

EDU60055
Professionalism with
Family, Community and
Industry
– Graduate Diploma of
Early Childhood
Teaching

Placement
Expectations and
requirements

**Required days: 20 days full time or part time equivalent.
Required setting: 3-5 year olds (ELC Service)**

Overview

This is the fourth and final Professional Experience Unit of the Graduate Diploma of Early Childhood Teaching. Pre-service Teachers are required to complete 20 days of supervised professional experience within the allocated teaching block. In preparation for their professional experience, Pre-service Teachers will engage with unit materials that prepare them for the expectations of initial practicum. Pre-service Teachers are expected to involve themselves fully in the life of the early childhood setting and reflect on their practice and performance in discussion with their Supervising teacher and their Online Learning Advisor (OLA). As this is the final professional experience unit within the course, Pre-service Teachers will be required to demonstrate competency across all seven of the Australian Professional Standards for Teachers (Graduate). Pre-service Teachers are expected to take on a large percentage of whole class teaching within the first two weeks of this professional experience and are required to assume full teaching responsibility for the final two weeks.

The role of the Mentor in the professional setting is crucial to both the University and the PST in facilitating and supporting professional experience. We acknowledge and appreciate the significant time devoted to this task by mentors. We hope that the information contained in this document, clarifies and assists in defining this role, so that this experience is rewarding for all parties.

IT IS THE RESPONSIBILITY OF THE SUPERVISING TEACHER TO GUIDE AND SUPPORT PSTs TO ACHIEVE THE PLACEMENT EXPECTATIONS OUTLINED BELOW:

PST Expectations:

Preparation / prior to placement:

- Communicate prior to the commencement of placement
- Discuss arrival time and dates

Prepare to discuss expectations:

- Read the Swinburne Professional Experience Handbook.
- Familiarise yourself with the AITSL standards assessed in the Professional Experience Report.

- PSTs Develop and maintain a neat and organised professional experience folder
- PST's may choose to maintain an attendance diary. (PSTs are to complete a minimum of 7.5 hours per day excluding breaks).

Arrange a plan for week 1 including:

- PSTs to familiarise themselves with the professional experience setting's policies and procedures.
- Supervising Teacher and PST to review all unit assessment tasks and Professional Experience Report prior to commencing professional experience

At all times:

- Understand and uphold the expectations for professional conduct (e.g. being punctual, dressing appropriately etc.)
- Establish and maintain professional relationships with students, staff and families.
- Demonstrate initiative by asking for opportunities to assist where possible.
- Assist with daily routines and support teaching and learning of individual students and small groups
- Actively participate in all aspects of the school life when appropriate (e.g. extra-curricular activities, staff meetings, level meetings, yard duty etc.).

Teaching practice:

- Accurately document and organise all observations, planning and reflections.
- Use the Swinburne Online lesson planning template provided for all lesson planning and negotiate a time for your supervising teacher to review and provide feedback.
- Establish clear learning goals throughout the professional experience.
- Observe modelling and explanation of techniques and strategies for teaching.
- Increase responsibility for teaching as the professional experience progresses
- Initiate and engage in professional discussions with the Supervising teacher about joining professional teaching associations/communities, establishing partnerships within the community and entering the teaching profession.

- Collaborate with supervising teacher on planning and assessment.
- With the support of your Mentor, embed a range of teaching and behaviour guidance strategies within your practice.
- Reflect on their practice and ask the supervising teacher for feedback about all aspects of their teaching practice and be open and willing to receive feedback constructively.
- Where possible, seek out opportunities for professional development
- Critically and regularly reflect on your practice in line with the Australian Professional Standards for Teachers (Graduate).
- Obtain a copy of the Interim Report and Final Report for your records.

Supervising Teacher Expectations:

- Continue to provide constructive feedback on all aspects of teaching and encourage reflective practice
- Provide prompts to encourage reflective practice
- Negotiate planning time (e.g. specialist timetable or after school hours).
- Schedule regular meetings to discuss planning and progress.
- Provide ongoing, honest and constructive feedback.
- Observe and assist with marking
- Assess, evaluate and record student learning
- Share current and prior planning documents, including assessment and reporting procedure

Supportive resources:

Should you have any queries and/or concerns at any time throughout the practicum, please contact your Pre-Service Teachers OLA.

TEACHING EXPECTATIONS:

Throughout this practicum, PSTs are expected to undertake the specific teaching tasks which are outlined below, as a minimum requirement. Any additional teaching opportunities are at the discretion of the Supervising Teacher and in negotiation with the Pre-Service Teacher. As the PST progresses through the placement, they are expected to develop and build on the expectations in outlined in prior days.

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UNIT ASSESSMENT REQUIREMENTS:

Throughout the professional experience placement, the Pre-Service Teacher will be expected to work towards the following assessment tasks:

- Lesson plans, including comments by the Supervising teacher and Pre-Service Teacher.
- Reflective practice assignment, recording and evaluating the practicum experience.

Note: As a Supervising teacher your feedback on teaching performance, written plans and reflective practice is important however you are not required, nor expected, to 'mark' written work

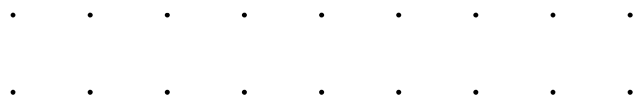
REPORTING RESPONSIBILITIES OF THE SUPERVISING TEACHER:

We acknowledge the challenge and responsibility that comes with assessing PSTs. While we may not physically visit the setting, support is available to mentors through the PST's OLA. We place great faith in the professional judgement of mentors and request an honest appraisal of the PSTs progress and final assessment. If a mentor feels that an unsatisfactory result is warranted, their decision will be supported by the University.

- **Day 10:** Discuss the Pre-Service Teacher's progress mid-way through the practicum. In collaboration with the PST the mentor must complete and email the Interim Report to the PST's OLA. If a Pre-Service Teacher is making **unsatisfactory** progress, the Mentor must also complete the Professional Experience Support Plan. If a student is marked as making unsatisfactory progress, the PST's OLA will make contact with the setting.
- **Day 20 (Final Day):** In collaboration with the PST, the mentor must complete and email the Final Report form to the PST's OLA. The Mentor is required to provide an honest assessment of the PST's performance, and sign off on the number of completed days.

Note: Whilst the Interim and Final Reports need to be completed collaboratively by both the PST and the mentor, the reports MUST be emailed by the mentor. Reports submitted by the PST will not be accepted.

Week-by-week teaching expectations



Pre-service teacher expectations

Supervising Teacher (mentor) expectations

Day 1 - 5

- Familiarise yourself with the setting and relevant policies and procedures.
- Set goals for your professional experience before the commencement of placement. Discuss goals with your mentor and identify support you may require.
- Establish professional relationships with children, staff and families.
- Establish a neat and organised professional experience folder.
- Collect relevant background information about children that would help to support teaching and learning. (e.g. health issues including allergies, behaviour/inclusion plans, language, religious and cultural information)
- Actively participate in all aspects of the setting's life including professional development meetings, special events etc.
- Use a variety of methods to observe and document children's participation in the curriculum including indoor, outdoor and routine experiences.
- Analyse your observations to identify children's learning, interests, strengths and areas of challenge.
- Scaffold learning with individual children
- Support small group work.

- Introduce Pre-service Teacher (PST) to children, families and staff.
- Unpack weekly routines with PST including any specific class, year level, specialist and/or whole school events that may need to be considered when planning.
- Share current and prior planning documents, including assessment and reporting procedures.
- Discuss relevant information about individual children's health, interests, needs, skills and relevant background information.
- Provide opportunities for the PST to scaffold learning with individual children and support small group work as they familiarise themselves early in the week.
- Encourage PSTs to make modifications to and take responsibility for some of the learning experiences within the curriculum.
- Support and guide the planning and development of lessons and a unit of work; help to interpret observations, share knowledge, question PST's intentions and discuss ideas.
- Schedule a meeting with the Pre-service Teacher by the end of the first week to discuss progress and establish goals for the following week.

Days 6-10

- Plan/take responsibility for individual learning experiences.
- Provide feedback to children.
- Record daily reflections that demonstrate your ability to develop professional relationships with children, families and staff.
- Observe and discuss with Mentor, how pre-literacy and pre-numeracy experiences are included in the program.
- Interpret observations and plan the curriculum including indoor, outdoor and routine experiences. Share your plan with your Mentor prior to week 3
- Develop a clear and consistent approach to classroom management and the day-to-day running of the room.
- Teach and model literacy and numeracy skills.
- Use a variety of strategies to cater for individual student needs.
- Actively participate in the Interim Report meeting on Day 10.

- Continue to support the planning and development of lessons and a unit of work; help to interpret observations, share knowledge, question PST's intentions and discuss idea.
- Encourage PST to identify (and where appropriate, implement) strategies for teaching children from diverse cultural backgrounds including Aboriginal and Torres Strait Islander students (this can be hypothetical if they are not represented in the class).
- Discuss and encourage active participation in assessment and moderation processes.
- **Schedule a meeting with the PST to complete and submit the Interim Progress Report at the end of 10 days of placement.**

If PST is making UNSATISFACTORY progress, please contact the PST's OLA.

Pre-service teacher expectations

- Assume full teaching responsibilities for the final two weeks.
- Implement the planned curriculum.
- Maintain professional relationships with your Mentor, students, staff and families.
- Implement proactive and consistent behaviour guidance strategies.
- Draw on a range of teaching strategies to support the participation and learning for each child in the indoor and outdoor curriculum.
- Document and assess children’s learning making links to relevant theory and the EYLF. Share your understandings with children, families and the teaching team.
- Continue to actively participate in all aspects of the setting’s life.
- Where possible seek out opportunities for professional development.
- Seek constructive feedback on all aspects of teaching and set goals for future development.
- Reflect on and evaluate your professional experience.
- Negotiate and schedule any missed days.
- **Schedule a meeting with the supervising teacher to complete and submit the Final Assessment on the last day of placement (Day 20). Save a copy of the interim and final report for your personal records.**

Mentor expectations

- Encourage and support the PST as they implement their planned curriculum and assume full teaching responsibilities for the final two weeks.
- Provide ongoing feedback on the planned curriculum and teaching strategies.
- Continue to encourage the PST to become fully involved in all aspects of the setting life.
- Provide feedback about the PST’s documentation and assessment of children’s learning and how this has been shared with children and families.
- Discuss opportunities for professional development and networking that you are involved in or think the PST could be involved in.
- Continue to question the intention and practices of the PST and encourage reflective practice.
- Negotiate and schedule any missed days to be made up as soon as possible.
- **In collaboration with the PST complete and email the Final Assessment on the last day of placement (Day 20).**

Further information:

Online Learning Advisor (OLA)

Should you have any queries and/or concerns at any time throughout the practicum, please contact the Pre-service Teacher’s Online Learning Advisor directly. The Pre-service Teacher can provide contact details if required.

Student Advisors

For urgent concerns our Student Advisors are also available by phone (1300 937 765) 7 days a week between 8am - 9pm Monday to Friday and 10am - 6pm on weekends (AEST/AEDT) or via email (help@swinburneonline.com).

QA1 – Educational program and practice		EDU60052	EDU60053	EDU60054	EDU600055
1.1	Program	10-day 3-5 years placement	10-day 0-2 years placement	20-day 3-5 years placement	20-day 3-5 years placement
1.1.1	Approved learning framework	PST utilises the EYLF to plan and implement the curriculum for 3 full days of control.	PST utilises the EYLF to plan and implement the curriculum for 5 full days of control.	PST utilises EYLF to inform curriculum decisions for 7 days full control.	PST utilises EYLF to inform curriculum decisions for 10 days full control.
1.1.2	Child-centred			PST utilises observations to inform curriculum decisions around their interests, strengths and abilities.	PST utilises observations to inform curriculum decisions around their interests, strengths and abilities.
1.1.3	Program learning opportunities		PST utilises room and children's routines when implementing 5 days full control.	Room routines are utilised to maximise children's engagement with the planned curriculum.	Curriculum program considers children's routine requirements to create an engaging learning environment supportive of children's learning.
1.2	Practice				
1.2.1	Intentional teaching			PST utilises intentional teaching strategies when interacting with children and implementing learning experiences.	PST carefully considers intentional teaching moments within planned and spontaneous experiences to enhance children's learning and development.
1.2.2	Responsive teaching and scaffolding	PST engages in learning experiences within the room.	PST considers children's ideas, interests and cues to engage children in learning experiences.	PST utilises scaffolding and interactions to extend children's learning.	PST utilises open-ended questions, interactions and gains feedback from children around learning experiences planned.
1.2.3	Child directed learning	PST can provide appropriate choices for children within the curriculum.	PST provides age-appropriate choices within the learning environment.	PST considers the curriculum plan and what opportunities children have for agency.	PST ensures the curriculum provides opportunity for children to demonstrate their agency within the learning environment.

1.3	Assessment and planning				
1.3.1	Assessment and planning cycle	PST utilises the EYLF planning cycle with their observations to create a meaningful curriculum plan.	PST utilises observations to create, implement and evaluate their curriculum plan for the 5 days of full control.	PST utilises observations to assess children's learning and development, plan and implement effective learning experiences and reflect on implemented learning experiences.	PST utilises the EYLF planning cycle to ensure curriculum decisions are planned, implemented, assessed and critically reflected on.
1.3.2	Critical reflection		PST demonstrates an awareness of the difference between a discussion and critical reflection of children's learning.	PST critically reflects on curriculum plans and children's learning.	PST critically reflects on observations created for individual and groups of children to inform curriculum decisions.
1.3.3	Information for families			PST discusses curriculum experiences with families and what their child has learnt from that experience.	PST communicates with families around children's learning and development within the curriculum.
QA2 -					
2.1	Health				
2.1.1	Wellbeing and comfort		Children's routines are supported by the PST.	The learning environment allows children to have active and passive times during the day to meet rest/relaxation requirements.	The curriculum and learning environment are planned to support children's need for sleep/rest and relaxation.
2.1.2	Health practices and procedures	PST demonstrates an understanding of hygiene practices and understands the centre policy around illness and hygiene practices. This includes active cleaning routines/requirements within the room.	PST actively uses hygiene practices and promotes children to use good hygiene practices. This includes active cleaning routines/requirements within the room.	PST actively utilises appropriate hygiene practices and proactively assists children to use hygienic practices.	PST actively utilised appropriate hygiene practices and proactively assists children to use good hygienic practices to reduce communicable illness spread. PST actively plans experiences to reduce risk of injury.
2.1.3	Healthy lifestyle	PST engages with children around	PST encourages children to		PST can discuss healthy eating

		healthy eating.	engage in physical activities to build development.		and physical activity in a meaningful way with children.
2.2	Safety				
2.2.1	Supervision	PST positions self in appropriate areas for supervision.	PST is actively aware of their position within the room and where children are.	PST actively supervises the play area and modifies play areas/experiences if a supervision issue arises.	PST can supervise actively as well as adapt and move as required if the children move their play area.
2.2.2	Incident and emergency management			PST is aware of the emergency management policy and their role within an emergency evacuation.	PST understands the emergency management policy, their role in an emergency evacuation and understand the requirements and importance of drills.
2.2.3	Child protection	PST understands child safe standards and mandatory reporting.	PST understands the child safe standards, mandatory reporting and seeks advice from senior educators if any perceived issues arise.		PST understands mandatory reporting requirements and child safe standards and what these mean to educators.
QA3					
3.1	Design				
3.1.1	Fit for purpose			PST assists with yard and room checks to ensure learning areas are free from potential hazards.	PST is actively aware of the learning areas and removes or reports hazards to management if/when found.
3.1.2	Upkeep		PST ensures resources provided are not damaged/broken and that there is enough for children to engage with.		PST selects resources that are free from damage and ensures there are enough engage children in the curriculum.
3.2	Use				
3.2.1	Inclusive environment	PST is aware of children with additional needs within the room. If no additional needs, PST can reflect on	PST plans learning experiences that consider differentiation for different learning needs.	PST is actively aware of children's learning and developmental needs and plans appropriate play	PST is actively aware of children's learning and developmental needs and plans appropriate play

		how areas may be adapted to suit different needs.		spaces that ensure inclusivity.	spaces that ensure inclusivity.
3.2.2	Resources support play-based learning		PST chooses appropriate materials for learning experiences that support play-based learning and ensures there is enough resources available.	PST actively chooses resources that will be able to be utilised by children in play-based experiences to support active engagement in the learning environment.	PST carefully considers the resources, number of resources and consider the uses of the resources.
3.2.3	Environmentally responsible	PST understands the services sustainable policies.		PST supports children to engage with areas of the service's sustainable policies where possible.	PST actively considers the sustainable policy of the service and how this can be actively applied to daily routines and children's learning.
QA4					
4.1	Staffing arrangements				
4.1.1	Organisation of educators			PST is aware of how the service organises educators within rooms.	PST is aware of the impact and benefits of consistent staff within rooms.
4.1.2	Continuity of staff			PST demonstrates an understanding of the benefits of having consistent staff for groups of children.	PST understands the importance of continuity of care and its impact on child development.
4.2	Professionalism				
4.2.1	Professional collaboration	PST asks questions and demonstrates interest in learning about early childhood education.	PST collaborates with educators to learn more about the requirements of early childhood education.	PST actively seeks professional discussions to enhance ideas and understanding of early childhood education.	PST supports professional discussions around the planned curriculum and utilises educator's skills within the room.
4.2.2	Professional standards	PST ensures they adhere to dress code, professional expectations and utilise language that is professional.	PST adheres to the services expectations of student conduct and engages with children, staff, educators and children respectfully.	PST adheres to the services expectations of student conduct and engages with children, staff, educators and children respectfully.	PST adheres to the services expectations of student conduct and engages with children, staff, educators and children respectfully.

QA5					
5.1	Relationships between educators and children				
5.1.1	Positive educator to child interactions	PST gets down to children's levels and utilises child friendly language	PST interacts with children at their level, adapting language to each child's developmental level and supports children within the learning environment.		PST can utilise appropriate interactions with each child, building trusting relationships and inclusive environments.
5.1.2	Dignity and rights of the child	PST uses age appropriate, professional language with children.	PST use age appropriate, supportive, and professional language when engaging with children.		PST ensures that all children are carefully considered, and interactions are positive and ensure children are respected and their rights upheld in all areas of the curriculum.
5.2	Relationships between children				
5.2.1	Collaborative learning	PST engages with small groups of children at learning experiences.	PST supports children to engage with one another in age-appropriate ways.	PST considers the learning environment and how collaboration can be promoted.	PST considers the learning environment and plans the curriculum to enhance children's opportunities for collaboration.
5.2.2	Self-regulation	PST utilises room/service strategies to guide children's behaviours.	PST uses age-appropriate language to help children settle.	PST assists children to regulate their emotions and respond appropriately. This includes appropriate behaviour management strategies for individuals and as a group.	PST assists children to regulate their emotions and respond appropriately to their peers, including conflict resolution.
QA6					
6.1	Supportive relationships with families				
6.1.1	Engagement with the service			PST engages in conversations around the curriculum with families.	PST actively seeks feedback from families around the program and curriculum.
6.1.2	Parent views are respected	PST is aware of family requests/cultural views and helps	PST utilises information from families to help inform learning	PST utilises family feedback/information to support	PST actively engages with families to gain their feedback

		implement these.	plans.	children's development within the learning environment.	and in-sight to help plan the curriculum.
6.1.3	Families are supported			PST provides information around children's learning and development to families.	PST provides information to families (where applicable) around community workshops/transition to school sessions. If this is not available, PST is able to provide families with information around children's learning and development.
6.2	Collaborative partnerships				
6.2.1	Transitions		PST assists children to settle within the room.	PST understands individual children's needs to transition into the room and assists to support these.	PST supports children's transition into the room by understanding the key educators for each child and supports for individual children.
6.2.2	Access and participation	PST discusses with educator's individual children's needs around inclusive practices.	PST discusses with educator's individual children's needs to support children's engagement in learning plans.		PST understands children's individual requirements, particularly those with additional needs, or medical requirements, to ensure they are planned for within the curriculum.
6.2.3	Community engagement			PST discusses with supervising teacher what community engagement the service is involved with.	PST actively seeks out information from the service around its community engagement and assists with these where applicable.
QA7 – Governance and Leadership					
7.1	Governance				
7.1.1	Service philosophy			PST is aware of the service's	PST understands the service's

