

Placement Structure

EDU2004: Understanding Learning and Development – Novice Placement

10-day Birth-2 years 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 placement, the PST can be supervised by a Diploma-qualified leader, but the report 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.

Week 1 Analysing learning, planning and implementation focus	Focusing on one child identified in consultation with mentor, complete at least one phase of the planning cycle.
	Conduct at least one professional conversation with your mentor, focusing on: <ul style="list-style-type: none">a) a specific strategy that they use to foster a safe and supportive learning environmentb) how they create and sustain supportive and safe relationships with childrenc) the data they used to inform planning and learning experience design.
	Observe and take your own notes on at least one professional meeting or event.
Week 2 Analysing learning, planning and implementation focus	This week focus on two more children identified in consultation with mentor, complete at another phase of the planning cycle.
	Conduct at least one professional conversation with your mentor, focusing on: <ul style="list-style-type: none">a) a specific strategy that they use to foster a safe and supportive learning environmentb) how they create and sustain supportive and safe relationships with childrenc) the data they used to inform planning and learning experience design.

Learning Experience Plans –

For a 2-week (10-day) placement: 3 lesson plans using the LTU Learning Experience template need to be completed and submitted. For other teaching PSTs should also complete a Learning Experience plan for any lesson they will teach. PSTs can use the service planning templates for day-to-day planning. Provide these plans to the Supervising Teacher the day before delivering the lesson (or earlier, if requested) for discussion.

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
- continue to develop their knowledge of the role of education and care service educators, with a particular focus on the role of the early childhood educator for children birth-2 years
- continue to familiarise themselves with the **Early Years Learning Framework** and the **Victorian Early Years Learning and Development Framework**
- gain insight into the extensive developmental growth in the 0-2 age group and employ various tools and strategies to engage with children at these ages and to analyse learning and development
- continue to 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
- reflect on their own professional knowledge and practice and think critically about child development.

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, containing planning, self-evaluations, reflections, and copies of supervising teacher reports. This material may be called on at any time in the course.

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.

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