

Intermediate Professional Placement Expectations

Philosophies and Pedagogies in Early Childhood Education

The following document sets out the general expectations for an for Philosophies and Pedagogies in Early Childhood.

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 a range of philosophies and approaches in early childhood education.
- Setting of Placement - EDBOO1: Birth - 35 months
- 326JA: Birth - 35 months
- **Number of Days – 10**

Getting Started: Introduction, Orientation & Observation

- Undertake an orientation to the service/setting/school environment prior to or on the first day of placement
- Observe and work alongside educators and children in a range of contexts and settings
- Engage with children informally and in planned activities
- Collaborate on learning experiences with the mentor teacher and university peers
- Observe strategies for creating a safe, structured learning environment, including behaviour management

Professional Knowledge and Practice

- Plan and reflect upon individual learning experiences beginning with small groups then moving to engage all children as appropriate to their learning and curriculum outcomes
- Observe and discuss ways to engage all learners, maintain high expectations and the importance of well-structured learning
- Begin to create well-structured 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 plans with the children
- 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 learning
- Demonstrate a range of appropriate strategies in their learning plans and learning experience 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 at least two intentional learning experiences per day, and teach a sequence of at least two learning experiences on two different days
- Normally have a maximum 5 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, centre/school activities and any opportunities for engagement with the broader community
- Conduct themselves in a professional and ethical manner whilst in centres/schools including seeking and using feedback on their performance
- Interact with teachers, students and the community in an appropriate manner and comply with all relevant ethical and legal requirements
- Collect evidence of curriculum ideas, strategies, timetables, centre/school policy documents, teaching resources, learning plans, curriculum programs and other relevant documentation to help you demonstrate your knowledge of the Australian Graduate Teaching Standards and the National Quality Framework

General Expectations

- It is expected that every teaching episode at all Placement levels has a **learning 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 learning plan = no teach.** This would include if the learning experience 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 plan template can be modified by the PST to align with the requirements of the centre/school but we do have a reflection section at the end of the learning plan template
- On completing each intentional 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).
- At the midway point we ask that the mentor uses the placement report form to provide feedback against the Graduate Teacher Standards for their level of placement. This is an opportunity for the mentor to more formally link current progress to these standards (can be done in dot points). This gives the PST a clear understanding of areas of strength at that point in time and areas which need further development
- As this is only a two-week placement, only a final report is required.