

# Placement Structure

## EDU4WBL: Work-Based Learning – Graduating Placement

### 20-day Kindergarten placement

*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.*

**Note:** During this Kindergarten-setting placement, the PST must be supervised by a Registered Early Childhood Teacher.

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

- work alongside teachers and professionals in the early childhood setting
- undertake typical tasks, including note-taking, organisation and planning
- set goals for their own professional development
- take greater responsibilities for activity and demonstrate increased independence as the placements progress
- take the opportunity to participate in other aspects of early childhood education where possible, such as excursions and extra-curricular activities, parent events and meetings (where appropriate).

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

- complete 7 hours per day
- demonstrate the ability to consistently plan and assess whole programs for effective learning
- construct, apply and maintain a safe and challenging learning environment
- employ a range of teaching practices and resources to engage children in effective learning
- demonstrate the ability to plan, implement and evaluate sustained, integrated and inclusive curriculum that acknowledges and responds to the needs and interests of individuals and groups over time
- be expected to increase their management and leadership within the program and associated administrative tasks
- critically reflect on their own professional knowledge and practice
- in the final 2 weeks of placement, **be fully responsible** for developing the curriculum/program plan for a class of children, in consultation with children, teachers, and parents (where appropriate)

#### **Non Teaching hours / breaks**

Early childhood preservice teachers align practice with their mentor.

When their supervising teacher has planning time, the PST will also use this time for planning.

When their supervising teacher has breaks, the PST will also have this time.

While we strive for consistency in planning and schedules, there will inevitably be times when this may not be possible (e.g., due to staffing availability). In such instances, mentor teachers

are encouraged to collaborate with their preservice teacher to develop a mutually acceptable alternative plan.

### **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 a folio of professional experience resources, containing planning, 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 the PST is generally meeting expectations, there is no need to submit the report to the University. If the Supervising Teacher reports that the PST is not meeting expectations in two or more of the criteria, they should request additional support from the University to help the PST to meet expectations during the remainder of the placement. In this case, email the report to: [education.placements@latrobe.edu.au](mailto:education.placements@latrobe.edu.au). Then an academic staff member will work with the Supervising Teacher and the PST to help overcome any difficulties.

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.