

# EDM5014 Professional Experience Placement Guidelines

## Professional Experience context: Semester 1 (First Semester), 20-day supervised Kindergarten placement

The course provides early childhood preservice teachers with the opportunity to develop an understanding and awareness of key features and themes of early childhood curriculum, approaches and how these documents can inform pedagogical decision-making. The course provides opportunities for preservice teachers to engage with and apply key learning to practice. Preservice teachers will participate in professional conversations and personal reflection as a way of improving practice. Preservice teachers will also investigate educative and interactive strategies required for the facilitation and support of successful transitions for children and families across learning contexts.

### 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
	Orientating to site, code of ethics, regulations, policies, environment, individual class(es). Preservice teacher to bring printed copies of Placement guidelines/ report, PE program progression. Conduct situational analysis Collect info to develop child profiles	Routines, teaching and learning practices, approaches for managing challenging behaviour, assessment, and feedback, children/FC'n play based learning and intentionality, observation techniques, interpreting observations.  From Day 4 make two observations per day (1/FC), some of which will become LS	Working with all children, responding to and differentiating for children's learning and development from diverse backgrounds. General support and class Engagement, routines, positive relational practices	Attending meetings, playground duty, school activities, bus duty, etc. as required by your Supervising Teacher's roster and site requirements. Professional conversations with ST In-service Professional Development	Reflecting on observations, your planning and teaching and assessment through daily self reflection records. UniSQ EC Model of CR	Discussing modeled teaching strategies and planning Professional learning with your Supervising Teacher and UniSQ Liaison. Identify 1-2 learning goals for FC'n Share planning/ seek daily feedback	Planning learning experiences with curriculum and teaching strategies by <ul style="list-style-type: none"> <li>identifying possible teaching opportunities from formal observations/ learning stories</li> <li>Co-construct LE and planning with children using a variety of AAP characteristics</li> <li>writing clear learning goals.</li> </ul>	Collect observations, reflections, feedback, learning experience plans, resources. Day 5 interim report Day 20 final report	Teaching planned learning experiences. Plans and associated resources must be shared with Supervising Teacher Negotiate with your Supervising Teacher when the teaching will occur: <ul style="list-style-type: none"> <li>organize classroom activities</li> <li>use a range of verbal and non-verbal strategies to engage children in learning</li> <li>provide clear direction.</li> </ul>	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, and play
Day 1	Choose two focus children and coordinate permissions with ST	Transition into context and observe children and routines	✓	✓	✓					
Days 2-5	✓	✓	Participate in all routines, develop positive relational practices	✓	✓	Conversations with ST re practice and context	✓	Interim report	From Day 4 observe and document (1/FC/day)	
Days 6-10				✓	✓	✓	✓	✓	Engage with focus child/ren each day, enacting teaching strategies as discussed with ST (no formal plan needed)	
Days 11-15		Two observations/LS per day Use mosaic approach	Increase responsibility	✓	✓	✓	Co-construct one LE/day with children using a variety of AAPs and strategies	✓	Ensure LE plans (Utilising LE template at least twice) are shared with ST prior to implementing From Day 11-Teach one LE/FC and plan for small/whole group or routines and transitions	
Days 16-20				✓	✓	Conversations re supporting transitions	✓	Final report	Build to develop and teach half day program in consultation with ST	

## EDM5014 Final Placement 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
Master of Learning and Teaching (Early Years)	20	Semester 1 (First Semester) Kindergarten Setting

ASSESSMENT SCORES	EVIDENCE FOR THE APST DESCRIPTORS
<b>D</b>	Developing skills and knowledge
<b>A</b>	Achieving skills and knowledge
<b>E</b>	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
<b>Demonstrates awareness</b> of children's learning and development needs through observation and documentation.	APST 1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates awareness</b> of differentiated teaching strategies (recording observations) that are responsive to children's learning and development from diverse backgrounds (Example: discuss and identify teaching strategies that have been modelled by supervising teacher) during placement only.	APST 1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates awareness</b> of differentiation strategies that are responsive to all children's learning and development needs (Example: discuss and identify strategies that have been modelled by supervising teacher) during placement only.	APST 1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates awareness</b> of the role of curriculum in planning a learning experience (Example: discuss and identify planning that has been modelled by supervising teacher) during placement only.	APST 2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organises</b> the content of learning experiences into a logical sequence.	APST 2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Uses curriculum and assessment</b> (focused observations) to design learning experiences.	APST 2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Teaching effectively - enactment of teaching	APST	D	A	E
<b>Demonstrate an awareness</b> of literacy and numeracy teaching strategies within play-based learning experiences. (Example: discuss and identify strategies with supervising teacher) during placement only.	APST 2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Writes clear learning goals</b> for each planned learning experiences (Example: drawing from observations identify possible learning goals for a focus child).	APST 3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Plan learning experience sequence</b> using knowledge of student learning, content and effective teaching strategies (Example: student A, interest in Dinosaurs across a week).	APST 3.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Trials</b> teaching strategies to support children's learning.	APST 3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrate a knowledge</b> of resources, including ICT, to engage children in learning	APST 3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Uses</b> voice, facial expression, gestures, physical movement and visual cues to engage children in learning during placement only.	APST 3.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Developing a knowledge</b> of strategies that can be used to evaluate learning experience plans through reflective conversations with supervising teacher.	APST 3.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interacts</b> with parents/carers and promotes opportunities for parental input to build connections between home and the centre.	APST 3.7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<b>Managing effectively – create safe and supportive learning environments</b>	<b>APST</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>Identify and records</b> strategies used to ensure all children can participate and actively engage in activities.	APST 4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates an ability</b> to organise activities and provide clear directions (Example: use both verbal and non-verbal techniques) during placement only.	APST 4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Observes and records</b> preventative, supportive and corrective strategies to manage challenging behaviour during placement only.	APST 4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Identify</b> and work within system, curriculum and legislative requirements that support children's wellbeing and safety (Example: Sun safety, wearing hats outside) during placement only.	APST 4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<b>Assessing and recording learning</b>	<b>APST</b>	<b>D</b>	<b>A</b>	<b>E</b>
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	APST 5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrate an ability</b> to interpret informal and informal formative observations to evaluate student learning.	APST 5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<b>Professional conduct</b>	<b>APST</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>Seeks</b> constructive feedback in a positive and professional manner and acts upon it.	APST 6.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Applies</b> 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 during placement only.	APST 7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Applies</b> and understands school/system organisational processes and policies in relation to own conduct and practice and understands mandatory reporting requirements.	APST 7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates</b> professional and respectful interactions with parents/carers using appropriate language, tone and body language	APST 7.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates a willingness</b> to participate with staff in a range of activities during placement only.	APST 7.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

### Overall Comment