Student Name: _____

ID: _____

Early Childhood

Year 1

EDUC1221 Approaches to Play and Learning

EDUC1242 The Developing Child

Professional Experience

Handbook

2022

Bachelor of Early Childhood Education (Birth-8)

Bachelor of Inclusive and Specialised Education (Early Childhood)

Guidelines for Pre-Service Teachers, Site Coordinators and Mentor Teachers.

flinders.edu.au

2022 Professional Experience Calendar | Early Childhood

Week	Dates	Year 1 Undergraduate	Year 3 Year 3 – Undergraduate Year 1 - MTeach	Final Year Year 4 – Undergraduate Year 2 - MTeach
'0'	21 Feb	Orientation week		Some scheduled classes
1	28 Feb	Semester Commences		**Final Year EDUC4740/9304** **10 Days to be completed Term 1 from 24th January**
2	07 Mar			
3	14 Mar	14th March Public Holiday		
4	21 Mar			
5	28 Mar			
6	04 April			
	11 April	Mid-Semester Break *Easter 2022*	Mid-Semester Break	Mid-Semester Break
	18 April	Mid-Semester Break *State School Vacation*	Mid-Semester Break *State School Vacation*	Mid-Semester Break *State School Vacation*
7	25 April	25th April Anzac Day *State School Vacation*	*State School Vacation*	*State School Vacation*
8	02 May	**Year 1 EDUC1225** **2nd May – 3rd June** **5-day placement**		**Final Year EDUC4740/9304** **2nd May – 10th June** **6-week block**
9	09 May			
10	16 May			
11	23 May			
12	30 May			
13	06 June		**Year 3 EDUC3640** **6th June – 8th July** **5 single days over 5 weeks**	
14	13 June	13th June Queen's B'day		
	20 June	Exams		
	27 June	Exams		
	04 July	Semester Break	Semester Break	Semester Break
	11 July	Semester Break *State School Vacation*	Semester Break *State School Vacation*	Semester Break *State School Vacation*
	18 July	Suppl. Exam period *State School Vacation*	Suppl. Exam period *State School Vacation*	Suppl. Exam period *State School Vacation*
1	25 July	**Year 1 EDUC1225** **25th July – 30th Sept** **10-day placement**	**Year 3 EDUC3640** **25th July – 2nd Sept** **6-week block**	
2	01 Aug			
3	08 Aug			
4	15 Aug			
5	22 Aug			
6	29 Aug		**Year 1 MTeach EDUC9231** **29th Aug – 30th Sept** **5 single days over 5 weeks**	
7	05 Sept			
8	12 Sept			
	19 Sept	Mid-Semester Break	Mid-Semester Break	Mid-Semester Break
	26 Sept	Mid-Semester Break	Mid-Semester Break	Mid-Semester Break
9	03 Oct	3rd Oct. Labour Day	*State School Vacation*	*State School Vacation*
10	10 Oct	*State School Vacation*	*State School Vacation*	*State School Vacation*
11	17 Oct		**Year 1 MTeach EDUC9231** **17th Oct – 25th Nov** **6 week block**	
12	24 Oct			
13	31 Oct			
	07 Nov	Exam period	Exam period	Exam period
	14 Nov	Exam period	Exam period	Exam period
	21 Nov	Break	Break	Break
	28 Nov			
	05 Dec	(Exam Board)	Suppl. Exam period	Suppl. Exam period
	12 Dec			

*Visits for all placements are to be negotiated between the site & pre-service teacher.

Contents

Contact Information

Site placement issues:

Academic Coordinator: Rachael Hedger

Office: Education Building, Room 5.47

Phone: 8201 2087

Email: rachael.hedger@flinders.edu.au

Rachael can address queries regarding the purpose of the site placement. She is also available for consultation over any professional or behavioural issues that may arise during this Professional Experience. Rachael can be contacted via phone/email or is available, by appointment, for site coordinators and pre-service teachers (PST).

WIL Support Officer: Melinda Nathan

Email: eceprofexp@flinders.edu.au

Please contact your WIL Support Officer regarding any issues about the suitability of the site placement, certificates required for placement and report issues. If the WIL Support Officer is not available, then these issues can be addressed through the Director of Professional Experience.

Phone: 8201 3328

Professional Experience Website:

Students: https://students.flinders.edu.au/my-course/placements/compliance/education

Staff and sites: https://staff.flinders.edu.au/colleges-and-services/epsw/education-placement-liaisons-information

Director of Professional Experience: Jackie Thomson

Office: Education Building, Room 5.66

Phone: 8201 3348

Email: jackie.thomson@flinders.edu.au

Introduction

To the Principals, Directors, and Mentors reading this handbook, thank you for your commitment and support of the Flinders University Early Childhood programs. We look forward to working with you. To early childhood pre-service teachers reading the book, we hope you feel the satisfaction of making a significant contribution to children's learning through your professional experience.

This handbook provides clear guidelines for pre-service teachers and their Mentors with regard to expectations. Throughout the book, the term 'pre-service teacher' is used to refer to Flinders early childhood students.

Professional experience in the early childhood courses at Flinders University are underpinned by a commitment to pre-service teachers making a meaningful contribution to children's learning and to the site's curriculum priorities or focus. In many sites, pre-service teachers will make this contribution through their participation in an inquiry project identified by the site.

As we are sure you are aware, please remember that in order to comply with duty of care responsibilities, pre-service teachers must not be left alone with the children with whom they are working. For further information regarding our respective responsibilities please see the Administrative Procedures for Students/Work Integrated Learning policy on the Flinders University website.

Thank you for welcoming the pre-service teachers into your site. The relationship that the pre-service teacher develops with you as they observe and work in your setting is fundamental to the development of their skills, attitudes, dispositions, and knowledge about teaching in the early years.

Key roles and responsibilities for Early Childhood Professional Experience

Director/Principal	Your role as a leader is vital to the ongoing partnership between your site and Flinders University. Principal and directors play a pivotal role in ensuring the smooth operation of the site-based learning component of teacher education. They welcome, encourage, monitor, support, communicate and problem solve as required. Principals, directors and site practicum coordinators liaise with appropriate Flinders University personnel as the need arises. If you have any administrative queries, please feel free to call the Professional Experience Office. Contact details can be found on the contact information page of this handbook.
Site Coordinator *(person on site responsible for pre-service teachers)*	Responsibilities of the *Site Coordinator*: • Identify a Mentor for each pre-service teacher. • Act as point of contact with Flinders University. • Complete a site induction and ensure the pre-service teacher is aware of site policies & procedures. • Sign off on the final report • Support the Mentor with any 'At-risk' Pre-service teachers.
Mentor Teacher *(We prefer the term 'Mentor' to 'supervisor' as it reflects a collegial rather than a 'top-down' relationship)*	Responsibilities of the *Mentor Teacher*: • If you have identified a project: discuss the Pre-service teacher's role in the project and outline your expectations. • Talk with the pre-service teacher/s about any events they will need to be aware of during their placement, or any particular curriculum focus during this time. • Talk with the pre-service teacher about the teaching that they will undertake over the course of the placement. • Offer professional Mentoring as pre-service teachers progress through the placement including supporting them with regular feedback. • Verify the pre-service teacher's days of attendance on their Record of Visits
Flinders academic Staff	Responsibilities of *Flinders academics*: • Present lectures and prepare pre-service teachers for the professional experience. • Support all parties with any questions or concerns throughout the placement. • Use tutorials in relevant topics to reflect on the professional experience. • Sustain partnerships with sites and schools, including some 'University Liaison' work.
WIL Support Officer (Early Childhood)	Responsibilities of the *WIL Support Officer:* • Liaise with sites to organise placement opportunities for all Pre-Service Teachers • Monitor Pre-Service Teachers certificates and compliance documents • Monitor and generate reports in Flinders Professional Experience Reporting System
Pre-Service Teacher	Responsibilities of the *Pre-service teacher*: • Contact the site to arrange the first visit for the semester, and negotiate appropriate days/times for single day visits. • Set up and maintain a planning file that evidences achieving the APST's, records key site information, children's learning and own professional learning. • Attend the site on the arranged days and times, minimum 7.5 hours. • Sign in and out of the site every placement day (e.g. using the 'Visitor Book') as evidence of your attendance. • Contribute to the inquiry project as negotiated with your Mentor. • Work within the policies and practices of the setting, and demonstrate commitment, enthusiasm, initiative, effort and professionalism in a full-time capacity. • Demonstrate the desired learning outcomes of this professional experience, and the ability to perform as a new teaching graduate. • Plan for and engage children in meaningful learning. • Use the Australian Professional Standards for Teachers as a framework for reflection on your professional experience, and document this in your planning file as evidence towards your certification as a registered teacher, in the spirit of 'Standard 6: Engage in professional learning'.

Placement Sequence

	Professional Experience	Number of Days	Time of Completion During the Program	Time during School Term
Bachelor of Early Childhood Education (Birth-8) Bachelor of Inclusive and Specialised Education (Early Childhood)	**Year 1** **EDUC1221** **EDUC1242**	5 single days over 5 weeks 10 single days over 10 weeks	Semester 1 Semester 2	Term 2 Term 3
	Year 3	35 days (5 single-days over 5 weeks + 30 day block)	Semester 2	End of Term 2 Term 3
	Year 4	40 days (10 single-days over 10 weeks + 30 day block)	Semester 1	End of Term 1 Term 2

Professional Experience Overview

Year 1 Undergraduate	**5-day placement semester 1, 10-day placement semester 2.** • Occurs in the first and second semester of the first year of the degree program. • A **full-day** placement visit to an early childhood setting (Early Childhood Service, preschool, school, etc.) • Settings identify a project that enables pre-service teachers to contribute to children's learning and development. • Visits are undertaken concurrently with studies in *EDUC1221 Approaches to Play and Learning* and *EDUC1242 The Developing Child*, and reflection on the visits are a component of tutorial reflections in this topic. • The placement enables pre-service teachers to gain insight into many aspects of the work of an early childhood educator.
Year 3 & 4 Undergraduate	**5 single-day visits and a six-week (30 day) block placement.** **10 single-days visits and a six-week (30 day) block placement.** • A 6-week block in an early childhood setting (childcare, preschool, school) is completed in both Year 3 and Year 4 of the undergraduate ECE degrees. • Single days are full-days negotiated with the Mentor teacher and must be completed before commencing the professional experience block (ideally 1 day p.w. over 5 weeks in term prior to block placement). • Pre-service teachers work with settings to identify and complete an inquiry project that makes a useful contribution to the teaching work of the setting. • Provides pre-service teachers with an extended opportunity to work as a teacher within an early childhood setting, developing and extending their skills. • Placement is oriented towards taking full responsibility for classroom curriculum and management, and demonstrating their ability to graduate as an early childhood teacher.

Course Rules for Professional Experience

Pre-service teachers: Please refer to these rules when applying for each Professional Experience.

Teacher registration requirements

(cannot be negotiated before graduation)

To register with the TRB, all Pre-service teachers require:

→ **Minimum 10 days birth - 2 Professional Experience** (see: Australian Children's Education & Care Quality Authority)

→ Minimum 80 days required for teacher registration (60 days for Masters, see: Teacher Registration Board of SA)

→ Placements must be undertaken:

- o "…over a substantial & sustained period" that is relevant to an authentic preschool/school environment
- o Under the supervision of a registered teacher
- o (for above, see Australia Institute for Teaching & School Leadership)

Department for Education Employer requirements

(for employability after graduation)

To be awarded an A rating (most desirable rating - see below) and work in a Department for Education site, pre-service teachers need to complete as a **minimum** requirement:

→ **0.4 FTE for 4 weeks in preschool (age 3-5) for one block placement**

→ **At least 0.4 FTE for 4 weeks in a school (age 5-8) for one block placement**

The minimum above allows pre-service teachers (PSTs) to meet other requirements on the remaining three days of block (e.g. special education &/or Birth - 2 Experience).

Applicants for Department vacancies are ranked using the following system:

- o (A) rating: completion of a university qualification AND educational teaching experience within the last 5 years in an educational site.
- o (T) rating: completion of either a university qualification OR 2 years educational teaching Experience (Department for Education or Private) within the subject/site-type identified.
- o (N) rating: Teacher applicant has provided no evidence of any university qualifications or teaching experience in the subject and/or specialisation but has indicated an interest or willingness to teach the subject/specialisation.

Flinders University requirements

(for success in placement topics)

Across the Course, & including all placements, it is the pre-service teachers responsibility to ensure Professional Experience with young children is undertaken:

→ **Across 0-8 age range**

→ **Across various site types** (e.g. junior primary and at least one of the following; long day childcare, stand-alone preschool, integrated service).

Placements must be undertaken as per one of these Study Plans/Course Templates:

- o Bachelor of Early Childhood Education (Birth-8)
- o Bachelor of Inclusive and Specialised Education (Early Childhood) (including a special/inclusive education placement in final year)
- o Master of Teaching (Early Childhood)

Education electives *(for additional Professional Experience):*

- ❖ EDUC4882: Respectful Teaching with Infants and Toddlers
- ❖ EDUC4833: Professional Experience Elective

Course Rules for Professional Experience (continued).

Over the course of all Early Childhood degrees, <u>all pre-service teachers</u> are required to complete the following requirements in order to meet TRB registration and DECD employment requirements:

1. A minimum of 10 days with birth-2 year olds (in any year of the degree).
2. A block placement of 4 weeks (minimum) with 3-5 year olds.
3. A block placement of 6 weeks with 5-8 year olds.

When undergraduate students complete a block placement, in the third and fourth year of their degree, one placement must be with ages 3-5 and one must be with ages 5-8. The 3-5 placement can be combined with 10 days in birth-2, thus creating a 6-week, 0-5 placement.

Masters students must complete a 0-5 and 5-8 placement over the course of their degree. Students can choose the order in which they work with these two age groups.

Overview of Pre-Service Teacher Placement Tasks

There are *five learning strands* to the professional experience placement that provide evidence of the Australian Professional Standards for Teachers (APST) and the Australian Children's Education and Care Quality Authority's (**ACECQA's**) *National Quality Standard (NQS)* requirements. All pre-service teachers are expected to complete the tasks set out in the Learning Strands pages, in the section that corresponds to their placement;
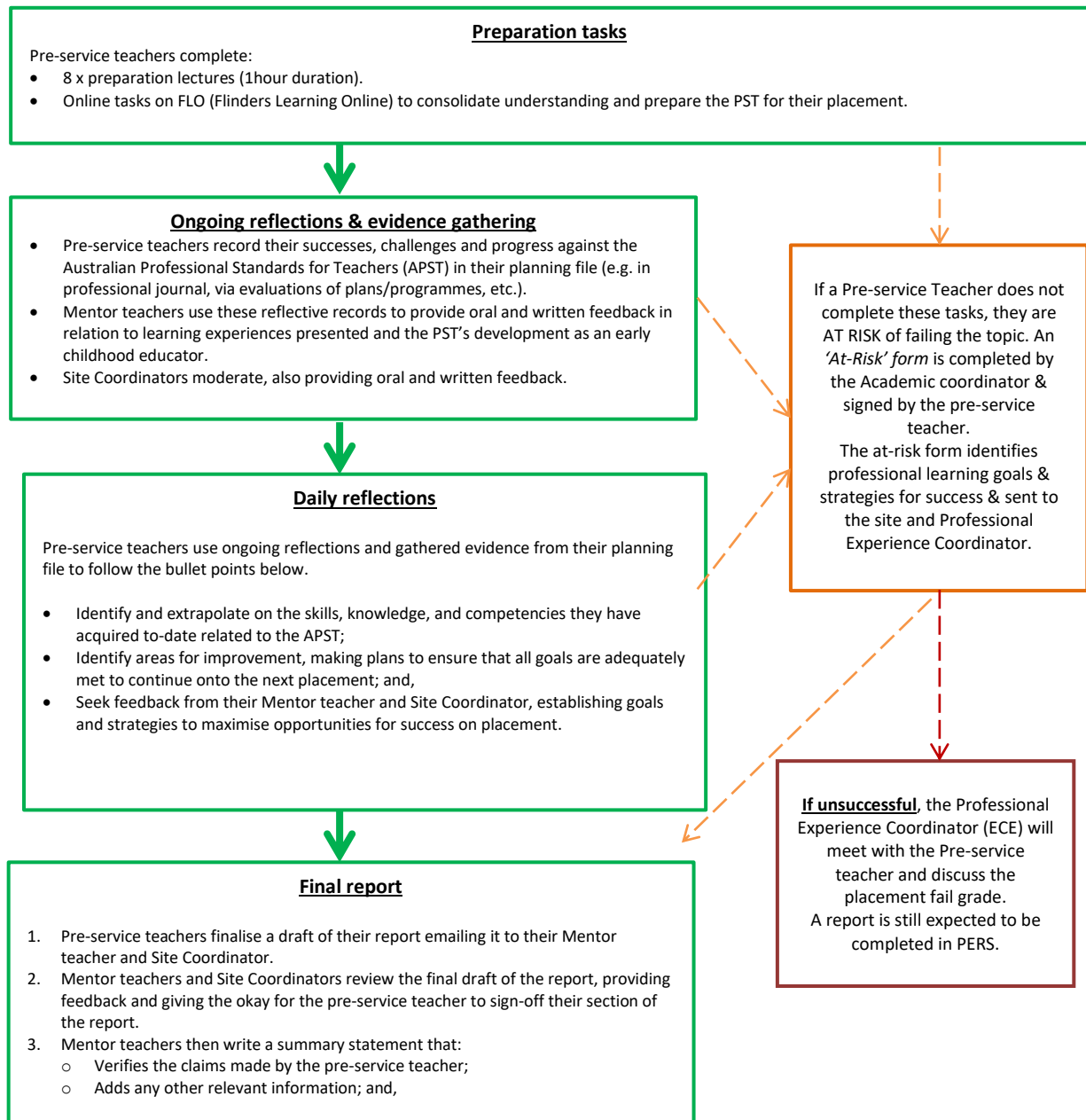
Placement Professional Learning Strands	APST	ACECQA Quality Area Standards
1. Knowing and understanding the context *Complete a situational analysis of the setting early on in the placement.*	2.4 4.1 4.4 6.1 7.1 7.2 7.4	2.1 3.1 4.1 6.3 7.1-7.3
2. Investigating curriculum priorities *Work with Mentor to identify priorities for the setting, and jointly develop goals for an inquiry project with the aim of contributing to children's learning, the setting and the pre-service teacher.*	2.1 2.2 2.4 3.1 3.5 3.6	1.1 1.2 2.2 3.2 4.2 5.1 5.2 7.2
3. Planning for learning *Take increasing responsibility for planning, implementing and evaluating children's learning.*	1.2, 1.3- 1. 6 2.1-2.6 3.1 - 3.5 4.1- 4.5 6.4	1.1, 1.2 2.2 2.3 3.2 3.3 5.1 5.2
4. Documenting and assessing children's learning *Gather evidence of learning, recognising individual children's strengths and difficulties, identifying areas of new learning and demonstrating accountability to sites, Mentors and families.*	1.1-1.6 3.6 4.1 5.1-5.5	1.1 1.2 5.1 7.3
5. Communicating with families and Mentors *Investigate ways to communicate effectively with families in cooperation with the Mentor teacher, either individually or more generally.*	2.4 3.6 3.7 4.3 4.5 5.1 5.5 6.3 6.4 7.3	1.1 1.2 2.1 3.3 4.2 6.1 6.2 7.1 7.2

Pre-service teachers 'At Risk' of failing the Professional Experience

If the Mentor or Site Coordinator have any concerns regarding the performance and/or progress of the pre-service teachers, they must notify the Professional Experience Coordinator as soon as possible.

NB: If a Mentor teacher or Site Coordinator believes that a pre-service teacher may be at-risk of failing the placement, please follow the Assessment Flow Chart guidelines.

Assessment Flow Chart

Preparation tasks

Pre-service teachers complete:
- 8 x preparation lectures (1hour duration).
- Online tasks on FLO (Flinders Learning Online) to consolidate understanding and prepare the PST for their placement.

Ongoing reflections & evidence gathering
- Pre-service teachers record their successes, challenges and progress against the Australian Professional Standards for Teachers (APST) in their planning file (e.g. in professional journal, via evaluations of plans/programmes, etc.).
- Mentor teachers use these reflective records to provide oral and written feedback in relation to learning experiences presented and the PST's development as an early childhood educator.
- Site Coordinators moderate, also providing oral and written feedback.

Daily reflections

Pre-service teachers use ongoing reflections and gathered evidence from their planning file to follow the bullet points below.

- Identify and extrapolate on the skills, knowledge, and competencies they have acquired to-date related to the APST;
- Identify areas for improvement, making plans to ensure that all goals are adequately met to continue onto the next placement; and,
- Seek feedback from their Mentor teacher and Site Coordinator, establishing goals and strategies to maximise opportunities for success on placement.

Final report

1. Pre-service teachers finalise a draft of their report emailing it to their Mentor teacher and Site Coordinator.
2. Mentor teachers and Site Coordinators review the final draft of the report, providing feedback and giving the okay for the pre-service teacher to sign-off their section of the report.
3. Mentor teachers then write a summary statement that:
   o Verifies the claims made by the pre-service teacher;
   o Adds any other relevant information; and,

If a Pre-service Teacher does not complete these tasks, they are AT RISK of failing the topic. An *'At-Risk' form* is completed by the Academic coordinator & signed by the pre-service teacher.
The at-risk form identifies professional learning goals & strategies for success & sent to the site and Professional Experience Coordinator.

If unsuccessful, the Professional Experience Coordinator (ECE) will meet with the Pre-service teacher and discuss the placement fail grade.
A report is still expected to be completed in PERS.

Health and Counselling

All students can access Flinders counselling services at any time, free of charge. Counsellors prioritise students completing Professional Experience (if the student notifies them of this when making an appointment). More information can be found at this address: http://www.flinders.edu.au/current-students/healthandcounselling/ Tel: (08) 8201 2118.

Specific Information for Pre-Service Teachers

The practical and personal insights to be gained through professional experience will be invaluable to you as an emerging professional. The following information regarding your administrative and professional responsibility is intended to help you to get the most out of your professional experience.

Fitness for placement

The current legal requirements for working with children are on the [Professional Experience website.](#) Placements will not commence unless you have shown this evidence as outlined in your Professional Experience lecture series. Please contact the Professional Experience Coordinator, if you need to report any matter that may affect your placement (e.g. Individual Access Plan, WorkCover claim).

Your placement will be withdrawn if you:

- Do not complete the required preparation for placement task requirements
- Do not make contact with your site within two weeks of your placement offer being made
- Breach the *Administrative Procedures for Student Work-Integrated Learning Placement* guidelines.

Professional conduct

The way that you first make contact with the site and your Mentor teacher is important – it will create an impression of you as an emerging professional and as a pre-service teacher from Flinders University. Please email the Site Coordinator before making your first visit.

Your Mentor teacher is there to support your learning. They are likely to be more responsive to you if you show that you are interested, willing to learn, enthusiastic and can behave professionally. This means:

- Being punctual.
- Listening respectfully.
- Be open to challenge.
- Contributing ideas tactfully.
- Being open, positive and sensitive in your communication.
- Seeking and taking advice.
- Capitalising on every opportunity to learn.
- Respecting the confidentiality of the information you receive.
- Observing the setting's conventions with regards to parking, dress, mobile devices, and use of the common areas.

Be aware that early childhood settings are hectic environments and that educators are usually busy people. This means that staff may not always have large amounts of time to spend with you. Plan ahead and communicate effectively. For example, if you need to discuss your observations and/or plans with your Mentor teacher, let them know a day or so in advance. This will enable your Mentor teacher to schedule time to meet with you at some stage during the day. Being well prepared can help all parties involved in the professional experience to navigate busy and complicated schedules.

Consider how you will let children and families know where you are from, when you are going to be on site, why you are going to be there, and what you are going to be doing whilst you are there. There are many ways that this can be done (for example, posters, newsletter items).

Attendance

As you prepare, be aware of the expected time commitment. **A full-day of 7.5 hours <u>minimum</u> is required, usually following the hours of 8.30am to 4pm (this should be negotiated with your site)** with the understanding that you attend the main 'teaching' part of the day. Additional planning and preparation time will be required.

Half-days do not count towards Teacher Registration and should not be scheduled at any time. Should you need to leave the site before completing a 7.5-hour day, you will need to arrange to repeat this day at another time.

Punctuality and reliability are important aspects of professional conduct. Plan to allow yourself enough time when you arrive at the start of the day to get organised well before the children arrive.

Ensure that you can be contacted. It is important to ensure that you can be contacted in an emergency. Please provide the site with your University email address so that they can contact you by email if necessary. It is also advisable to provide a mobile number so that you can be contacted at short notice.

Staff meetings and professional development sessions are important aspects of an Early Childhood teacher's role and pre-service teachers are encouraged to attend these sessions to develop their understanding in these areas. This may require extra commitment on your part.

Breaks

The 7.5-hour day includes 30-minutes for lunch. Pre-service teachers can follow the same tea breaks as the staff, e.g., in birth-5 a 10–15-minute tea break, in school pre-service teachers follow the recess and lunch breaks along with the rest of the school.

Dress code

Pre-service teachers should follow the dress code provided by their professional experience site, acknowledging appropriate clothing for working with young children. Modest, sun-safe clothing which covers shoulders, with either pants or shorts/skirt that are below, or just above the knee, is appropriate. All pre-service teachers are expected to have a sun-safe hat for outdoor play, and safe, secure, covered footwear that meets work health and safety requirements. Minimal jewellery, make-up and perfume/cologne should be used, and fingernails must be neat and tidy. This approach is encouraged to ensure educators do not pose a hygiene or health risk to children, other staff or themselves whilst working at the site.

Absence

If you are sick/absent for 1 day.
Please notify the setting <u>before the children are due to arrive.</u> (This may mean that it is appropriate to swap home or mobile phone numbers with your Mentor). You will need to negotiate, either with your Mentor teacher or the Site Coordinator, to make up any missed days.

If you are sick/absent for more than 1 day.
An absence of two days or more should be supported by a medical certificate, a copy of which should be provided to your Mentor teacher and the Professional Experience Coordinator. You should also file a copy into your planning folder for further reference.

Absence for personal reasons.
From time to time, personal matters such as a death in the family or the ill health of a family member may require you to be absent from your placement setting. In these instances, you should notify the setting before the children are due to arrive. Where possible, documentation should support any absence greater than two days.

All missed days must be made up, as these placement days are a necessary part of your final accreditation by the Teacher Registration Board. *NB: Make-up days should not conflict with your attendance and study requirements for other topics being undertaken. Please contact the Professional Experience Coordinator to advise how you will negotiate meeting both sets of requirements.*

Record of attendance

It is your responsibility to ensure that an accurate record of attendance is kept. This should be done by signing into and out of the site's visitor book on each day you attend placement. Record of Visit forms are also required for all placements.

Withdrawing from Professional Experience

There are times when life does not always go to plan and a pre-service teacher may feel the need to withdraw from their Professional Experience placement. Pre-service teachers should discuss this decision with their Mentor teacher before contacting the Topic Coordinator. The Topic Coordinator will advise of the best course of action for withdrawing from the placement once this decision has been made.

Public holidays and closure days. In the event of a closure day, the following applies:

- Where possible, you should attend the event/professional development session that the teachers are attending.
- If the site is closed due to a public holiday or teachers are not attending an event/professional development session and are not attending the site, you need to negotiate with your Mentor teacher to make alternative arrangements for the day.

Being fully involved. You are expected to participate fully in the activities of the site whilst you are there. Use your initiative to capitalise on every opportunity to learn something new or to practice a particular skill. This includes helping with all routine tasks throughout the day (mealtimes, toileting, nappy changing, resting and cleaning up).

It is essential that before you begin this placement you ensure that care arrangements are made for any children for whom you are responsible and that you do not commit to any other work that would impact on your ability to be at the site for the full day. It is not permissible to negotiate a late arrival or early departure from your site in order to collect children or undertake paid work.

Requirements for placement

Placements will not commence unless you have shown evidence of the following on InPlace:

A criminal history screening

All pre-service teachers must have a current Working with Children Check (WWCC) _or_ Child Related Employment Screening (CRES) from the Government of South Australia. An application for this will be automatically sent to you in the first year of your degree. Before your WWCC/CRES expires, it is your responsibility to email eceprofexp@flinders.edu.au to request a new application.

Responding to Risk of Harm, Abuse and Neglect

Pre-service teachers must also obtain a Responding to Risk of Harm, Abuse & Neglect - Education and Care (RRHAN-EC). Please see FLO for sessions held at Flinders and the Professional Experience website for a list of outside agencies.

Immunisation Certificate of Compliance

This form verifies that you are suitably immunised to work with young children. Please download a copy from FLO or the Professional Experience website and have your doctor complete the form.

Covid-19 Immunisation

All pre-service teachers need to be fully immunised against Covid-19 before entering an education setting. You will need to upload evidence of this vaccination to InPlace.

Hand Hygiene

This short training course ensures all pre-service teachers are practicing good hand-hygiene. The link to this training can be accessed via the FLO page. A certificate is awarded to upload to InPlace.

Obtain a Name Badge

All pre-service teachers from the College of Education, Psychology and Social Work are required to wear a name badge during their Professional Experience. Please purchase your name badge from Unicards at Flinders University Student Hub.

Seeking permission

Observations. Please check with your Mentor teacher/Site Coordinator as to the arrangements that are in place regarding consent for your observations. You are expected to keep confidential any information that you gather. When recording the names of children, do not include surnames or other personal information such as the child's home address and date of birth (age in years and months is adequate). A template letter for observations, photos and videos can be downloaded from the Professional Experience website.

Photographs and videos. It is a requirement that you seek permission from a parent or guardian before taking photographs of children or making a video with children. Please check with your Mentor teacher/Site Coordinator as to the arrangements that are in place regarding consent for photographs and videos to be taken. Where appropriate, follow these processes in obtaining consent. If permission is not granted, you must not take photographs of that child and must ensure that the child does not appear in the background of another child's photograph or video. Placing a sticker over the face of a child whose family has not given consent is not acceptable.

It is also advisable to ask children for their permission to take photographs. It is a child's right to say no to being photographed or video-recorded and educators value this right by honouring the child's right to refuse to be photographed or video-recorded.

Please remember that photographs and videos should only be used:

- As a teaching tool or curriculum experience that is used to enrich or extend children's learning.
- To document children's involvement and engagement in the curriculum.
- To communicate with children, families and other members of staff about children's learning.

Photographs and videos must not be used to create 'souvenirs' of the professional experience.

Once again, it is essential that any photographs or videos of children remain confidential and are not posted in public settings or on a public or private website (including social networking sites).

Use of social media. Remember it is never appropriate to discuss professional experience matters online. The consequences of inappropriate comments on or about your placement potentially have consequences for the completion of your topic or degree. Please read your site's policies on privacy and social media use carefully, and follow Flinders University's social media guidelines wisely (see: http://www.flinders.edu.au/nursing/studentsandcourses/social-media-guidelines-and-nettiquette.cfm).

Leaving the site with children (excursions). Under no circumstances should a pre-service teacher leave a site with a child without gaining appropriate permissions, and being accompanied by a paid member of the site team. Pre-service teachers should follow site procedures with regards to gaining permission for children to leave the site for any reason.

Planning file

Planning file – What to include

From day 1, you are required to begin keeping observational notes of the site inquiry, of children's learning and development, session/lesson plans, and reflective writing, which should go in a dedicated planning file. The planning file should be professionally compiled and well organised. Your planning file should always be with you when you are at the site and should be continuously available and up-to-date for your Mentor teacher and Site Coordinator to access and review. Planning files may be kept in either electronic or hardcopy format.

It is important to remember that the information that is included in your planning file will provide evidence for any claims that you make about your learning during each professional experience. Remember, too, that you will use this information in the process of compiling your Professional e-Portfolio during your course for teacher registration upon graduation. **Thus, your planning file is a *critically important* document and should be constructed and maintained *throughout each professional experience placement* with great thought and care.**

Your planning file should include:

- A cover page outlining:
  - Student name, name of site, Site Coordinator, and Mentor teacher.
  - Topic code (e.g. EDUC1225).
  - Year level (if in a school).
- Site context statement, policies and relevant legislative documents to refer to.
- A range of observations and assessments of children's learning that you have carried out.
- Copies of Mentor's teaching plans (to refer to).
- Copies of learning experiences and session plans that have been carried out with the children.
- Evidence of the Inquiry (introduction, research, planning, documentation).
- Daily reflections.
- Documentation of children's learning, e.g. photos and evidence of learning experiences that have been set up and carried out/ photos of children's work or their involvement in learning.
- Feedback provided by the Mentor teacher and/or Site Coordinator.
- General documentation (such as a medical certificates); signed 'Record of Visits' form verifying that you have completed the required number of professional experience days.

Planning files are *not* submitted at the end of each placement, but *do not* destroy this file at the end of your professional experience. It is important to remember that a planning file is not a presentation file. A planning file is a working document which means that it should be practical, neat and accessible to all who need to have access to it.

If you elect to maintain your planning file electronically, you must ensure that you print a hard copy of all of your documentation and that you ensure that the hard copies are updated as you update your electronic files.

Planning for Children's Learning

> **The following information is provided as a guide only. Pre-service teachers, in conjunction with their Mentor teachers, should be encouraged to develop their own planning documents. The questions in the session plan *pro forma* below are designed to stimulate your thinking and planning for teaching and learning opportunities in the early years.**

While plans may vary in level of detail across the professional experience, pre-service teachers' planning documents should normally include evidence that they have given careful thought to the following:

Session plan *pro forma*

• Date • Time Period • Children (year level, first names, ages) **Context for the Session** • Relationship to previous and future sessions on this topic or curriculum area • Relation to previous or future activities for the day
Session Goal • What do you hope the children to achieve in this session? What will be the outcome? **Learning Intention** • Key ideas drawn from the relevant curriculum documents (*Early Years Learning Framework or Australian Curriculum)* • Outcomes drawn from the relevant curriculum document (*Early Years Learning Framework or Australian Curriculum)* *Ask yourself:* *What are my intended learning outcomes or purposes for this experience?* *What knowledge, understanding, skills and/or dispositions am I targeting?*
Assessment • How will I know that the intended learning outcomes have been achieved? *What specifically will I be looking for to show the learning that has occurred?* • Is the assessment I have planned formative (for learning) or summative (of learning)? • Are children involved in their own assessment (as learning)? • What evidence (data) will I collect to show children's learning? (Discussion, responses to questions, samples of work, observations). • How will I collect the above? (photos, video, anecdotal or running records etc.).
Preparation (negotiating) • What learning experience will effectively develop the identified learning outcomes? *What experiences will enable children to collect and process new information that challenges and extends existing knowledge, understandings and dispositions?* • What planning can I do with others? (children, colleagues, parents, community) • How do I find out what the children already know (e.g. concept knowledge) and can already do? (e.g. physical skills such as crawling or use of scissors, or interpersonal knowledge like negotiating a shared space) • How can I build on children's knowledge and experiences? • How can I give children ownership of the experience by determining content? • What choices can I offer children within the experience?
Teaching and Learning Strategies • Outline each step to be taken during the teaching session *How will I introduce the experience in ways that stimulate curiosity and interest?* *How will I connect children with their past learning experiences and prior knowledge?* *How will I communicate my expectations for the learning experience?* *What is the logical sequence of the learning experience/s?*

- Include actual instructions or explanations that you will give at any time
  What instructions will I need to give?
  Can these be demonstrated or communicated non-verbally?
- Include examples of models you may provide to children to assist understanding
  What examples might I need to show?
  How will I explain the models I am showing?
- Include the expected time for each stage of the session
  What time allocations do the learning experiences require?
- Include details concerning the organisation of children
  How will I differentiate the learning experience to include all children?
  How will I prepare for fast finishers or children who lose interest?
  How will I set up the environment for this experience?
  What grouping arrangements are most appropriate for the intended learning outcomes?
  Is the experience designed for the whole group, small group or independent learning?
- Include dialogue for particular stages of the session
  What opportunities can I create for dialogue/interaction?
  What questions can I ask to encourage exploration of concepts and big ideas?
  What spaces can I make for children's questions and explanations about what they know and understand?
  How will I create opportunities for children to reflect on their learning?
- Include a conclusion stage for the session
  How will I bring closure to the experience?
  Is this an opportunity for children to demonstrate their new knowledge and skills?
  How will I orchestrate the transition to the next experience/routine?

Resources
- Identify and source materials, equipment and space
  What resources will children and I need to support the experience?
  What equipment do I need to check before the experiences?
  What materials do I need to prepare?
  What other arrangements are necessary? (e.g. room layout, booking multi-media, notifying others of change to routine)

Reflections/Evaluation
- Which learning outcomes were met by the children and how do I know?
  What evidence do you have to back-up this knowledge?
- How could I follow up on this experience?
  How could it be expanded into other domains of knowledge?
- What did I do well and what is my evidence for making this claim?
- What should I do differently? Why do I think that would work?
- What understandings have I developed about myself as a teacher or about children as learners through this experience?
- What understandings have I developed about particular children or groups of children through this learning experience?
- How can I use the assessment information to improve children's learning?

(Questions adapted from Churchill et al (2013) *Teaching: Making a difference.* (2nd ed.). Wiley & Sons. Milton: Qld)

Pre-service teachers are to use the above headings in developing their session/lesson plans. They should ensure that any planning *pro forma* that they create responds to the planning criteria outlined here. Please note that the way the pre-service teacher responds to these questions will reflect their own evolving teaching philosophy.

Planning templates

Session plan examples; available for download on the Professional Experience Website:
https://students.flinders.edu.au/my-course/placements/compliance/education

Chart Session Plan

Flinders

Session Plan

Flinders Early Childhood Education

Date:	Age/year group:	Setting: (birth-2, preschool, school, special education).	Duration:	Group size: (individual, small group, whole group).

Outline of the session (including key focus areas):	Knowledge, skills, processes, dispositions focus:
Learning intention:	EYLF outcomes and/or Australian Curriculum links:

Sequence of teaching and learning	Points to remember
Introduction: • •	**Resources:**
Experiences: • • •	**Key vocabulary:**
Conclusion: • • •	**Key questions:**
Observations/assessment focus:	**Differentiation:**
Self-reflection/ next steps in teaching and learning:	

Cycle Session Plan

(For use with children aged birth-5)

Flinders

Planning Cycle

Flinders Early Childhood Education

Date:	Age/year group:	Setting: (birth-2, preschool, school, special education).	Duration:	Group size: (individual, small group, whole group).

Reflect/review: *what knowledge, skills, processes and dispositions were addressed in this session?*	Data that informs plan *(from observations):*	Analysis: *What learning has taken place and what could be next?*
	Session context:	
Sequence of teaching and learning:		**Learning intention:**
	Resources:	**Curriculum/framework links:**
	Key questions and discussion points:	

Year 1

The Year 1 Professional Experience is an introduction to teaching and learning with birth-8. It provides an opportunity for pre-service teachers to engage with children and begin to understand how they learn.

Educational Aims

The aims of this topic are:
• To introduce the professional experience program, its requirements and expectations.
• To explain the professional expectations of teachers, including legal and ethical responsibilities.
• To support the transitioning from student to teaching professional, and
• To establish understandings that will lead to successful professional experiences.
• Work collaboratively with children and practicing early childhood educators on a project identified by the site.

Expected Learning Outcomes

On completion of this topic pre-service teachers will:
• Demonstrate understanding of the professional experience program and its requirements.
• Recognise the legal and ethical responsibilities they will assume as they enter the teaching profession.
• Transition from the role of student to that of teaching professional.
• Demonstrate awareness of the many factors that will contribute to successful professional experiences.

Roles and Responsibilities

Pre-service teachers should complete the following tasks during their single day visits:
• Get to know the children and staff, the site and the room routines.
• Set up the planning file as outlined in the introduction of this handbook.
• Experiment with and try a variety of observation methods (running records, anecdotal records, Involvement Scale).
• Plan some learning experiences for children.
• Formulate ideas for an inquiry project to use as a foundation for teaching and carry this out in semester 2.
• Reflect after each day, using the reflection questions on p.24.

Professional Experience placement Tasks

Flinders University Early Childhood Professional Experience placements focus on pre-service teachers offering a valuable contribution to their Early Childhood setting by contributing to the teaching and learning of children. This approach will vary depending on the setting, the mentor's pedagogy and children's needs. Placement requirements are set out in Learning Strands that allow the placement to meet these needs and still contribute towards the pre-service teacher's learning and professional practice.

By completing these Learning Strands, Pre-service teachers will be addressing and evidencing the Australian Professional Standards for Teachers (APST) and the Australian Children's Education and Care Quality Authority's (ACECQA's) National Quality Standard (NQS) requirements.

Learning Strands – EDUC1221 Approaches to Play and Learning

This placement allows pre-service teachers to familiarise themselves with their first Early Childhood setting through 5 single-day visits across semester 1. They begin to see how theory transfers to practice as they practise observation and assessment procedures and begin to engage in children's play and learning.

1. A Context Statement - Knowing and understanding the context

Pre-service teachers are required to complete a context statement in order to develop an understanding of the setting and the children and families who use the setting. A draft context statement should be completed prior to day 1 of the professional experience and finalised by day 3. The statement should be filed in the pre-service teacher's planning file and uploaded to the FLO page. The context statement should describe the setting, including socio-economic/cultural background, number of children, organisation of different age groups (rooms/classes), facilities available for the setting to use etc. It should then detail the children that the pre-service teacher is working with, including the learning environment e.g. age, gender ratios, number of special education children, languages spoken, resources available in the room, interests, existing planning and documentation processes etc.

2. The Inquiry - A curriculum investigation

The curriculum goals and priorities of the early childhood setting provide a focus to the pre-service teacher's plans for learning within *EDUC1242 The Developing Child*. In all placements, pre-service teachers engage in a shared process of inquiry that emphasises the importance of praxis, or theoretically informed teaching. This inquiry project provides opportunities to document children's involvement in the curriculum and assess their learning. The inquiry process enables pre-service teachers to apply and test the theoretical understandings that they are developing in relation to children and their learning and to reflect on and evaluate the impact and effectiveness of their approach to teaching. Further, as they collaborate with Mentor teachers and other educators, pre-service teachers are positioned as valuable members of an early childhood team.

Within this placement, pre-service teachers should negotiate a potential inquiry focus ready for studying *EDUC1242 The Developing Child* in semester 2. They should discuss ideas with their mentor teacher and try to establish a suitable focus that they can then research.

3. Planning for Learning

Pre-service teachers should practise developing a plan for stimulating, extending and sustaining a child or children's interest in a particular idea, activity or experience ready for further implementation in *EDUC1242 The Developing Child*.

They should remember to:
- Use a session plan pro forma as a guide (see p.17-19).
- Discuss the written plan with the Mentor teacher prior to implementation.

Reflections on the effectiveness of the plan and ideas for extending the learning further should be recorded.

4. Communicating with Families

During professional experience placements, pre-service teachers are required to investigate different ways of communicating with families about children's learning and development. The decision about

who and how the pre-service teacher should communicate with is at the discretion of and in negotiation with the Mentor teacher and should be appropriate and relevant to the context of the setting. A minimum expectation during the 5-days is that pre-service teachers will create an introductory letter/poster for families and greet/farewell families during drop-off and pick-up times.

Suggested Placement Plan

To meet the 4 Learning Strands for this placement, pre-service teachers should consider the following schedule. *Please note that this suggested schedule is flexible and all tasks should be carried out in negotiation with the site, children and Mentor:*

Visit	Focus	Task
1	Orientation	• Familiarise yourself with the site and staff. • Learn room routines and study mentor planning and programming. • Engage in children's play: allow children to approach you, hold conversations, listen to children, begin to learn their names. • Establish parental permission for observations/photos and manage communication of this. • Introduce yourself to parents via a letter or poster in the room. • Write your daily reflection.
2	Observation and support	• Begin practising observations (running records, anecdotal records, involvement scale). • Join in and support room routines. • Continue to engage in children's play experiences. • Write your daily reflection.
3		• Finalise the Site-Context Statement. • Continue to practise observational work, analysing the findings and how it is informing your understanding of children's learning. • Continue to contribute to routine tasks. • Engage in learning experiences with children (reading stories, playing games, singing song, playing music, developing children's thinking through questioning and discussion during play experiences). • Write your daily reflection.
4	Begin to identify an inquiry focus	• Continue to contribute to routine tasks. • Continue to engage in children's play. • Work with the Mentor teacher to identify inquiry project goal/s to contribute to. These can be drawn from the identified site/classroom priorities or from children's interests and pre-service teacher observations (for example, supporting a child/group of children to explore a question that they have). • Carry out further observations, begin researching the inquiry and collect evidence (photos, dialogue, drawings etc.) • Plan to teach a short learning experience for your final day. • Write your daily reflection.
5	Planning for learning	• Teach a short learning experience (this can be based on your inquiry idea or taken from your observations of the children). Ensure you have written a clear session plan for the experience. Write a reflection afterwards. • Continue to contribute to routine tasks. • Write your daily reflection.
After final day	Assessment requirements	• Upload the Record of Visits to FLO. • Write the final report and ask the mentor teacher for a comment. • Upload the final report (with mentor comment) to FLO.

Assessment

Pre-service teachers should refer to the topic SAM for further information on assessment requirements.

Tasks

The pre-service teacher is required to:

- Complete the lecture series, and evidence this by completing lecture quizzes on FLO.
- Set up a professional Experience File.
- Upload some practice material to FLO.
- Complete and upload a Record of Visit form to FLO.
- Complete a final report with a comment from the mentor teacher.

Ongoing Discussion, Reflection and Monitoring of Progress

Throughout the professional experiences, there is ongoing reflection on practice by the pre-service teacher. Daily reflections should be written at the end of every day. Pre-service teachers make notes of successes they have had and challenges they have faced and record their progress in their planning file as personal reflections. They use the Australian Professional Standards for Teachers as a guide to set goals and evaluate their development as professional educators. Mentor teachers respond to these reflective notes to provide oral and written feedback to pre-service teachers in relation to the learning experiences they have presented and their development as early childhood educators.

The reflection questions are designed to encourage pre-service teachers to reflect and look more deeply at children's learning and development. The questions are organised using the *Australian Professional Standards for Teachers (APST).* Pre-service teachers should aim to answer a minimum of three questions at the end of each day of professional experience.

Final Reports

Towards the end of each professional experience, the pre-service teacher, in discussion with the Mentor teacher, completes a final report. Pre-service teachers will receive support for writing their report during topic lectures. The report is completed using a provided Word document.

There are two components to the final reports:

a) A site context statement; Pre-service teachers write a short context statement of the site, guided by information presented in the lecture series.

b) A self-assessment outlining what has been learned in the placement. The pre-service teacher writes how they have met *Novice* level of the Australian Professional Standards for Teachers (APST).

   1) Pre-service teachers take responsibility for gathering evidence of their development in their Professional Experience file. They consider both the quality and quantity of evidence that will support the claims that they make in the areas of Professional Knowledge, Professional Practice and Professional Engagement.

   2) The Pre-service teacher sends the report to the Mentor who adds a final comment and returns it to the pre-service teacher.

   3) The Pre-service teacher should upload a finished copy of the report to the EDUC1221 FLO page.

Please note that all final reports must be signed off by the Mentor and/or Site-Coordinator and one of these parties needs to be a registered teacher.

Personal Reflection Questions

Professional knowledge	*Know about children and how they learn*	What did you learn about the children you observed? What opportunities are there for children to play?
		Are there any play experiences that children seem to avoid? If so, identify the experience and consider why this might be so.
		How is the day organised in the site/classroom?
		Record the sequence of routines/lessons/activities for the day.
		How do children move from one activity to another? Are they instructed to do so or do they choose?
		What did you learn about the children you observed?
		How did you use your observations to inform your planning?
		What other research did you do to support children's learning?
	Know the content and how to teach it	How is children's literacy and numeracy development supported by the play experiences offered in your site?
		How have the EYLF and the Australian Curriculum been used to identify children's competence and plan learning experiences?
Professional Practice	*Create and maintain supportive and safe learning environments*	What engages children in the indoor environment? Why do you think that is the case?
		What engages children in the outdoor environment? Why do you think that is the case?
		What are the features of an outdoor environment that are designed to promote and stimulate children's learning and development and respond to their interests?
		What are the features of an indoor environment that are designed to promote and stimulate children's learning and development and respond to their interests?
		How are positive relationships developed at this site between educators, children and families? How can you contribute to these relationships?
		How do teachers help children manage conflict? Are there any strategies that appear particularly effective?
Professional Engagement	*Engage with colleagues, parents/carers and the community.*	What are your professional strengths and contributions to the room/class/site? How have you built upon these during your placement?
		What are some of your emerging professional learning needs or interests when considering your work with this age-group and site? How might you be able to extend on these during this placement?
		Have you got any examples of where you have accepted and worked on feedback given to you from your Mentor teacher?
		Have you got any examples of where you have communicated with, or worked alongside a parent, family member, community member or non-teaching professional (e.g. speech pathologist, physiotherapist)?
		After each visit, write about anything that has surprised, confronted, disappointed or enthused you.

Professional Experience Record of Visits 2022

Year 1 Undergraduate, semester 1
Early Childhood Education

Pre-Service Teacher's Name:	
Placement Site:	
Name of Mentor Teacher:	

DAY	DATE	SIGNATURE OF MENTOR TEACHER
1		
2		
3		
4		
5		

Please note: It is the responsibility of the pre-service teacher to ensure that the Record of Visits is completed and signed at the conclusion of each visit.

Five full day visits (minimum of **7.5** hours/day – total **75** hours) must be completed before **Week 14, Semester 1,** in order to pass the professional experience placement. Once completed, upload a copy to the topic FLO page.

Learning Strands – EDUC1242 The Developing Child.

This placement is closely linked to work in 2 topics across semester 2; *EDUC1239 Pedagogical Documentation with Children in Early Childhood* and *EDUC1242 The Developing Child*. Pre-service teachers will complete a series of assessments that focus on their placement practices, and evidence their contribution to children's learning.

Topic	Assessment	Assessment outline and connection to placement
EDUC1242 The Developing Child	Assessment 1	Inquiry Statement
EDUC1239 Pedagogical Documentation	Assessment 1	Portfolio of Practice – documentation portfolio
EDUC1242 The Developing Child *and* EDUC1239 Pedagogical Documentation	Assessment 2 --------- Assessment 3	*Joint presentation for both topics:* Inquiry presentation; associated documentation and communication with families.

1. A Context Statement - Knowing and understanding the context

Now that the pre-service teacher has spent some time in their placement setting during semester 1, it is expected that they review and update their Site Context Statement with further insights into the site and the children. An updated version should be written and added to the Professional Experience File.

2. The Inquiry - A curriculum investigation

Having established the inquiry idea during *EDUC1221 Approaches to Play and Learning*, pre-service teachers should now begin to implement the inquiry through these 10-visits. Evidence of the inquiry should be documented in the Professional Experience File following Assessment 1 and 2 guidance in *EDUC1242 The Developing Child*. Pre-service teachers will be expected to document the inquiry ready to present at the end of the topic. They should also consistently consider children's developmental needs ready for reflection in Assessment 3.

3. Planning for learning

From approximately Day 4 onwards, pre-service teachers should develop a plan for stimulating, extending and sustaining a child or children's interest in a particular idea, activity or experience. They should remember to:

- Use a session plan pro forma as a guide (see p.17-19).
- Discuss the written plan with the Mentor teacher prior to implementation
- Record the session using audio, visual or written observational tools

Reflections on the effectiveness of the plan and ideas for extending the learning further should be recorded.

Building on the inquiry, pre-service teachers plan and assess learning experiences that will sustain and deepen a child or children's involvement in significant learning. The pre-service teacher can engage in additional teaching experiences outside of the inquiry plan as negotiated with the mentor teacher.

4. Documenting and assessing children's learning

Pre-service teachers will need to document children's learning in creative and innovative ways as part of assessments in *EDUC1239 Pedagogical Documentation with Children in Early Childhood*. They are required to document and assess children's learning using a variety of strategies that enable them to:

- Gather evidence of children's learning in relation to the curriculum outcomes (i.e. monitor children's progress).
- Recognise difficulties faced by individual children or small groups of children and respond to these appropriately (make judgements about future teacher and learning).
- Identify opportunities for new levels of learning (enhancing learning).
- Reflect on teaching (self-evaluation).
- Demonstrate accountability to children, parents, families, Mentor teachers and Site Coordinators (accountability for learning).

The number of children whose learning should be documented and assessed is not specified by the university. Rather, pre-service and Mentor teachers should make a joint decision about which children to focus on. In some instances, it may be appropriate for pre-service teachers to focus on two or three children over an extended period; in others in may be appropriate for pre-service teachers to focus on different groups of children. Pre-service teachers should try a range of assessment strategies in order to develop their experience of these processes.

Pre-service teachers will be expected to share their pedagogical documentation practices as part of Assessment 1 and 3 in *EDUC1239 Pedagogical Documentation with Children in Early Childhood*.

5. Communicating with families

EDUC1239 Pedagogical Documentation with Children in Early Childhood encourages pre-service teachers to consider how they communicate with parents and families. During the joint presentation for this topic and *EDUC1242 The Developing Child*, pre-service teachers will need to demonstrate how they have communicated with families throughout the placement. Depending on the context, strategies may include informal conversations, displays, portfolios, newsletter articles, flyers, written reports or video recordings of classroom/centre events. This should include an introductory letter/poster for parents to see.

Suggested Placement Plan

To meet the 5 Learning Strands for this placement, pre-service teachers should consider the following schedule. *Please note that this suggested schedule is flexible, and all tasks should be carried out in negotiation with the site, children and Mentor:*

Visit	Focus	Task
1 and 2	Observation and finalise the inquiry focus	• Refamiliarise yourself with the children. Make yourself approachable to children throughout the day and engage in conversation and play. • Review the semester 1 placement and begin observations again. • Support room routines and review mentor planning, programming and assessment strategies for the semester. • Practise a range of observational methods. • Work with the Mentor teacher to finalise an idea for the inquiry project goal/s to contribute to. These can be drawn from the identified site/classroom priorities or from children's interests and pre-service teacher observations (for example, supporting a child/group of children to explore a question that they have). • Carry out further observations and collect evidence (photos, dialogue, drawings etc.)
After visits 2	Research this area	• Analyse all observations. • Research the agreed upon focus and share the findings of this research with the Mentor teacher. • Develop a basic program 'map' and timeline that provides a framework for developing the inquiry project. What will be planned to develop the children's interests? What learning will be achieved? • Identify documentation strategies that will be used.
3	Analyse and share the observations	• Based on the findings of the research, identify the contribution that will be made and negotiate this contribution with the Mentor teacher. • Discuss your ideas with the children. What questions do they have? • Collaborate with the Mentor teacher to decide on the approach (for example, an emergent curriculum, play-based curriculum, integrated curriculum, project-approach, etc.) • The Mentor teacher should sign to say that the above tasks have been carried out. ==Signature==: ………………………………………………………………..
Visit 4 onwards	Ongoing emergent planning and reflection Session plans for weeks 4-10.	• Pre-service teachers continue working with the Mentor teacher to plan and implement the inquiry with **at least one learning opportunity** for an identified individual, or groups of children, **each visit**. As each session plan is implemented, a reflection should be completed on what worked, what didn't and potential changes. The session plans and reflections should be kept in the planning file. • Maintain and develop different methods for documenting learning each week. • Document ways of regularly communicating to parents. • Continue to support with daily routines. • Write daily reflections.
After visit 10	Finishing off	Consider how the inquiry can be presented in the planning file and finalise the joint presentation for *EDUC1239* and *EDUC1242*.

Professional Experience Record of Visits 2022

Year 1 Undergraduate, semester 2

Early Childhood Education

Pre-Service Teacher's Name:	
Placement Site:	
Name of Mentor Teacher:	

DAY	DATE	SIGNATURE OF MENTOR TEACHER
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Please note: It is the responsibility of the pre-service teacher to ensure that the Record of Visits is completed and signed at the conclusion of each visit.

Ten full day visits (minimum of **7.5** hours/day – total **75** hours) must be completed before **Week 14, Semester 1,** in order to pass the professional experience placement. Once completed, upload a copy to the topic FLO page.

Assessment

Tasks

The pre-service teacher is required to:
- Complete the lecture series, and evidence this by completing weekly lecture quizzes on FLO.
- Set up a Professional Experience File.
- Upload some practice material to FLO.
- Complete and upload a Record of Visit form to FLO.
- Complete a final report with a comment from the mentor teacher.

Ongoing Discussion, Reflection and Monitoring of Progress

Demonstrating ongoing reflection and development of practice is a key skills for educators to manage. Pre-service teachers should continue to write a daily reflection at the end of each placement day, using the reflection questions on p. 24 as a guide for this work.

Final Reports

Towards the end of each professional experience, the pre-service teacher, in discussion with the Mentor teacher, completes a final report. Pre-service teachers will receive support for writing their report during tutorials. The report is completed using a provided Word document.

There are two components to the final reports:

c) A site context statement; Pre-service teachers write a short context statement of the site, guided by information presented in tutorials.

d) A self-assessment outlining what has been learned in the placement. The pre-service teacher writes how they have met *Novice* level of the Australian Professional Standards for Teachers (APST).

4) Pre-service teachers take responsibility for gathering evidence of their development in their Professional Experience file. They consider both the quality and quantity of evidence that will support the claims that they make in the areas of Professional Knowledge, Professional Practice and Professional Engagement.

5) The Pre-service teacher sends the report to the Mentor who adds a final comment and returns it to the pre-service teacher.

6) The Pre-service teacher should upload a finished copy of the report to the EDUC1242 FLO page.

Please note that all final reports must be signed off by the Mentor and/or Site-Coordinator and one of these parties needs to be a registered teacher.

Professional Experience: At Risk Notification

Available for download:
https://staff.flinders.edu.au/colleges-and-services/epsw/education-placement-liaisons-information

Student Name: ....

School: ....…..   **Date:** …….……………

After observation of your teaching and discussion with both you and your mentor teacher, the following aspects of your current performance are brought to your attention:

PROFESSIONAL RELATIONSHIPS
Engages professionally with the school community. *(Works effectively, sensitively and confidentially with parents/carers*) Demonstrates an understanding of the codes of ethics and conduct for the teaching profession in their behaviours.

PROFESSIONAL KNOWLEDGE
Learning Processes *(Teachers know students and how they learn)*
Learning Content *(Teachers know the content and how to teach it)*

PROFESSIONAL PRACTICE
Planning & Teaching *(Teachers plan for and implement effective teaching and learning)*
Learning Environment *(Teachers create and maintain supportive and safe learning environments)*
Provide Feedback and report on student learning *(Provide timely and appropriate feedback to students about their learning)*

Please Note: *These issues need to be addressed if you are to complete this professional experience satisfactorily*. *You may contact your university coordinator for extra support or help.*

Professional Expérience Coordinator: Date :

I have read the above and understand that I am at risk of failing this Professional Experience.
Pre-service Teacher Signature: Date :

Notes

(Please use this page for notetaking if required).

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

ASSESSING PRE-SERVICE TEACHER DEVELOPMENT

NOVICE TO GRADUATE

Standards

PRE-SERVICE TEACHER DEVELOPMENTAL ASSESSMENT GUIDE

PURPOSES

To develop guidelines for use by Mentor teachers, school coordinators and University Liaisons in the assessment of a pre-service teacher undertaking professional experiences in schools while studying for a degree that leads to registration as a teacher in South Australia.

To increase pre-service teachers' understanding of their own learning through the provision of illustrations of teacher knowledge, practice and professional engagement leading up to the Graduate stage.

BACKROUND

This document has been written to demonstrate the developmental process expected of pre-service teachers at Flinders University as they develop the knowledge, skills and attributes that have been defined as the core or essential attributes of a graduating teacher. In a sense it completes a developmental continuum for our pre-service teachers from their entry into a teaching degree at Flinders University through to graduation and beyond.

CONSIDERATIONS

These assessment guidelines have been developed with the following in mind:

- Pre-service teachers will be at different stages of development across the years of their pre-service courses of study as they prepare for a teaching career;
- **"Novice"** level is the point where they demonstrate a beginning development in the knowledge, skills and attitudes expected of a graduate teacher, and this stage should be reached at some time during the first two years of the four-year double degrees;
- **"Emerging"** is the level of performance expected by the end of the block of professional experience in the 3rd year undergraduate or 1st year MTeach degrees;
- "**Graduate**" is the level expected at the end of the final Professional Experience.
- The descriptors have been developed with the academic program as well as the professional experience components of the degrees in mind, and
- The attributes are written so that Mentor teachers and site coordinators can use this guide in making their individual judgements about the development of pre-service teachers while on professional experience: to help those judgements have validity and reliability across the many different sites and assessors.

PROFESSIONAL STANDARDS FOR TEACHERS: A PRE-SERVICE TEACHER DEVELOPMENTAL CONTINUUM				
DOMAIN 1: PROFESSIONAL KNOWLEDGE				
Standard 1 Know students and how they learn				
Focus	**Novice**	**Emerging**	**Graduate**	**Proficient**
1.1 Physical, social and intellectual development and characteristics of students	Identifies and discusses ways in which student characteristics may affect learning.	Realises that physical, social and intellectual development and characteristics of students may affect learning and attempts to apply this understanding when planning for and facilitating learning.	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning

1.2 Understand how students learn	Can articulate how research informs an understanding of how students learn.	Begins to draw on knowledge of current research into how students learn when planning for teaching.	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Structure teaching programs using research and collegial advice about how students learn.
1.3 Students with diverse linguistic, cultural, religious and socio economic backgrounds	Discusses the diverse linguistic, cultural, religious and socioeconomic backgrounds of students and seeks to understand the potential implications for learning.	Begins to plan teaching strategies that will meet the need of students with diverse linguistic, cultural, religious and socio-economic backgrounds.	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	Can discuss and identify teaching that positively influences Aboriginal and Torres Strait Islander students learning outcomes.	Can discuss the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds and attempts to address such issues when planning for learning.	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	Identifies and discusses instructional strategies used by teachers to meet the needs of students across the full range of abilities.	Seeks guidance and help in differentiating teaching to meet the specific learning needs of the students in a particular class.	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
1.6 Strategies to support full participation of students with disability	Describes some school and teaching practices that work towards supporting the participation and learning progress of students with disabilities.	Shows awareness of legislation about students with disabilities in Australian schools. Asks for help in selecting teaching strategies that support the participation and learning of students with disability in a particular class.	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.

Standards

Standard 2 Know the content and how to teach it

Focus	Novice	Emerging	Graduate	Proficient
2.1 Content and teaching strategies of the teaching area	Demonstrates some knowledge of the structure of the curriculum, its content and effective teaching strategies.	Applies and adapts teaching strategies appropriate to the curriculum content.	Demonstrates knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
2.2 Content selection and organisation	Analyses curriculum content selection with mentor/s to understand or reveal advantages for student learning.	Able to organise a series of lessons for the content of a particular teaching area.	Organises content into an effective learning and teaching sequence.	Organise content into coherent, well-sequenced learning and teaching programs.
2.3 Curriculum, assessment and reporting	Begins to connect assessment practices with teacher judgement about student learning	Attempts to plan assessment as an integral component of the teaching and learning process and to gather data for reporting purposes.	Uses curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	Expresses respect for Aboriginal and Torres Strait Islander people and understanding that reconciliation between Indigenous and non-Indigenous Australians is to inculcate in the curriculum.	Looks for opportunities to include notions of indigenous culture and reconciliation between indigenous and non-indigenous Australian into teaching plans and teaching content.	Demonstrates broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5 Literacy and numeracy strategies	Examines literacy and numeracy strategies across the curriculum.	Intentionally selects teaching strategies that enhance literacy and numeracy development across teaching areas and begins to use incidental 'teachable moments' as opportunities to further enhance students' literacy and numeracy.	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.
2.6 Information and Communication Technology (ICT)	Investigates how ICT supports effective teaching and learning.	Looks for opportunities to employ ICTs to enhance learning across the curriculum and for developing ICT literacy and etiquette.	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

Domain 2 Professional Practice				
Standard 3 Plan for and implement effective teaching and learning				
Focus	**Novice**	**Emerging**	**Graduate**	**Proficient**
3.1 Establish challenging learning goals	Discusses some teaching strategies that establish challenging learning goals for students.	Establishes learning goals that provide achievable challenge for some but not all students.	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Set explicit, challenging and achievable learning goals for all students.
3.2 Plan, structure and sequence learning programs	Names several core elements of an effective lesson.	Able to plan effective lesson sequences that will scaffold student learning in a topic or teaching area.	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
3.3 Use teaching strategies	With support, can apply a range of effective teaching strategies for individual, small group and/or whole class teaching	Aware of a range of teaching strategies and shows increasing independence in selecting and trying new teaching strategies from a limited, but growing repertoire.	Include a range of teaching strategies.	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
3.4 Select and use resources	Selects appropriate resources to the teaching context and learning area.	Shows increasing independence in locating and selecting resources appropriate for the context and the content. Seeks resources, including ICT resources that will engage and motivate student learning.	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Select and/or create and use a range of resources, including ICT, to engage students in their learning.
3.5 Use effective classroom communication	Uses a range of effective communication strategies to support student learning.	Uses a growing range of communication styles and techniques in the classroom that reflect their own personality and teaching style.	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.
3.6 Evaluate and improve teaching programs	Reviews teaching strategies to accurately evaluate personal teaching performance for student learning.	Considers and applies a limited but growing range of evaluation strategies that consider both personal teaching performance and student learning achievements as indicators of teaching effectiveness.	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
3.7 Engage parents/ carers in the educative process	Discusses the involvement of parents/carers in the educative process.	Describes a growing range of strategies for engagement with or contributions from parents and carers.	Describe a broad range of strategies for involving parents/carers in the educative process.	Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.

Standards

Standard 4 Create and maintain supportive and safe learning environments

Focus	Novice	Emerging	Graduate	Proficient
4.1 Support student participation	Identifies effective strategies for enabling student participation.	Beginning to identify and plan for inclusive learning events that will engage and motivate student participation and learning.	Identify strategies to support inclusive student participation and engagement in classroom activities.	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
4.2 Manage classroom activities	Independently manages some classroom activities.	Beginning to demonstrate the capacity to independently organise classroom activities and is developing the skill of giving clear directions.	Demonstrate the capacity to organize classroom activities and provide clear directions.	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.
4.3 Manage challenging behaviour	Applies existing classroom rules and school-based behaviour management policies.	Beginning to practice proactive, ethical and pedagogical strategies for preventing challenging behaviour amongst students and can apply a growing range of strategies to manage challenging behaviour.	Demonstrate knowledge of practical approaches to manage challenging behaviour.	Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.
4.4 Maintain student safety	With support, implements policies and practices that maintain student safety.	Shows awareness of school, system, curriculum and legislative requirements and is increasingly able to maintain student safety and support for student wellbeing.	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and Legislative requirements.	Ensure students' well-being and safety within school by implementing school and/or system, curriculum and legislative requirements.
4.5 Use ICT safely, responsibly and ethically	Follows established school protocols for the safe, responsible and ethical use of ICT.	Recognises the need to practice safe, responsible and ethical use of ICT in learning and teaching.	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

Standard 5 Assess provide feedback and report on student learning

Focus	Novice	Emerging	Graduate	Proficient
5.1 Assess student learning	Investigates and reviews a range of assessment approaches to make inferences about pedagogy, curriculum and student learning.	Uses an array of formative and summative assessment strategies, including informal and formal approaches.	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
5.2 Provide feedback to students on their learning	Uses a range of feedback techniques and discusses impact of advice on the quality of student work and learning.	Shows increasing ability to provide constructive and timely feedback that is linked to the student's ongoing development.	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
5.3 Make consistent and comparable judgements	Identifies effective assessment moderation practices that enable teachers to make fair judgement around student progress and the national achievement standards.	Beginning to use protocols to independently assess, interpret, and moderate student learning products and performances, in order to make consistent, comparable and reasonable judgments regarding students' achievements.	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgments of student learning.	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.
5.4 Interpret student data	Discusses student assessment data to pinpoint achievement and determine relevant changes to teaching practices.	Able to modify teaching plans after reflection on student assessment data, both formal and informal.	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
5.5 Report on student achievement	Investigates and analyses approaches to report student learning.	Demonstrates ability to keep accurate and reliable records of student achievement, understanding the value of using these in reporting to students, parents/carers.	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

Standards

Domain 3 Professional Engagement

Standard 6 Engage in professional learning

Focus	Novice	Emerging	Graduate	Proficient
6.1 Identify and plan professional learning needs	Engages in professional dialogue to reflect upon, and make decisions about future professional learning needs.	Is aware of the Australian Professional Standards for Teachers as a way of identifying professional learning needs.	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	Use the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.
6.2 Engage in professional learning and improve practice	Plans and initiates ways to build personal capacity to improve teaching practice.	Is aware of multiple sources to improve practice and meet professional learning needs.	Understand the relevant and appropriate sources of professional learning for teachers.	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
6.3 Engage with colleagues and improve practice	Able to discuss aspects of teaching practice with a supervising teacher/mentor.	Able to identify major areas of practice where improvement is needed and discuss these with a supervisor/mentor.	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.
6.4 Apply professional learning and improve student learning	With support, can identify professional learning opportunities to improve student learning	Identifies professional learning needs to improve personal teaching practices that could lead to improved student learning.	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Undertake professional learning programs designed to address identified student learning needs.

Standard 7: Engage professionally with colleagues, parents/carers and the community

Focus	Novice	Emerging	Graduate	Proficient
7.1 Meet professional ethics and responsibilities	Can articulate the Professional Practices of Australian teachers and can act responsibly and ethically at all times.	Is understanding of the ethical expectations of the teaching profession when making decisions.	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Meet codes of ethics and conduct established by regulatory authorities, systems and schools
7.2 Comply with legislative, administrative and organisational requirements	Gains and provides mandatory certification to work with students.	Considers the implications of relevant legislative, administrative and organisational policies and processes, particularly when planning student activities.	Understand the relevant legislative, administrative and organizational policies and processes required for teachers according to school stage.	Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.
7.3 Engage with the parents/carers	Establishes a positive rapport with parents/carers under the guidance of supervising teachers.	Communicates with parents/carers in relation to children's issues or learning, seeking guidance if needed.	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being.
7.4 Engage with professional teaching networks and broader communities	Initiates engagement with peers, mentors and university staff.	Seeks relevant sources of information and support related to their teaching.	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Participate in professional and community networks and forums to broaden knowledge and improve practice.

Standards