

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.

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

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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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 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:

- 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 3-5 year setting
- continue to familiarise themselves with the **Early Years Learning Framework** and the **Victorian Early Years Learning and Development Framework**
 - 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.
- 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.

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.