

## Placement Structure EDU2ULD

### EDU2ULD: Understanding Learning and Development – Consolidating 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.

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.

### **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, 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 will be asked to respond to a Midpoint Check-in email to indicate if the PST is on track to pass the 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.