

EDU30003

**Curriculum, Planning and Assessment for
Infants**

Practicum 3

Bachelor of Education (Early Childhood Teaching)

Placement Expectations and Requirements

Required days

20 days full time

Required Setting

Early Childhood Setting

0-2 years old



Overview

This is the third Professional Experience Unit of the Bachelor of Education (Early Childhood) that requires Pre-Service Teachers (PSTs) to complete 20 days of supervised professional experience within the allocated teaching block. In preparation for professional experience in early childhood settings, PSTs will engage with unit materials that will introduce you to curriculum planning and assessment for infants in early childhood education. Teachers are expected to take a large percentage of full class teaching at this stage of their course.

The role of the Supervising Teacher/Mentor in the professional setting is crucial to both the University and the PST in facilitating and supporting professional experience. We acknowledge and appreciate the significant time devoted to this task by upervising Teacher/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.
- 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 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.

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

Day 1-10

Pre-service teacher expectations

- Discuss your goals and assessment/requirements with mentor teacher
- Familiarise self with the setting and relevant policies, documents and procedures
- Establish relationships with children, staff and families
- Support learning of individual children
- Support small group play
- Under supervision, participate in routines including nappy changing, meal and rest times
- Document observations of children's learning in different play areas/places and different times including routines. You are expected to have completed at least **5 written observations** of the children both group and individuals to inform your planning
- Develop, implement and evaluate at least 1 learning plan using the Swinburne Planning Template
- Identify and record children's interests and strengths. (Please note: You are expected to work with a small group of children)
- Record reflections on your professional conduct, communication and relationships with children, families and teachers
- Towards the end of the first week, you should have developed, implemented and evaluated your first plan (using Swinburne Learning Plan template). Ask your mentor to evaluate, and provide feedback and suggestions to inform your next plans
- Schedule a meeting with Mentor Teacher to discuss progress by the end of each week.
- Complete the interim report on the last day (Day 10)
- Save a copy of the interim report for your records

Supervising teacher/ Mentor expectations

- Introduce Pre-service Teacher (PST) to children, families and staff, centre philosophies, relevant policies, regulations and general practices
- Discuss individual children's development, interest, routines, needs and relevant background information
- Support participation in nappy, sleep and meal routines
- Share prior and current planning documents with the Pre-service Teacher
- PST is expected to have completed at least 5 written observations of the children both group and individuals to inform the first plan based on which the preservice teacher will develop sequential plans
- By the end of the second week, PST should have developed, implemented and evaluated at least 1 learning plan using the Swinburne Planning Template
- Provide feedback on the learning experience plan. The feedback will support PST to develop the next plan
- Provide opportunities for the PST to take increased responsibility for the curriculum
- Support the planning of the curriculum; help to interpret observations, share knowledge, question PST's intentions and discuss ideas
- Provide prompts to encourage reflective practice
- Meet with the pre-service teachers by the end of each week and provide constructive feedback on all aspects of teaching and set goals for the following week.
- If PST is making UNSATISFACTORY progress, please contact Swinburne Professional Experience Office immediately.
- Complete the interim report on the last day (Day 10) , share feedback with the PST

Week-by-week teaching expectations

Day 11-20

Pre-service teacher expectations

- Reflect on the interim report feedback and take actions to address the identified areas for improvement in the second half of your placement.
- Develop and implement at least one new learning experience plan based on your evaluation of the first learning experience plan and mentor feedback
- Evaluate the learning experience plan and assess the children's learning
- Interact with families in a professional manner during drop off and pick up times
- Continue to observe children's learning and share your observations with your mentor and other educators, if appropriate
- Discuss with your mentor teacher what taking full responsibility for the curriculum looks like in your placement room, ensuring you both have a shared understanding.
- Discuss with your mentor teacher about how you can contribute to the room program planning
- **Take full responsibility for the curriculum for the full 5 days**
- Document children's participation and learning in the planned curriculum in a format that can be shared with children's families and other teachers e.g. narratives, photographs, learning stories
- Discuss with your mentor teacher about developmental expectations, children's wellbeing, and behaviour guidance
- Negotiate and schedule any missed days
- Organise a time with your mentor teacher to complete the Final Report
- Complete the Final Report on the last day (Day 20)
- Save a copy of the Final Report for your personal records

Supervising teacher/ Mentor expectations

- Provide feedback on the implementation of the learning experience plan
- Discuss the relationships between developmental expectations, children's wellbeing, and behaviour guidance
- Share any relevant data such as growth charts, guidelines or important background information that may inform the planning and assessment of children's learning
- Collaborate with the PST to finalise learning experience plans. PST will develop and Implement at least 1 sequenced plan using Swinburne learning plan template.
- Provide opportunities for the PST to take full responsibility for the curriculum for the last week. Discuss with PST regarding what taking full responsibility for the curriculum entails within the room.**
- Provide opportunities for the PST to contribute to the room program planning and documentation.
- Provide feedback on plans, documentation and effectiveness of teaching
- Provide support in the evaluation of plans and the assessment of learning
- Negotiate and schedule any missed days
- Provide constructive feedback on all aspects of teaching and set goals for future development
- Complete the Final Report on the last day (Day 20), ideally in discussion with the PST.

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 Q5)	●	●	●	●
1.2 Demonstrate knowledge and understanding of research into how learners learn and the implications for teaching (NQS Q5)		●	●	●
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 Q1)		●	●	●
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 Q1)			●	●
2.2 Organise content into an effective learning and teaching sequence (NQS Q1)		●		●
2.3 Use curriculum, assessment and reporting knowledge to design learning experiences, learning sequences and lesson plans (NQS Q1)	●	●		●
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas (NQS Q1)		●	●	●
3.1 Set learning goals that provide achievable challenges for learners of varying abilities and characteristics (NQS Q1)			●	●
3.2 Plan lesson sequences using knowledge of learners' learning, content and effective teaching strategies (NQS Q1)		●	●	●

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 Q1)	●	●	●	●
2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area (NQS Q1)	●	●		●
2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages (NQS Q6)	●	●	●	●
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for learners (NQS Q1)				●
3.3 Include a range of teaching strategies (NQS Q1)	●	●	●	●
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage learners in their learning (NQS Q3)	●	●	●	●
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support learner engagement (NQS Q6)	●	●		●
3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve learners' learning (NQS Q5)				●
3.7 Describe a broad range of strategies for involving parents/carers in the educative process (NQS Q3)		●		

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 (NQS Q5)				●
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities (NQS Q3)			●	●
4.2 Demonstrate the capacity to organise classroom activities and provide clear directions (NQS Q3)	●	●		●
4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour (NQS Q5)				●
4.4 Describe strategies that support students' wellbeing and safety working within learning contexts and/or system, curriculum and legislative requirements (NQS Q5)	●	●	●	●
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 (NQS Q2)		●		●

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 Q1)	●	●	●	●
5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to learners about their learning (NQS Q1)		●		●
5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of learners' learning (NQS Q1)				●
5.4 Demonstrate the capacity to interpret learner assessment data to evaluate learners' learning and modify teaching practice (NQS Q1)	●	●		●
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 (NQS Q1)				●

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 (NQS Q7)	●	●	●	●
6.2 Understand the relevant and appropriate sources of professional learning for teachers (NQS Q7)				●
6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices (NQS Q7)	●	●	●	●
6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved learners' learning (NQS Q7)				●
7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession (NQS Q4)	●	●	●	●
7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school/learning setting stage (NQS Q7)	●	●	●	●
7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers (NQS Q6)		●	●	●
7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice (NQS Q6)				●