

# Placement Structure

## EDU3CAT: Connections and Transitions – Consolidating Placement

### 20-day Kindergarten 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 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.

## **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 completes the Midpoint Report and discusses it with the PST. If the PST is generally meeting expectations, there is no need to submit the report to the University. If the Supervising Teacher reports that the PST is not meeting expectations in two or more of the criteria, they should request additional support from the University to help the PST to meet expectations during the remainder of the placement. In this case, email the report to Placement Partnering and Operations: [education.placements@latrobe.edu.au](mailto:education.placements@latrobe.edu.au). Then an academic staff member will work with the Supervising Teacher and the PST to help overcome any difficulties.

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.