

Second (consolidating) placement expectations

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, PSTs are expected to:

- complete 7 hours per day
- become familiar with the partnerships that specialist services have with long day care, pre-schools and primary schools
- become familiar with the key issues impacting on effective and supportive transition for students between early learning settings and school contexts
- extend their knowledge of the role of early childhood educators, encompassing the specific requirements of kindergarten curriculum and philosophies and the learning processes of children aged 3 to 5
- experience different age groups during the placement, preferably with time in 3-year-old and 4-year-old classes
- gain insight into the extensive developmental growth in the 3-5 age group and employ various tools and strategies to engage with children at different stages
- apply their understanding of the correlation between the Australian Curriculum and the Early Years Learning Framework and specific requirements of kindergarten curriculum and philosophies as well as the learning processes of children aged 3 to 5 to all facets of their planning
- apply their skills of observation and reflection to observational cycles, documenting and interpreting children's behaviour, strengths, interests and emerging development to plan and evaluate individual and small group experiences
- plan and implement programs for full sessions based on the children's interests
- reflect on their own professional knowledge and practice and ways to effectively engage families and professional colleagues in aspects of the learning process

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

PSTs 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.