

Graduate Certificate in Early Childhood Education

EDP703: 3 - 5 years

A Guide to Expectations

This EDP703 3 – 5 years 20-day placement is relevant to pre-service teachers in the Bachelor of Education (Primary) and Graduate Certificate in Early Childhood Education (E5Y). Professional Experience in the Bachelor of Education (Primary) and Graduate Certificate in Early Childhood Education (E5Y) course is designed to enable pre-service teachers to further demonstrate their practice in either a childcare and education or kindergarten (or equivalent) context. This PE involves active observation and participation and increased engagement in teaching and learning activities within a 3 – 5-year-old setting.

This placement is conducted over four consecutive weeks (20 days). There is an expectation that by the end of Professional Experience, pre-service teachers should demonstrate the capacity to assume responsibility for approximately 75% of a full-time teaching load across English, Mathematics and ICT learning areas.

Kindergarten placement: Pre-service teachers undertaking a Kindergarten placement which runs for approx. 15 – 18 hours per week or the equivalent of 3 days may spend one day in a Preparatory classroom, the remaining day may be used for the purpose of planning, or undertaking duties associated with the kindergarten teacher role (i.e., *Launching into Learning* etc.).

Throughout the placement pre-service teachers are required to maintain a professional planning file which must include planning; policy documents; resources for teaching and learning; and reflections on their own teaching and learning.

What to do prior to placement

- Prior to commencing their PE pre-service teachers are to identify and discuss with their Supervising Teacher a learning sequence for development from Week 3. This sequence must have an English and Mathematics focus with ICT incorporated into the teaching.
- Source the Centre policies directly relating to best practices and Workplace Health and Safety Standards.
- Source other relevant Centre or School policies, procedures and guidelines relevant to your placement.
- Develop and sustain positive relationships with all learners, relevant staff and families.
- Maintain professional planning file, which includes:
 - Your observations, planning and evaluations
 - Copies of relevant Centre policies, University PE Report, and Guidelines
 - A section for resources i.e., which include recipes, games, nursery rhymes and songs
 - Reflections – at least half a page each day of the placement
 - Assist with daily tasks (e.g., setting up/packing up activities/experiences)

Prior to delivery, all planning must be shared with your Supervising Teacher for feedback at least one day before implementation and approved.

What to do in the first five days

In addition to the above expectations and in consultation with your Supervising Teacher:

- Complete two daily whole group and two small group observations which document teaching and learning within the classroom. These observations should be used in conversation with your Supervising Teacher.
- Take responsibility for a daily routine (such as roll call, monitor duties, etc.).
- Observe and become familiar with the teacher/school/centre's behaviour support plan.
- Observe and become familiar with the teacher's weekly routines (i.e., specialist timetables, events, support learning/teaching staff etc.).
- Observe and become familiar with student support and services within the wider school/centre community (i.e., school/centre psychologist, chaplain, etc.).
- Mid-week, in collaboration with your Supervising Teacher plan, implement, and evaluate at least two small group experiences/lessons each day.

What to do during days 6-10

In addition to the above expectations and week 1 (where applicable) in consultation with your Supervising Teacher:

- Each day, plan, implement, and evaluate at least one whole class lesson/experience (1 per day) of 20- 30 minutes' duration.
- Submit detailed *draft* plans for the teaching tasks to be undertaken during Week 3 to the Supervising Teacher for review, discussion and final approval. These plans should be detailed and record specific, outcomes, clear directions for the teaching/learning and assessment processes with an English, Mathematics and ICT focus.

Supervising Teacher: Interim Reports can be completed in digital form, keeping a copy for school/centre files, and providing a copy to the pre-service teacher for submission at the end of the first 10 days.

What to do during days 11-15

Continue as for days 6-10, plus:

- As previously discussed, and approved by the Supervising Teacher in weeks 1 and 2, implement and evaluate a sequence of whole-class lesson/experience sequence in English, Mathematics and ICT including formal assessment and documentation of student's work/progress.
- Plan, implement, manage, and evaluate at least one whole-class lesson/experience each day.
- Plan, implement, manage, and evaluate at least one block of whole-class teaching time (which may include the whole-class lesson mentioned above).
- Action the school/centre's behaviour support plan for all students in the class.

Working towards teaching equivalent of 2 day per week.

What to do during days 16-20

Continue as for days 11-15, plus:

- Plan, implement, manage, evaluate, and assess at least three blocks of whole-class teaching time.
- Reflect upon and review as necessary, implementation of the school/centre's behaviour support plan.
- Identify goals, specific learning needs and other particular preparation areas for planning for teaching, classroom organisation and the support of student behaviour.
- Plan, implement, manage and evaluate at least three whole teaching days, ensuring that learning experiences are provided in at least four of the key learning areas.

Working towards teaching equivalent of 3-4 days per week, or 6 teaching blocks.

Supervising Educator: Final Reports can be completed in digital form, keeping a copy for school/centre files, and providing a copy to the pre-service teacher for submission at the end of the 20 days.

Please note:

- Throughout this placement, pre-service teachers should engage fully in the life of the school/centre, participating in staff meetings and professional learning opportunities, as well as joining in extracurricular activities as appropriate.
- Pre-service teachers must ensure confidentiality regarding information about the school/centre, its students and personnel.
- It is expected that both oral and written feedback is provided by the Supervising Teacher, in a way that is agreed upon by the Supervising Teacher and the pre-service teacher.
- The Supervising Teacher maintains a duty of care for the class at all times and should not leave the pre-service teacher/s unattended in the classroom for any period of time.
- Pre-service teachers are encouraged to adopt the instructional model and approach to planning supported by the Supervising Teacher/school/centre. The University does not require the use of a specific template for planning or reflection.
- There is some flexibility around the timing of these expectations, depending upon the pre-service teacher's capacity to undertake increased responsibility in the classroom and the Supervising Teacher's /pre-service teacher's needs at that time. Ideally, pre-service teachers will have an opportunity to carry out each of the tasks listed above at a mutually convenient time within the placement.

Documentation

Throughout the placement, graduates are required to maintain a professional file, which should include:

- school/centre policies documents (as permitted by the school/centre);
- resources for teaching and learning;
- lesson plans;
- daily observations;
- daily reflections on the teaching and the pre-service teacher's own learning.

These documents should provide a foundation for routine discussion with the Supervising Teacher and assessment of the pre-service teachers. Pre-service teachers are not required to submit lesson planning to the University. Files and documentation may be viewed if/when practicum visits are conducted by the University mentor, noting that University mentors only conduct school/centre visits during the placement when requested to do so by the Supervising Teacher or pre-service teacher.

Cautionary Advice Notice

If at any point during placement the Supervising Teacher, university mentor and/or pre-service teacher have concerns that one or more of the standards in the assessment report would not be met by the end of the placement, it is vital that the Cautionary Advice Notice (CAN) be completed in collaboration with the above parties, and returned to the Coordinator, Professional Experience as soon as possible. Doing so will ensure that appropriate support is provided by the School of Education staff for both the pre-service teacher and Supervising Teacher. The CAN form is also included in the initial documentation that is emailed to the school/centre. For more details and to download the CAN form, see:

http://www.utas.edu.au/_data/assets/pdf_file/0010/985510/Cautionary-Advice-Notification.pdf

Assessment

In accordance with national accreditation requirements, documentation must be assessed by duly qualified personnel. In the absence of a tertiary qualified Supervising Teacher assessment must be conducted by a university mentor or representative in consultation with the Supervising Teacher. Pre-service teachers will be assessed against focus areas of the Australian Professional Standards for Teachers. The descriptors in the final report are reflective of the desired levels of achievement for this particular placement. The Final Report is included in the documentation pack that is emailed to the school/centre prior to the commencement of the placement. This report must be completed in full, with signatures, achievement indicated for all descriptors, and the number of days on placement confirmed. Written feedback from the Supervising Teacher and reflective comments from the pre-service teacher in the report is valuable. Please complete the report on the final day of the placement or as soon as possible after the placement is completed. The pre-service teacher takes responsibility to upload the interim and final report to the Education Professional Experience MyLO site (our learning management system). The Supervising Teacher, school/centre, and pre-service teacher should keep a copy of the reports for their own records.

Course Structure

For more information on the Bachelor of Education (Primary) and Graduate Certificate in Early Childhood Education (ESY) study pathways, see:

<https://www.utas.edu.au/courses/cale/courses/e5y-bachelor-of-education-primary-and-graduate-certificate-in-early-childhood-education>

Support and Contacts

The Professional Experience Mentor is an experienced educator who liaises between the University, the Education setting and the pre-service teacher. Whereas the Professional Experience Office is responsible for the administrative and logistical aspects of the placement, the Professional Experience Mentor is the first point of contact for supporting the pre-service teacher and Supervising Teacher through the placement experience and assessment. Subject to

the timing of placement arrangements being confirmed, the Professional Experience Mentor is generally allocated 2 weeks prior to the placement commencing and will contact the pre-service teacher and Supervising Teacher via email prior to the commencement date to introduce themselves.

See 'Roles and Responsibilities' here: <https://www.utas.edu.au/education/professional-experience/support-for-supervisors>

For further contact information, see the website here:

<https://www.utas.edu.au/education/professional-experience/contact-us>