

EEDU40006

Ready to Teach

Practicum 4P/5P

Bachelor of Education

(Early Childhood Teaching/Early Childhood & Primary)

Placement Expectations and Requirements

Required days

20 days full time

Required Setting

Early Childhood Setting

3-5 years old



Overview

PPracticum EDU40006 is the final practicum in the Bachelor of Education (Early Childhood Teaching or Early Childhood/Primary) courses. In order to satisfactorily complete this practicum, pre-service teachers must be assessed against all of the Australian Professional Standards for Teachers at Graduate stage, incorporating the National Quality Standard (NQS)- Quality Areas (QA).

The role of the Supervising Teacher 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 supervising teachers. 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.

Prepare to discuss expectations:

- Read the Swinburne Professional Experience Handbook.
- Familiarise yourself with the AITSL standards assessed in the Professional Experience Report
- PSTs develop and maintain a neat and organised professional experience folder.
- PSTs prepare and maintain an accurate attendance diary

Arrange a plan for week 1 including:

- Complete a school induction.
- PSTs to familiarise themselves with the school's policies and procedures.
- Supervising teacher and PST to review all of the unit assessment tasks and Professional Experience Report prior to commencing professional experience
- Discuss individual children's development, interests, needs and relevant background information
- Encourage PST to identify (and where appropriate, implement) strategies for teaching children from diverse cultural backgrounds **including Aboriginal and Torres Strait Islander students (this can be hypothetical if they are not represented in the class)**

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 Early years setting when appropriate. This includes attendance at extra-curricular activities and 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 to Provide constructive feedback on all aspects of teaching and set goals

Supervising teacher is expected to:

- Continue to provide constructive feedback on all aspects of teaching and encourage reflective practice.
- Provide prompts to encourage reflective practice
- Negotiate planning time
- Schedule regular meetings to discuss planning and progress.
- Provide ongoing, honest and constructive feedback.
- Observe and assist with marking.
- Assess, evaluate and record student learning.
- Share current and prior planning documents, including assessment and reporting procedures.

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 – 5

Pre-service teacher expectations

- Familiarise yourself with the setting and relevant policies and procedures
- Discuss and unpack the practicum expectations, including required evidence for your assessments, with your Mentor and establish practicum goals
- Establish professional relationships with your Mentor, children, staff, and families
- Collect relevant background information about children that would help to support teaching and learning. (e.g., health issues including allergies, behaviour /inclusion plans, language, religious and cultural information)
- Use a variety of methods to observe and document children's participation in the curriculum including indoor, outdoor, and routine experiences.
- Based on your observations, plan and implement at least 3 learning experiences/small group experiences by the end of the first week. Reflect and evaluate these.
- Schedule a meeting with the Pre-service Teacher by the end of the first 5 days to discuss progress and establish goals for the following 5 days.

Supervising teacher (mentor) expectations

- Introduce Pre-service Teacher (PST) to children, families and staff
- Discuss practicum expectations and establish practicum goals with PST
- Discuss daily/weekly schedules including any specialist programs and/or upcoming events
- Discuss relevant information about individual children's health, interests, needs, skills and relevant background information
- Share current and prior planning documents, including assessment and reporting procedures
- Provide opportunities for the PST to scaffold learning with individual children and support small group work as they familiarise themselves early in the week
- Schedule a meeting with the Pre-service Teacher by the end of the first 5 days to discuss progress and establish goals for the following 5 days
- Encourage PSTs to make modifications to and take responsibility for some of the learning experiences within the curriculum

Week-by-week teaching expectations

Pre-service teacher expectations

Day 6 - 10

- Schedule a meeting with the Supervising Teacher to complete and submit the Interim Progress Report at the end of 10 days of placement
- Continue to observe and analyse your observations to identify children's learning, interests, strengths and areas of challenge
- Scaffold learning with individual children, support small group work and plan/take responsibility for individual learning experiences
- Continue to Interact with individuals and small groups and take increasing teaching responsibilities with the whole group
- Teach and model literacy and numeracy skills and implement 1 small group experience each day
- Develop and implement at least three sequential learning experiences using the Swinburne learning template (based on your inquiry project)
- Record daily reflections that demonstrate your ability to develop professional relationships with children, families and staff
- Interpret observations and plan the curriculum including indoor, outdoor and routine. Develop and implement at least three sequential learning experiences using the Swinburne learning template. Share your plan with your Mentor prior to day 10
- Actively ask for feedback from your Mentor, make any necessary modifications to your planning and set goals for improvement
- Actively participate in the Interim Report meeting on Day 10
- Reach agreement about full teaching responsibilities for final 2 weeks

Supervising teacher (mentor) expectations

- Support and guide the PST in planning; help to interpret observations, share knowledge, question PST's intentions and discuss ideas
- Encourage PST to identify (and where appropriate, implement) strategies for teaching children from diverse cultural backgrounds including Aboriginal and Torres Strait Islander students (this can be hypothetical if they are not represented in the group)
- Support pre-service teachers to develop and implement at least three sequential learning experiences using the Swinburne learning template.
- Schedule a meeting with the PST to complete and submit the Interim Progress Report at the end of 10 days of placement.
- If PST is making UNSATISFACTORY progress, please contact Swinburne Professional Experience Office.
- Discuss with pre-service teacher and agree on the expectations of responsibilities and tasks during the two-weeks of taking full teaching responsibilities.

Week-by-week teaching expectations

Day 11 – 20

Pre-service teacher expectations

- Assume full teaching responsibilities for the final 10 days
- Draw on a range of teaching strategies to support the participation and learning for each child in the indoor and outdoor curriculum
- Document and assess children's learning making links to relevant theory and the EYLF.
- Continue to observe, plan, and implement learning experiences.
- Reflect on and evaluate your professional experience
- Negotiate and schedule any missed days
- Schedule a meeting with the mentor to complete and submit the Final Assessment on the last day of placement (Day 20). Save a copy of the final report for your personal records.

Supervising teacher (mentor) expectations

- Encourage and support the PST as they implement their planned curriculum and assume full teaching responsibilities for the final 10 days
- Negotiate and schedule any missed days to be made up as soon as possible
- In collaboration with the PST complete and submit the Final Report on the last day of placement (Day 20).

Section 1 Planning for learning and teaching

	EDU10001	EDU20006/53	EDU30003/27	EDU40006/12
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 (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 (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	EDU20006/53	EDU30003/27	EDU40006/12
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	EDU20006/53	EDU30003/26	EDU40006/12
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 Q7)				●