EDU60054: Child play with Science, Technology, Engineering and Mathematics
- Graduate Diploma of Early Childhood Teaching

Placement Expectations and requirements

Required days: 15 days full time or part time equivalent
Required setting: 3-5 years old (EC setting)

Overview

This is the third Professional Experience Unit of the Graduate Diploma of Early Childhood Teaching. Pre-service Teachers are required to complete 15 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). PSTs will be introduced to all aspects of teaching, eventually taking responsibility for planning, implementing and evaluating an indoor and outdoor curriculum including routines for a minimum of seven days. PSTs are required to make a significant contribution and introduce some original ideas in their curriculum plan.

The role of the Supervising Teacher 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 AND PST TO FULFILL THE PLACEMENT EXPECTATIONS OUTLINED BELOW:

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 NQS 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 children, staff and families.
- Demonstrate initiative by asking for opportunities to assist where possible.
- Assist with daily routines and support teaching and learning of individual children, small groups and whole group experiences.

- Actively participate in all aspects of the early childhood service when appropriate (e.g. extra-curricular activities, staff meetings, room/team meetings, etc.).

Teaching practice

PST is expected to:
- Accurately document and organise all observations, planning and reflections.
- Use the Swinburne Online learning plan template provided for all learning 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 supervising teacher, 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 National Quality Standards.
- Obtain a copy of the Final Report for your records.

Supervising teacher is expected to:
- Continue to provide constructive feedback on all aspects of teaching and encourage reflective practice.
- Provide prompts to encourage reflective practice.
- Negotiate planning time with the PST, this normally would shadow the supervising teacher's planning time.
- Schedule regular meetings to discuss planning and progress.
- Provide ongoing, honest and constructive feedback.
- Provide an overview on how the curriculum assesses, evaluates and documents children 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.

UNIT ASSESSMENT REQUIREMENTS: REPORTING RESPONSIBILITIES OF THE SUPERVISING TEACHER:

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

- Learning 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

We acknowledge the challenge and responsibility that comes with assessing PSTs. While we may not physically visit the setting, support

is available to Supervising Teachers through the PST's OLA. We place great faith in the professional judgement of Supervising Teachers and request an honest appraisal of the PSTs progress and final assessment. If a Supervising Teacher feels that an unsatisfactory result is warranted, their decision will be supported by the University.

- **Day 5:** Discuss the Pre-Service Teacher's progress mid-way through the practicum. In collaboration with the PST the Supervising Teacher must **complete and email the Interim Report to the PST's OLA**. If a Pre-Service Teacher is making unsatisfactory progress, the Supervising Teacher 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 15 (Final Day):** Please **complete and email the Final Report form to the PST's OLA** immediately on or the day after the final placement day. Provide a copy to the PST. The Supervising Teacher is required to provide an honest assessment of the PST's performance and sign off on the number of completed days.

The Supervising Teacher is required to sign off on the number of completed days. Any missed days need to be made up in consultation with the Supervising Teacher and the missed days policy outlined in the Professional Experience Handbook.

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

Week-by-week teaching expectations

Pre-service teacher expectations	Supervising Teacher expectations

Days 1-5

- Familiarise self with the room routines and relevant policies, documents, and procedures
- Establish relationships with children, staff, and families
- Actively support the implementation of the overall curriculum
- Scaffold learning with individual children
- Support small group play
- Participate in routines including nappy changing, meal and rest times
- Document observations of children's learning in routines, indoor and outdoor experiences
- Identify and record children's interests and strengths
- Select a focus child to observe and plan a learning experience based on their interests and strengths
- Where required gain permission to record observations and if appropriate use photographs for assessments
- Record reflections on your professional conduct, communication and relationships with children, families and teachers
- In collaboration with your Supervising Teacher, begin planning the indoor and outdoor curriculum
- Ask for feedback from your Supervising Teacher and set goals for improvement for your final week

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- Introduce Pre-service Teacher (PST) to children, families and staff
- Discuss strategies to assist the PST in establishing relationships with students and families
- Share strategies for documenting observations and discuss issues and requirements relating to confidentiality and the use of photographs
- Discuss individual children's development, interest, routines, needs and relevant background information
- Share policies about and support participation in nappy/toileting, sleep and meal routines
- Share prior and current planning documents with the Pre-service Teacher where appropriate
- Provide feedback on PST's written observations and interpretations of these
- Provide feedback on the learning experience plans provided to implement
- Support the planning of the curriculum; help to interpret observations, share knowledge, question PSTs intentions and discuss ideas
- Provide prompts to encourage reflective practice
- Schedule a meeting with the Pre-service Teacher to complete the Interim Progress Report at the end of day 5.
- **If PST is making UNSATISFACTORY progress, please contact Swinburne Online immediately via the OLA who emailed you**

Days 6-15

- Continue to develop professional relationships with your Supervising Teacher, children, staff and families
- Continue to observe learning experiences and record observations
- Continue to teach individual children, small group and whole group experiences
- Implement your curriculum plan for your **seven** days of **full control**** of the room
- Where appropriate trial a range of management strategies, as modelled by Supervising Teacher
- Observe and assist with marking.
- Actively participate in all aspects of the early childhood service life including extra curricula activities, professional development, staff meetings etc…
- Continue to reflect on your practice and ask your Mentor for feedback about all aspects of your teaching practice including your lesson planning and communication with students,
- staff and families
- Obtain a copy of your final report for your records
- **Set goals for future placements**

- Provide feedback on verbal and non-verbal communication
- Provide feedback on PST's documentation
- Support and guide the planning and development of lesson plans; help to interpret observations, share knowledge, question PSTs intentions, and discuss ideas
- Provide opportunity for the PST to implement their curriculum plan for **seven** days of full control
- Encourage the PST's involvement in all aspects of the early childhood service life when appropriate (e.g. staff/room meetings, professional development etc…)
- Provide prompts to encourage reflective practice
- **Schedule a meeting with the Pre-service Teacher to complete the Professional Experience Final Report at the end of this week**
- **Send final report through to the Online Learning Advisor**
- **Set goals for future placements.**

**Full control means that the PST will assume the role of the ECT/team leader within the room under the supervision of the Supervising Teacher.

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).

Professional Experience Reports

All Professional Experience Interim and Final Reports must be completed in collaboration with the PST and submitted via email to the PST's OLA. We place great faith in the supervising teacher's professional judgement and request an honest assessment of the Pre-Service Teacher's (PSTs) progress and final assessment. Considering the level expected for the particular professional experience, supervising teachers and the nominated supervisors are asked to make a professional judgement and assess the overall performance of the Pre-Service Teacher. In order to satisfactorily complete this practicum, the Pre-service Teacher is required to meet the relevant National Quality Standard key indicator.

Supervising Teachers should apply professional judgements using evidence of the PST's demonstrated knowledge, practice, and engagement in relation to the expected NQS descriptors for the stage. Consideration should be given for the placement context and opportunities to encounter relevant experiences enabling the PST to demonstrate the NQS. The Final Report will assess the PST's progress against the 7 NQS Standard Sections.

The reporting responsibility of the Supervising Teacher:

1. Interim Progress report - Submit this report midway through the professional experience (Day 5).
   - *Satisfactory Progress (SP): The PST is making satisfactory progress towards this Quality Area (QA) at the level indicated.*
   - *Working Towards (WT): The PST is working towards satisfactory progress towards this QA at the level indicated or has not yet had a suitable opportunity to demonstrate competence in this QA. In either case, this QA may require attention in the second half of the placement (but no additional documentation is required).*
   - *Cause for Concern (CC): The PST is not making satisfactory progress towards this QA at the level indicated. This QA will require focused attention in the second half of the placement and a Support Plan must be submitted along with the Interim Report.*

2. Final Report PSTs can be assessed as:
   - E - Exceeds (NQS descriptor has been met above expectation)
   - M – Met (NQS descriptor has been met)
   - NM – Not Met (NQS descriptor has not been met)
     Please note: If a Pre-service Teacher is awarded a NM for any of the standards, they must receive an "UNSATISFACTORY".
   - NE – Not Encountered (No opportunity to meet the NQS descriptor).
     Please note: Before providing a NE, please consider a supportive reflective discussion about the NQS focus area with the PST that will allow the PST to demonstrate their understanding of the NQS. This discussion will validate a Met (M) result for the NQS focus area.

Please see the table below to see the expected progression of PSTs from EDU60052 (this unit) through to EDU60055 (final unit). PSTs are expected to meet the **EDU60054** key indicators listed below which supervising teachers will find within the final report.

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 healthy eating.	PST encourages children to engage in physical activities to build development.		PST can discuss healthy eating 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	PST understands the child safe standards, mandatory reporting and seeks advice from senior	PST understands mandatory reporting requirements and child safe standards and what

				educators if any perceived issues arise.	educators if any perceived issues arise.	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 how areas may be adapted to suit different needs.	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 spaces that ensure inclusivity.	PST is actively aware of children's learning and developmental needs and plans appropriate play 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 families respectfully.	PST adheres to the services expectations of student conduct and engages with children, staff, educators and families respectfully.	PST adheres to the services expectations of student conduct and engages with children, staff, educators and families 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		PST can utilise appropriate interactions with each child, building trusting relationships

		supports children within the learning environment.			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 implement these.	PST utilises information from families to help inform learning plans.	PST utilises family feedback/information to support children's development within the learning environment.	PST actively engages with families to gain their feedback 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 and purpose			PST is aware of the service's philosophy and what this means for educators.	PST understands the service's philosophy and uses the key information to guide teaching strategies used.
7.1.2	Management systems			PST seeks information around risk management within the service and utilises this in the teaching load.	PST is aware of risk management requirements and implements appropriate strategies to minimise and reduce risks spontaneously as they arise.
7.1.3	Roles and responsibilities	PST understands their role as a PST within the service.	PST implements key roles and responsibilities of a PST within the service.	PST implements key roles and responsibilities of a PST within the service.	PST is aware of the roles and responsibility of a PST at a ready to teach level and understands the role of the ECT within the service.
7.2	Leadership				
7.2.1	Continuous improvement			PST is aware of the self-assessment and QIP process.	PST implements elements of the QIP to help the service self-assess against the quality areas.
7.2.2	Educational leadership			PST is aware of the role of the educational leader within the service.	PST understands the role of the educational leader and how this supports the service in relation to the educational program.
7.2.3	Development of professionals	PST seeks feedback for documentation and creates a professional learning goal for EDU60053.	PST seeks feedback around implemented learning plans and creates a professional learning for EDU60054.	PST seeks feedback to help support and build teaching practices. PST creates a professional learning goal for EDU60055.	PST actively utilises feedback to guide and improve teaching practices.