

# Intermediate Professional Placement Expectations

## Oral Language and Literacy in the Early Years

The following document sets out the general expectations for an **intermediate placement** for Oral Language and Literacy in the Early Years

### General Placement information

- This placement is normally undertaken during second year for a three or four-year undergraduate student. This placement is associated with a unit focusing on building early language skills and planning learning experiences to develop children's vocabulary, phonological and phonemic awareness and writing skills
- Setting of Placement – Birth - 35 month setting
- **Number of Days – 10**

### Getting Started: Introduction, Orientation & Observation

- Undertake an orientation to the ECE setting prior to or on the first day of placement
- Observe and work alongside educators and children in a range of contexts and settings noting children's conversational styles, stages of communication and language development
- Engage with children informally and in planned activities
- Collaborate on intentional teaching with the mentor teacher and university peers
- Observe strategies for creating a safe, engaging learning environment, including guiding children's behaviour

### Professional Knowledge and Practice

- Plan and reflect upon individual intentional teaching beginning with small groups then moving to larger groups as appropriate to their learning and curriculum outcomes
- Observe and discuss ways to engage all learners, maintain high expectations and the importance of purposeful and meaningful learning experiences
- Begin to create learning experiences that illustrate an appropriate grasp of content knowledge and curriculum alignment using a variety of age-appropriate and relevant resources and begin to implement these learning experiences with their group
- Understand the importance of analysing a variety of assessment data, summative & formative, to provide timely and meaningful feedback
- Observe how assessment data is used to inform future planning to enhance child learning
- Demonstrate a range of appropriate strategies in their learning experience plans and delivery to engage all children as appropriate to the curriculum requirements
- Show an understanding of the need to differentiate their teaching to meet the individual needs of a range of learners, and recognise differentiation in action

- **By (approximately) the last 5 days of the placement, teach/co-teach at least two intentional learning experiences per day, and teach/co-teach a sequence of at least two learning experiences on two different days**
- Normally have a **maximum 3 non-teaching days**

**NOTE:** *References to learning experiences are an indication of common experience, not a required minimum or set limit. The exact number of learning experiences and days for teaching can be negotiated between the mentor and the preservice teacher with reference to these guidelines.*

### Professional Engagement and Learning

- Attend meetings, duties, ECE setting activities and any opportunities for engagement with the broader ECE community
- Conduct themselves in a professional and ethical manner whilst in ECE settings including seeking and using feedback on their performance
- Interact with educators, children and the ECE community in an appropriate manner and comply with all relevant ethical and legal requirements
- Collect evidence of curriculum ideas, strategies, timetables, policy documents, teaching resources, learning experiences, units of work and other relevant documentation to help you demonstrate your knowledge of the National Quality Framework

### General Expectations

- It is expected that every intentional teaching moment at all Placement levels has a **learning experience plan which we recommend is provided to the mentor 24 hours prior to the learning experience taking place**. We do understand this may not always be realistic, so we leave this up to the mentor to determine what they deem appropriate e.g. the morning of. **The bottom line for us is, no plan = no teach**. This would include if the learning plan presented is not of an acceptable standard or if it has not been presented to the mentor within the timeframe required
- Preservice teachers (PSTs) are involved in planning and programming at UC. Our standard learning experience plan template can be modified by the PST to align with the requirements of the ECE service but we do have a reflection section at the end of the plan template
- On completing each learning experience, we would expect the PST to reflect on the experience with their mentor as well as document their reflections on their plan and delivery so they can refer to this for future planning
- We expect the PST to be involved in regular debriefs with their mentor (verbal and/or written).
- As this is a two-week placement, only a final report is required.