

EDU20053

**Curriculum, Planning and Assessment
Practicum 2
Bachelor of Education
(Early Childhood Teaching)**

**Placement Expectations
and Requirements**

Required days

20 days full time

Required Setting

Early Childhood Setting
(Ages 2 – 5)



Overview

This is the second Professional Experience Unit of the Bachelor of Education (Early Childhood Teaching) course. Pre-service teachers (PSTs) are required to complete 20 days of supervised professional experience within the allocated teaching block. In preparation for their professional experience in services, PSTs will engage with unit materials focusing especially on curriculum, planning and assessment. Whilst on professional experience, PSTs are expected to involve themselves in the life of the service and reflect on their practice and performance in consultation with their Mentor. At the discretion of

the mentor, PSTs will be introduced to teaching through individual and small group work, progressing to planning and teaching whole class lessons.

The role of the Mentor in the professional setting is crucial to both the University and the PSTs 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.

Preparation / prior to placement:

- Communicate prior to the commencement of placement.
- Discuss arrival time and dates.
- Establish a neat and organised professional experience folder.
- Prepare a reflective journal (paper or online) to use for daily classroom observations and reflective practice

Prepare to discuss expectations:

- Read the Swinburne Professional Experience Handbook.
- Familiarise yourself with the National Quality Standards (NQS) and the Australian Professional Standards for Teachers (APST) in the Professional Experience Report.
- PSTs develop and maintain a neat and organised professional experience folder.
- PSTs prepare and maintain an accurate attendance diary, which is to be signed off by the Supervising teacher/mentor. PSTs are to complete a minimum of 7 hours per day excluding breaks

Arrange a plan for week 1 including:

- Complete an induction.
- PSTs to familiarise themselves with the school's policies and procedures.
- Mentor and PST to review all of the unit assessment tasks and Professional Experience Report prior to commencing professional experience.

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.
- Actively participate in all aspects of the school life

when appropriate (e.g., extra-curricular activities, staff meetings, etc.).

- 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.
- Establish and maintain professional relationships with students, staff and families.
- Actively participate in all aspects of the EC setting life when appropriate. This includes attendance at extra-curricular activities i.e staff meetings.
- 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.

Supervising Teacher/Mentor is expected to:

- Provide constructive feedback on all aspects of teaching and encourage reflective practice.
- Negotiate planning time
- Schedule regular meetings to discuss planning and progress.
- Provide ongoing, honest and constructive feedback.
- Observe and assist with planning and observations.
- Assess, evaluate and record student learning.
- Share current and prior planning documents, including observations and planning. provide ongoing, honest, and constructive feedback.
- PST progresses through the placement, they are expected to develop and build on the expectations in outlined in prior days.

Week-by-week teaching expectations

Pre-service teacher expectations

Supervising teacher (mentor) expectations

Day 1 only

- Establish a professional relationship with your Mentor, children, staff, and families
- Familiarise yourself with the setting, including expectations, timetables, and policies
- Liaise with Mentor for planning and practicum goal setting
- Observe practice (plan to collect evidence)

- Welcome student
- Introduce Pre-service Teacher to children, families, and staff
- Discuss practicum expectations with PST and establish practicum goals
- Discuss planning and preparation for week 1

Day 2 – 5

- Scaffold learning with individual children
- Support small group work
- Support the teaching of the whole group
- Observe and record the teaching and management strategies used by your Mentor
- Identify and record the individual needs of the children
- Establish a neat and organised professional experience folder
- Observe and discuss with Mentor, how pre-literacy and pre-numeracy experiences are included in the program (provide 1 observation of literacy and 1 for numeracy- 2 in total)

- Discuss individual children's development, interests, needs and relevant background information
- Discuss strategies for teaching children from diverse cultural backgrounds including Aboriginal and Torres Strait Islander children (this can be hypothetical if they are not represented in the class).
- Provide opportunities for the PST to scaffold learning with individual children, support small group work and support the planning/teaching of whole class lessons
- Schedule a meeting with the PST by the end of the first week to discuss progress and establish goals for the following week

Week-by-week teaching expectations

Pre-service teacher expectations

Day 6 – 10

- Plan using the Swinburne template and implement approximately three whole group sessions
- Trial a range of management strategies, as modelled by Mentor
- Provide feedback to children
- Actively participate in all aspects of the service life including extra curricula activities, professional learning etc.
- Continue to reflect on your practice and ask your Mentor for feedback about all aspects of your teaching practice including your planning and communication with children, staff, and families
- **Collaborate with your mentor to complete the Interim Progress Report on day 9 – 10.**

Supervising teacher (mentor) expectations

- Provide opportunities for the PST to take increased responsibility for group sessions – Approximately three in this week.
- Support and guide the planning and development of planning, help to interpret observations, share knowledge, question PSTs intentions, and discuss ideas.
- Provide constructive feedback on all aspects of teaching and set goals for the remaining two weeks
- **Schedule a meeting with the Pre-service Teacher to complete the Interim Progress Report on day 9 – 10.**

Day 11 – 20

- Plan and teach the group for 10-12 hours per week. Plan and implement a literacy and numeracy experience in this time. (upload 5 per week to canvas)
- Evaluate your second professional experience and set goals for future development
- Record critical reflections about professional strengths and challenges
- Negotiate and schedule any missed days

- Provide opportunities for the Pre-service Teacher to take increased teaching responsibility Approx. 10-12 hours in a range of Key Learning Areas (where possible)
- 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 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

EDU10001

EDU20053

EDU30003

EDU40006

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 (NQS Quality Area 5)		●	●	●
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 (NQS Quality Area 1)		●	●	●
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 (NQS Quality Area 1)				●
2.2 Organise content into an effective learning and teaching sequence (NQS Quality Area 1)		●		●
2.3 Use curriculum, assessment and reporting knowledge to design learning experiences, learning sequences and lesson plans (NQS Quality Area 1)	●	●		●
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas (NQS Quality Area 1)		●	●	●
3.1 Set learning goals that provide achievable challenges for learners of varying abilities and characteristics (NQS Quality Area 1)			●	●
3.2 Plan lesson sequences using knowledge of learners' learning, content and effective teaching strategies (NQS Quality Area 1)		●	●	●

Section 2 Teaching Effectively

1.4 Demonstrate broad knowledge and understanding of the 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 (NQS Quality Area 1)				●
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 Quality Area 3)	●	●	●	●
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support learner engagement (NQS Quality Area 5)	●	●		●
3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve learners' learning (NQS Quality Area 1)				●
3.7 Describe a broad range of strategies for involving parents/carers in the educative process (NQS Quality Area 6)				●

Section 3 Creating and Maintaining Supportive Learning Environments

	EDU10001	EDU20053	EDU30003	EDU40006
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	●	●	●	●
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		●	●	●
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.	●	●	●	●
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.	●	●		●
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

EDU10001

EDU20053

EDU30003

EDU40006

6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	●	●	●	●
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.				●