EDE3103 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.

University of
**Southern
Queensland**

Professional Experience context: Second Year, 15-day Kindergarten placement

EDE3103 is the preservice educator's first opportunity for placement in a kindergarten setting. The course provides early childhood educators with the opportunity to develop understanding and awareness of key features and themes of early childhood curriculum, frameworks, and approaches. Preservice educators will examine factors that impact on curriculum decision-making and their role in the learning environment. The focus of the kindergarten placement is to bring this theory to life, providing opportunity for pre-service educators to apply feedback from supervising teachers to the planning of age-appropriate pedagogical strategies that support child agency, learning and development through play; and respond to the needs of children from diverse backgrounds and learning needs. A collection of information and documentation that demonstrates children's learning and development through play, and the role of the educator in supporting and extending on children's learning, is to be prepared over the duration of the professional experience. Preservice educators are expected to keep copies of all observations, reflections, and experience plans. These are to be used for later reflection, documentation to inform assessment, and preparation for subsequent professional experiences.

Required experiences:

Throughout this Professional Experience placement, it is expected that the preservice 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/Learning Experiences	Collecting PE artefacts in a folder	Teaching	Portfolio Resource Development
	To site, environment, individual class(es). Students to bring printed copies of: Placement guidelines Program PE table. Conduct a situational analysis Collect data to develop child profiles	Observations – play experiences involving focus children 1/FC Adhere to mandating reporting requirements Two observations/learning stories per day, 1/FC	With all children/families General support and engagement with children, through routines, positive relational practices	Meetings Professional conversations with EC staff In-service professional development	On observations Daily journal/self-reflection UniSQ EC Model of critical reflection	Identify two learning goals for FCn Daily conversations with supervising teacher/s Discuss culture/philosophy of setting and decision making	Develop two Learning Experiences per day, drawing on observations/LS Adopt play-based pedagogies Utilise AAPs Integrate ICTs, literacy and numeracy	Including observations, reflections, feedback, LE plans, and materials for learning Build child profiles (strengths, interests, learning)	Negotiate with supervising teacher when the following will occur: Enact planned learning experiences drawn from observations Utilise EDE3103 LE planning template	Collect: - Age-appropriate resources and examples of teaching practice - Songs, games, rhymes which support literacy and numeracy - Practices to support children's social development, positive behaviour and wellbeing - Examples of contextual curriculum use - Story telling resources - Examples of practices which support sustainability - Evidence of enactment of different approaches such as emergent curriculum, project approach, inquiry, play
Day1	Transitioning into context, observing children and routines		✓	✓	✓					
Day2-5	✓	Ensure observations are shared with ST (1/FC/day)	Participate in all routines, develop positive relational practices	✓	✓	Observe and discuss teaching strategies and planning options with supervising teacher	✓	Interim Report	Engage with focus child/ren each day, enacting teaching strategies as discussed with supervising teacher From Day 4 - take one small/whole group experience per day	
Day&-10		Two observations/LS per day Use mosaic approach	Increase responsibility	✓	✓	✓	Co-construct LE plans with children using a variety of AAP characteristics and strategies		Share LE plans with ST prior to implementing	
Day11-15		Two observations/LS per day	✓	✓	✓	✓	✓	Final report	Build to develop and teach half day program by the end of final week	

EDE3103 Professional Experience Final Report

This document is for reference use only. You will receive the online final report 3 days prior to the end of placement, 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 Professional Experience placement relates.

USQ programs and courses	Number of days	Year Level/ Course
Bachelor of Early Childhood **Bachelor of Education Early Childhood**	**15**	**Year 2 EDE3103 Perspectives of Early Years Curriculum, Play and Pedagogy**

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 awareness of children's learning and development needs through observation and documentation.	APST 1.1	☐	☐	☐
Demonstrate awareness of teaching strategies that are responsive to children's learning and development from diverse backgrounds (Example: discuss and identify teaching strategies that have been modelled by the teacher)	APST 1.3	☐	☐	☐
Demonstrate awareness of differentiation strategies that are responsive to all children's learning and development needs (Example: discuss and identify strategies that have been modelled by the teacher.	APST 1.5	☐	☐	☐
Organise the content of learning experiences into a logical sequence.	APST 2.2	☐	☐	☐
Uses curriculum and assessment (focused observations) to design learning experiences.	APST 2.3	☐	☐	☐
Demonstrate an awareness of literacy and numeracy teaching strategies within play-based learning experiences. (Example: discuss and identify strategies with supervising teacher).	APST 2.5	☐	☐	☐
Writes clear learning goals for each planned learning experiences (Example: drawing from observations identify possible learning goals for a focus child).	APST 3.1	☐	☐	☐
Plan learning experience sequence using knowledge of student learning, content and effective teaching strategies (Example: student A, interest in Dinosaurs across a week).	APST 3.2	☐	☐	☐

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

Teaching effectively - enactment of teaching Please leave blank if unable to assess in the kindergarten context	APST	D	A	E
Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	APST 1.4	☐	☐	☐
Demonstrates awareness of the role of curriculum in planning a learning experience	APST 2.1	☐	☐	☐
Trials teaching strategies to support children's learning.	APST 3.3	☐	☐	☐
Demonstrate a knowledge of resources, including ICT, to engage children in learning.	APST 3.4	☐	☐	☐
Uses voice, facial expression, gestures, physical movement and visual cues to engage children in learning.	APST 3.5	☐	☐	☐
Developing a knowledge of strategies that can be used to evaluate learning experience plans through reflective conversations with supervising teacher.	APST 3.6	☐	☐	☐

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Managing effectively – create safe and supportive learning environments	APST	D	A	E
Identify and records strategies used to ensure all children can participate and actively engage in activities.	APST 4.1	☐	☐	☐
Demonstrates an ability to organise activities and provide clear directions (Example: use both verbal and non-verbal techniques)	APST 4.2	☐	☐	☐
Observes and records preventative, supportive and corrective strategies to manage challenging behaviour	APST 4.3	☐	☐	☐
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	☐	☐	☐

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
Demonstrate an understanding of informal and informal formative (observations) to assess student learning.	APST 5.1	☐	☐	☐
Demonstrate an ability to interpret informal and informal formative (observations) to evaluate student learning.	APST 5.4	☐	☐	☐

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

Professional conduct	APST	D	A	E
Seeks constructive feedback in a positive and professional manner and acts upon it.	APST 6.3	☐	☐	☐
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 students.	APST 7.1	☐	☐	☐
Applies and understands centre/system organisational processes and polices to own conduct and practice.	APST 7.2	☐	☐	☐
Demonstrates a willingness to participate with staff in a range of activities.	APST 7.4	☐	☐	☐

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

Overall Comment