

Placement Structure

EDU2002: Designing, Evaluating, and Valuing Learning – Novice Placement

10-day placement in a 3-5 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.

| Week | Task |
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| Week 1, Day 1 | Familiarise yourself with the service. |
| | Observe and participate in the classroom. |
| | Develop appropriate strategies to get to know children individually. |
| Week 1, Days 2-5 | Write at least 3 complete child observations using any appropriate format (i.e., anecdotal record, running record, narrative) and with 'next steps' educator responses included. If/where possible, work with your mentor to action these suggested responses. |
| | Actively co-teach for 1-2 hours every day. This might look like small or large group learning, planned or spontaneous, and will include any 'next steps' responses that you action. |
| | Each day, complete a daily reflection focused on what you learnt and new goals. |
| | Observe/assist with different types of curriculum/lesson planning. |
| | Midway through the placement, the Supervising Teacher completes the Midpoint Report and discusses it with the PST. |
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| Week 2, Days 6-10 | Write at least 5 complete observations using any appropriate format (i.e., anecdotal record, running record, narrative) and including 'next steps' educator responses. If/where possible, work with your mentor to action these responses. |
| | Teach or co-teach for two hours every day and add your activities to the mentor's curriculum documentation as appropriate. This might look like small or large group learning, planned or spontaneous, and will include any 'next steps' educator responses that you action. |
| | Each day, complete a daily reflection focused on what you learnt and new goals. |
| | Observe/assist in as many different types of child experiences as possible. |
| | Conduct a group summative assessment, such as a developmental milestone checklist. |
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| Last Day of Placement | 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. |
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Pre-service teachers while on all placements are expected to:

- work alongside teachers and professionals in the centre
- 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 also expected to:

- further their understanding of the role of early childhood educators, and the care and education of young children. They will begin to familiarise themselves with the Early Years Learning Framework and the Victorian Early Years Learning and Development Framework.
- familiarise themselves with the Education and Care Services National Law and National Regulations for the safety, health and well-being of children, along with the National Quality Framework and related assessment and rating process for ensuring quality education and care
- continue to develop skills in communication, with an emphasis on understanding the importance of an interest-based curriculum, within a flexible routine.
- further develop their observational and reflection skills, and learn to document and plan electronically, as they provide small group experiences, and focus experiences for individual children.

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 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.