

First (novice) 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:

- complete 7 hours per day
- 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)

Week 1:

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: a) a specific strategy that they use to foster a safe and supportive learning environment b) how they create and sustain supportive and safe relationships with children c) 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:

- Focus on two more children identified in consultation with mentor, complete another phase of the planning cycle.
- Conduct at least one professional conversation with your mentor, focusing on: a) a specific strategy that they use to foster a safe and supportive learning environment b) how they create and sustain supportive and safe relationships with children c) the data they used to inform planning and learning experience design.

Week 3 and/or Weeks 3-4:

- Focus on two more children identified in consultation with mentor, complete another phase of the planning cycle.
- Conduct at least one professional conversation with your mentor per week, focusing on: a) specific strategy that they use to respond to children's learning b) how they will capture the children's responses to new learning opportunities c) how they will share an example of a child's learning with families.

- Conduct at least one professional conversation with your mentor per week, focusing on how your mentor manages their professional identity and development, particularly in relation to children's safety and wellbeing

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.