

## Placement Structure

### EDU2004: Routines and Behaviours for Impactful Pedagogies – Novice Placement

#### 10-day placement in a Birth-2 Years setting

*Alongside the expectations listed below, PSTs should also have thoroughly read the Professional Experience Handbook and the placement subject's Subject Learning Guide and LMS site.*

**Supervision on placement:** During the placements in an early childhood setting, the PST can be supervised by a Diploma-qualified leader; the report however must be signed and the comments agreed to by a Bachelor-qualified staff member working in the same centre, after consultation with the Diploma-qualified staff member. Note that for placements in a Kindergarten setting, PSTs must be supervised and assessed by a Bachelor-qualified staff member.

Pre-service teachers while on all placements are expected to:

- work alongside teachers and professionals in the setting
- undertake typical teacher tasks, including note-taking, organisation and planning
- set goals for their own professional development
- observe, reflect on and participate in a wide range of activities
- take greater responsibilities for activity and demonstrate increased independence as each placement progresses
- take the opportunity to participate in other aspects of teaching and early childhood education where possible, such as excursions and extra-curricular activities, parent events and meetings (where appropriate)
- reflect on their own professional knowledge and practice and make direct links to the [Australian Professional Standards for Teachers \(Graduates\)](#) via their digital portfolio.

On this placement, pre-service teachers are also expected to:

- become familiar with and extend their knowledge of the role of the teacher, the curriculum and operations of the setting and the learning processes of the babies, toddlers or children as appropriate
- complete approximately seven hours per day plus breaks
- become familiar with the partnerships that specialist services have with long day care, pre-schools and primary schools
- experience different age groups during the placement
- apply their understanding of the correlation between the [Australian Curriculum](#) and the [Early Years Learning Framework](#)
- apply their skills of observation and reflection to observational cycles, documenting and interpreting children's behaviour, strengths, interests and emerging development to plan and evaluate individual and small group experiences
- continue to develop skills in communication, with an emphasis on communicating with babies and toddlers, and understanding the importance of an interest-based curriculum, within a flexible routine.

- plan and implement programs for full sessions with individuals and groups based on the children's interests
- reflect on their own professional knowledge and practice and ways to effectively engage families and professional colleagues in aspects of the learning process.

### **Professional Documentation**

Pre-service teachers on placement will:

- note observations and reflections, notes made out of class
- collect and organise resource material. These materials should be useful for future teaching or assist in building professional knowledge e.g. policy documents, planners or useful references
- maintain an online folio or folder of professional experience resources, additional to the resources material, built up from previous placements, containing lesson plans, self-evaluations, reflections, and copies of supervising teacher reports. This material may be called on at any time in the course.

### **Assessment**

Midway through the placement, the Supervising Teacher completes the Midpoint Report and discusses it with the PST. If there are any problems with the placement, seek assistance from the University via the Additional Support process, outlined below.

On the final day of the placement, the Supervising Teacher will complete the digital Supervising Teacher Report and discuss it with the PST before submitting it. The report format can be previewed in the Assessment section of this handbook.