



Graduate Certificate in Early Childhood Education

EDP702: 6 - 8 years

A Guide to Expectations

This placement is designed to enable graduates to further demonstrate their practice in a school context. This placement involves active observation, participation, and increased engagement in teaching and learning activities with learners 6 - 8 years. It is conducted over three consecutive weeks (15 days). There is an expectation that by the end of PE, graduates should demonstrate the capacity to assume full responsibility for approximately 80% of a full-time teaching load across a range of key learning areas.

Throughout the placement, graduates 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, graduates are to identify and discuss with their Supervising Teacher a learning sequence for delivery in Week 3. This sequence must have included various key learning areas.
- Source School policies, directly relating to best practice, classroom management policies and Workplace Health and Safety Standards.
- Develop and sustain positive relationships with all students, relevant staff and families.
- Maintain professional planning file, please see *Documentation* section below for details.
 - 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 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 increasing responsibilities for daily routines (such as roll call, monitor duties, etc.).
- Observe and become familiar with the Supervising Teacher /school's behaviour support plan.
- Observe and become familiar with the Supervising Teacher's weekly routines (i.e., specialist timetables, events, support learning/teaching staff etc.).
- Observe and become familiar with student support services within the wider school community (i.e., school psychologist, chaplain, etc.).
- Mid-week, in collaboration with your Supervising Teacher:
 - plan, implement, and evaluate at least two small group experiences/lessons each day
- at least one whole class lesson/experience each day of 20- 30 minutes' duration.

What to do during days 6-10
<p>Continue as for days 1-5, plus:</p> <ul style="list-style-type: none"> • Each day, plan, implement, and evaluate the small group experiences/lessons. • Submit detailed <i>draft</i> plans for, including both whole and small group teaching tasks, which are to be undertaken during days 11-15, to the supervising teacher, review, discussion and final approval. These plans should be detailed and record specific outcomes, clear directions for the teaching/learning across a range of key learning areas and incorporate a range of assessment strategies. <p><i>Working towards teaching the equivalent of 80% of a full-time teaching load or 4 days.</i></p>
What to do during days 11-15
<p>Continue as for days 6-10, plus:</p> <ul style="list-style-type: none"> • As previously discussed, and approved by the supervising teacher in days 6-10, implement and evaluate the small and whole class planning. • Planning must include formal assessment and documentation of student's work/progress and point to future directions for learning and teaching. • Action the school's behaviour support plan for all students in the class. <p><i>Working to the equivalent of 80% of a full-time teaching load or 4 days.</i></p> <p>Supervising Teacher: Complete the EDP702 Final Report at the end of the placement.</p>

Please note:

- Throughout this placement, graduates should engage fully in the life of the school, participating in staff meetings and professional learning opportunities, as well as joining in extracurricular activities as appropriate.
- Graduates must ensure confidentiality regarding information about the school, 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 graduate.
- The Supervising Teacher maintains a duty of care for the class at all times and should not leave the graduate/s unattended in the classroom for any period of time.
- Graduates are encouraged to adopt the instructional model and approach to planning supported by the Supervising Teacher/school. 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 graduate's capacity to undertake increased responsibility in the classroom and the Supervising Teacher's /graduate's needs at that time. Ideally, graduates 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 policies documents (as permitted by the school);
- 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 graduates. Graduates 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 visits during the placement when requested to do so by the Supervising Teacher or graduate.

Cautionary Advice Notice

If at any point during placement the Supervising Teacher, university mentor and/or graduate 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 graduate and Supervising Teacher. The CAN form is also included in the initial documentation that is emailed to the school.

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

Graduates 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 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 graduate 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 graduate takes responsibility to upload the interim and final report to the Education Professional Experience MyLO site (our learning management system). The Supervising Teacher, school, and graduate should keep a copy of the reports for their own records.

Course Structure

For more information on the Graduate Certificate in Early Childhood Education (E5M) study pathways, see:

<https://www.utas.edu.au/courses/cale/courses/e5m-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 graduate. 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 graduate 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 graduate 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>