim Report for your personal records.

Week-by-week teaching expectations

Pre-service teacher expectations

Supervising teacher (mentor) expectations

Day 11 – 15

- Take increased responsibility for planning and implementing learning experiences.
- Embed a range of intentional teaching strategies within your practice, with the support and guidance of your Mentor.
- Make sure that you take the time to critically reflect on all aspects of your professional experience and make conclusions about what has worked, not worked, key learning and insights.
- Continue to observe children's learning.
- In consultation with your mentor, plan and implement at least one learning experience.
- You must use Swinburne learning plan template for planning
- With the support of your Mentor evaluate your learning plans.
- Seek ongoing feedback from your Mentor.

- Provide support to assess learning.
- Provide feedback on learning plans and effectiveness of teaching.
- Provide opportunities for the PST to take increased responsibility for routines and experiences.
- This week, PST should have developed, implemented and evaluated lesson plans by the end of this week.
- Comment on PST's implemented learning experience and support PST evaluating the experience.
- Ongoing discussion and support with behaviour guidance.

Day 16 – 20

- Record reflections about professional strengths and challenges.
- In consultation with your mentor, plan and implement the remaining lesson plans, if not already completed.
- Discuss with your Mentor regarding your goals and achievement. Identify professional strengths and needs.
- Make a time to meet with your Mentor to review your goals for this placement, set goals for your future placement, and complete the final report.
- Negotiate and schedule any missed days.
- Schedule a meeting with the mentor to complete and submit the Final Report on the last day of placement. Save a copy of the Final Report for your personal records.

- Ongoing discussion and support with behaviour guidance.
- Comment on PST's implemented lesson plans and support PST evaluating the experience.
- Negotiate and schedule any missed days.
- Provide constructive feedback on all aspects of teaching and set goals for future development.
- In collaboration with the PST complete and submit the Final Report on the last day of placement (Day 20).
- Save a copy of the Final Report for your personal records.

Section 1 Planning for learning and teaching

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EDU20006/53

EDU30003/27

EDU40012/06

1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of learners and how these may affect learning. (NQS Quality Area 5)	●	●	●	●
1.2 Demonstrate knowledge and understanding of research into how learners learn and the implications for teaching		●	●	●
1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds		●	●	●
1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of learners across the full range of abilities				●
2.2 Organise content into an effective learning and teaching sequence		●	●	●
2.3 Use curriculum, assessment and reporting knowledge to design learning experiences, learning sequences and lesson plans. (NQS QA1)	●	●	●	●
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.		●	●	●
3.1 Set learning goals that provide achievable challenges for learners of varying abilities and characteristics.		●	●	●
3.2 Plan lesson sequences using knowledge of learners' learning, content and effective teaching strategies.		●	●	●

Section 2 Teaching Effectively

1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of learners from Aboriginal and Torres Strait Islander backgrounds. (NQS Quality Area 1)	●	●	●	●
2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. (NQS Quality Area 1)	●	●	●	●
2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. (NQS Quality Area 6)	●	●	●	●
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for learners.			●	●
3.3 Include a range of teaching strategies. (NQS Quality Area 1)	●	●	●	●
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage learners in their learning. (NQS QA 1)	●	●	●	●
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support learner engagement. (NQS QA 3)	●	●	●	●
3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve learners' learning			●	●
3.7 Describe a broad range of strategies for involving parents/carers in the educative process.				●

Section 3 Creating and Maintaining Supportive Learning Environments

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1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of learners with disability				●
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities		●	●	●
4.2 Demonstrate the capacity to organise classroom activities and provide clear directions. (NQS QA3)	●	●	●	●
4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.		●	●	●
4.4 Describe strategies that support students' wellbeing and safety working within learning contexts and/or system, curriculum and legislative requirements. (NQS QA2)	●	●	●	●
4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching		●	●	●

Section 4 Assessing and Providing Feedback for Learning

5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess learners' learning. (NQS QA1)	●			
5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to learners about their learning.		●	●	●
5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of learners' learning.			●	●
5.4 Demonstrate the capacity to interpret learner assessment data to evaluate learners' learning and modify teaching practice. (NQS QA1)	●	●	●	●
5.5 Demonstrate understanding of a range of strategies for reporting to learners and parents/carers and the purpose of keeping accurate and reliable records of learner achievement.			●	●

Section 5 Demonstrating Professional and Ethical Conduct

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6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs. (NQS Quality Area 5)	●	●	●	●
6.2 Understand the relevant and appropriate sources of professional learning for teachers.			●	●
6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	●	●	●	●
6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved learners' learning.			●	●
7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	●	●	●	●
7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school/learning setting stage	●	●	●	●
7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers		●	●	●
7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.				●