



Master of Teaching (Birth – 5/ Birth -12)

Early Childhood Subject

TEAC7104 PROFESSIONAL EXPERIENCE Birth-2 Years

A Guide to Placement Requirements

for the Mentor Teacher & Pre-service Teacher

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Subject Convenor: Sally Arthur
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University Contacts

If you have any questions or require assistance regarding insurance, or Mentor Teacher claims, or other administrative matters please contact:

Early Childhood Professional Experience Team

Email: EduPEX@westernsydney.edu.au

If you have questions about the Professional Experience requirements for this placement, please contact:

The Subject Co-ordinator of Professional Experience Birth – 2 Years

Sally Arthur

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The Academic Advisor for Early Childhood Professional Experience

Denise Fraser

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Final Reports

On completion of the placement, please provide a copy to the pre-service teacher and email a copy of all final reports and completed timesheets to:

s.arthur@westernsydney.edu.au and EduPEX@westernsydney.edu.au

Contents Page

<u>School of Education</u>	1
<u>University Contacts</u>	2
<u>Attendance Requirements</u>	4
<u>Assessment and Feedback Procedures</u>	5
<u>Pre-Service Teacher Prior to Placement</u>	6
<u>PERSONAL ESSENTIALS</u>	6
<u>Observation Days (week 1)</u>	7
<u>Possible Questions to ask your Mentor Teacher</u>	7
<u>Weekly Review Report- Preservice Teacher</u>	8
<u>Pre-service Teacher’s Feedback Sheet 1 – page 1/2</u>	8
<u>Week 1 Review Report – Mentor</u>	9
<u>Week 2 Planning Discussion for Observation</u>	12
<u>Week 2 Observation # 1- Observation of Preservice Teacher</u>	14
<u>Community of Practice Circle (CPC 1) University Advisor</u>	16
<u>Week 3 Planning Discussion for Observation</u>	20
<u>The Pre-service Teacher has:</u>	24
<u>Week 2 Review Report</u>	25
<u>(to be completed prior to CPC 1)</u>	25
<u>(to be completed prior to Advisor Visit)</u>	28
<u>Mentor Teacher Feedback sheet for Pre-service Teacher</u>	32
<u>Pre-Service teacher reflection on feedback week 3</u>	29
<u>Community of Practice Circle (CPC 2)</u>	30
<u>Mentor Teacher’s Advisor Visit Feedback Form 4 – page 1/1</u>	33
<u>(to be completed by Mentor Teacher prior to Advisor visit)</u>	33
<u>Advisor’s Visit to the Setting</u>	35

Attendance Requirements

Pre-service Teachers are required to attend

- all 25 days of Professional Experience,
- both CPCs and On-Campus In-uni day, and
- the Professional Learning Expo.

Placement must include at least 10 days with children under two years of age and the remainder with two-year olds.

In Part 1, the first three observation days are 6-hour days. This enables Pre-service Teachers to spend time familiarising themselves with the local area surrounding the Centre and orienting themselves to the Centre. All other Professional Experience Days are 8-hour days, in line with the expectations for educators working in early childhood settings.

Pre-service Teachers may need to change rooms for the second part of the placement. If the first part of the placement was with children under two years, the second part should be with two- year-olds, or vice versa. The second part consists of two lead-in observation days so Pre-service Teachers can orientate themselves to a new room if necessary, followed by a 10-day teaching block. During this time the Advisor will arrange a visit to the setting. **The Mentor Teacher should complete the Advisor Visit feedback sheet, prior to the Advisor's session which will be toward the end of the placement.**

There are 2 two-hour **Community of Practice Circles (CPCs)** during placement. These will be held face-to-face in a venue arranged by the University Advisor. **The Mentor Teacher should complete the feedback sheet for each Community of Practice Circle prior to the CPC.** This feedback should relate to what is expected of a Pre-service Teacher at this stage of their professional experience, remembering that for many it is their first extended experience with children of this age.

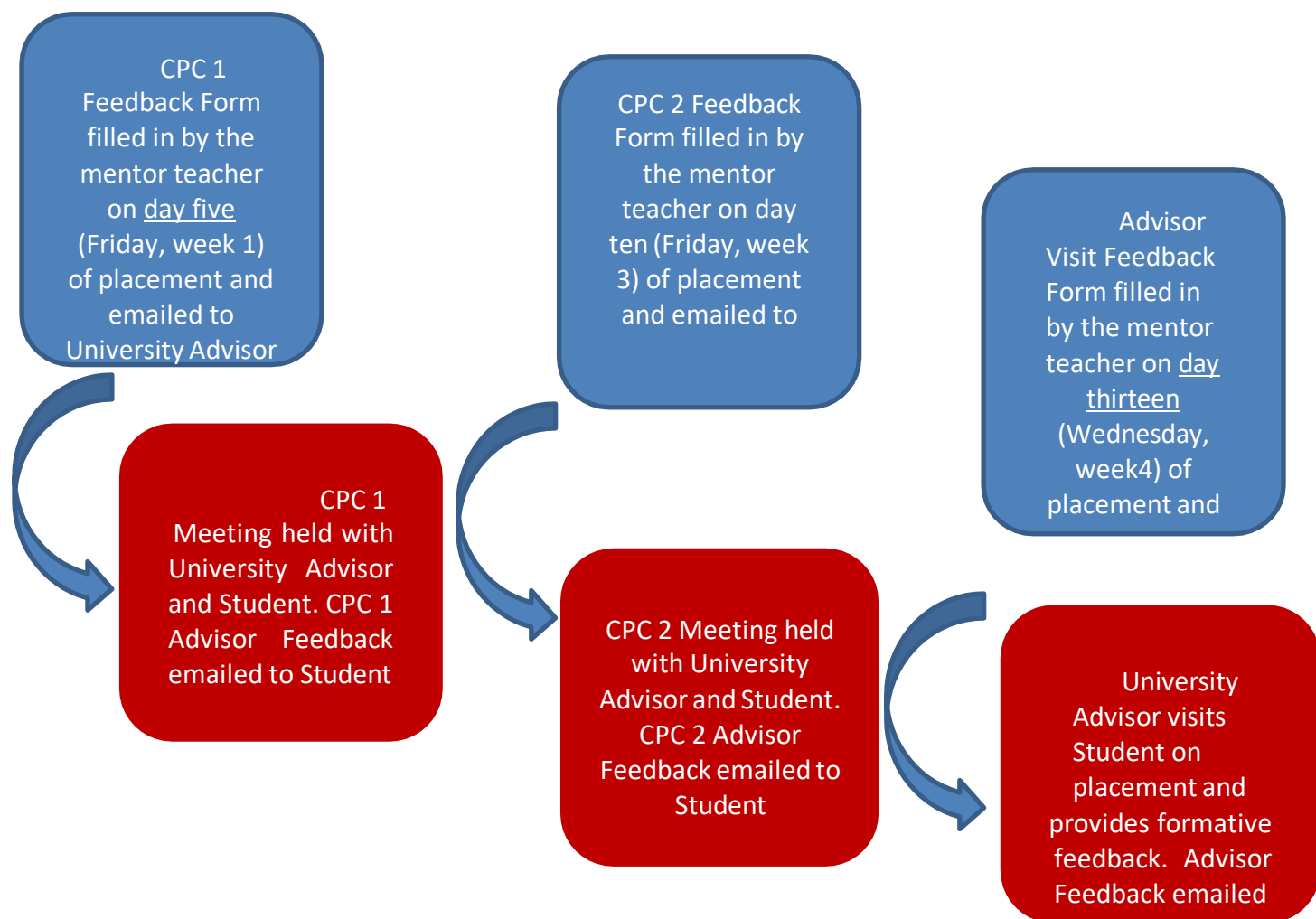
If a Pre-service Teacher is absent for any reason she/he must:

- notify the setting;
- notify the Subject Convenor;
- complete an Absence from Professional Experience form and send to the the University Advisor and the Subject Convenor;
- write 'absent' on the timesheet for any full day absence;
- provide documentation as to the reason for the absence;
- make up the missed day/s: please note any missed days must be made up with full days or half days, not additional hours across other days;
- document the dates on which missed days were made up.

Mentor Teachers and Pre-service Teachers are required to sign the attendance record

In order to receive a Satisfactory Grade for Professional Experience Birth – 2 Years, Pre-service Teachers must have completed all Professional Experience days and have these verified by the Mentor Teacher. The unblemished Time Sheet must be submitted with the Final Report.

Assessment and Feedback Procedures



Students Requiring Additional Support or At Risk of Failure

There are occasions where Pre-service Teachers do not make satisfactory progress and require additional support. It is important that any concerns, no matter how small or large, are raised with the Pre-service Teacher **and** his/her University Advisor in order to best support the Pre-service teacher's learning. This process does require meetings to develop learning plans and discuss strategies for improvement.

The Requiring Additional Support / At Risk procedure and required forms can be found in the Early Childhood Professional Experience Handbook. Once completed and signed, all forms must be emailed to EduPEX@westernsydney.edu.au

The Final Report is emailed to settings with approximately one week remaining in the students' placement.
The Mentor Teacher is to complete the final report, sign and email it directly to EduPEX@westernsydney.edu.au. Please cc: the University Advisor AND Subject Coordinator into the email. Both of these people need a copy of the final report. If settings do not have a copy of the final report please email EduPEX@westernsydney.edu.au.

After emailing, please print out report and provide a signed copy to the student also.

Pre-Service Teacher Observation Days (week1)

- Discuss with mentor teacher best focus child to attend 5 days or two children across the 5 days.
- Give the consent note and questionnaire to focus child's family to sign and give back by the end of observation days.
- Set up your focus child documentation, include the consent form completed, information from the parents eg Survey, questionnaire, jottings from staff about the child.
- Negotiate with your mentor teacher when to show observations, provide feedback on your plans, interactions and experiences, also discuss when your mentor teacher as you will need to provide plans to the Mentor Teacher in advance of the implementation, and seek feedback. This needs to be done prior to implementation.
- Complete situation analysis (Examples on pg 235- 237 of textbook)
- Reflect on goals every 2-3 days. Analyse the implications for practice. Focus on how the particulars of this setting will affect what you do during Placement.
- Collate policies/philosophies of the centre based on your goals. In your reflections think about the approaches and pedagogies and the evident and implications to practice.
- Be mindful of the learning environment. Investigate and reflect on pro-social behaviour, autonomy, investigation, critical thinking, and unhurried play and how they all interact with the learning environment (They will be helpful prompts for reflection during your observation days)
- Begin focus child summaries using provided Proforma
- Complete 4 Observations during the Observations days
 - Developmental Checklist,
 - Anecdotal with focus on relationships,
 - Anecdotal with focus on Physical development,
 - Sociograms with focus on areas of interest during play
- Plan experiences based on the observation analysis and information gathered from the questionnaire
- helping around the room with set up/pack up to learn the routine.
- A clearly organised and professional Portfolio
- Student profile and philosophy, documented in Section 1 of the Professional Portfolio
- Situational analysis of the centre, documented on the Situational Analysis Proforma (uploaded)
- Identification of professional goals and strategies, documented on the Professional Goals Proforma
- Sign and date your sign in sheet with you and your mentor teacher each day
- Make sure that your teacher has completed the feedback in the Feedback booklet
- Signed permission note for parents/carers of focus child one.

Focus Child One

- Observation 1
 - Observation 2
 - 1 x Planned, implemented evaluated experience
 - 1 x Planned, implemented evaluated experience
- Complete focus child summary for Focus Child 1

Possible Questions to ask your Mentor Teacher

- How many Children are in the room?
- Tell me about the room what are the needs, expectations
- Do any Children have individual education plans or intervention plans?
- What behaviour management systems do you use?
- Do you have a copy of the daily routine?- may I please have a copy?.
- Are there any special events that are occurring while I am on placement?
- What is the roster for breaks? What are the expectations there?
- What shifts are you doing during my time on placement? Would you like me to shadow you?
- What happens if I need to go to the bathroom during a time that isn't my break?
- When do you have staff briefings and meetings?
- What type of technology do you have in the room? What am I able to use for my experiences?
- Do you have a centre device I am able to take photos of for my experiences and observations?
- How long in advance would you like me to show you my plans and experiences?
- What is the best day and time to meet to discuss my feedback form

Observation Day- Mentor Teacher

This phase relates to preparation and introduction/welcome, and takes place prior to the commencement of teaching. It includes orientation, which is the introduction to the profession, the employer and the workplace.

Orientations days information required by pre-service teachers:

availability and location of curriculum materials and teaching resources

- information about children prior to teaching
- timetable and roster
- Centre expectations and policies
- how to access resources and keys
- who's who and what's where?
- expectations about teaching role and responsibilities

Observation Days

- Daily Routines during each shift
- managing children behaviour/ classroom management
- catering for childrens with a range of learning needs
- effective teaching and learning strategies

- organising children's learning
- Children assessment

- communicating with parents
- inclusion of students with a disability
- record-keeping
- developing sequenced learning experience and program/; curriculum planning

	Pre Service Teacher	Mentor Teacher
<i>Week 1</i>	<ul style="list-style-type: none"> • Clarify expectations with the Supervising Teacher • Continue situational analysis • Select focus children • Distribute & collect Consent to Observe forms to families • Plan regular time to meet with supervisor • Complete Self Reflections (each day) • Complete all requirements as per PEX Handbook <p>Experience plans must always be discussed with the Supervising Early Childhood Teacher before presenting to the children. These plans must be presented in written form to the Supervising Early Childhood Teacher; discussed, suggestions can be made and plans modified prior to implementation.</p> <ul style="list-style-type: none"> • Discuss mentor teacher observation for next week. Which standards and when will it occur? 	<ul style="list-style-type: none"> • Provide orientation to preservice teacher • Clarify expectations with the student • Support the student to select focus children who attends 5 days OR 2 children across the 5 days • Plan regular time to meet with student • Ensure student receives Daily Feedback on Experience plans. <p>They must always be discussed with the Supervising Early Childhood Teacher before presenting to the children. These plans must be presented in written form to the Supervising Early Childhood Teacher; discussed, suggestions can be made and plans modified prior to implementation.</p> <p>Students must keep copies of all experiences.</p> <ul style="list-style-type: none"> • Discuss Student teacher observation for next week. Which standards and when will it occur?

Week 1 Review Report – Mentor
Mentor Teacher’s Feedback Sheet 1 – page 1/2
(to be completed prior to CPC 1)

Mentor Teacher’s initials

Week Ending: Week 1

Overview: This week please review the preservice teachers situational analysis. This living document enables educators to make informed decisions to enhance the quality of care and education for children.

Checklist for a Situational Analysis in ECEC Settings:

Family

- Involvement in the service
- Communication processes with families
- Reflection of family needs in the program
- Access to community services and resources
- Family cultures and languages
- Support for Families/Community

Service's Local Community

- Local facilities for young children and families
- Ethnic, cultural, and socio-economic makeup of the community
- Service philosophy and diversity
- Support from the local Community Centre
- Diagrams/maps of internal and external spaces
- Daily timetable
- Planning/evaluation methods for individual and group experiences
- Use of indoor and outdoor environments
- Room staffing and rosters

Organisation and Management of the Service

- Ways of grouping children
- Storage spaces and resource management
- General description of service users and patterns of attendance
- Assessment and rating experiences
- Funding and organisational structure
- Philosophy/Aims
- Number and qualifications of staff

<input type="checkbox"/> Staff roles/job descriptions		
<input type="checkbox"/> Staff communication processes		
Children		
Identify areas in which the pre-service teacher excelled during the week, including any positive feedback from children or other staff members		
Identify areas in which the pre-service teacher struggled or faced challenges during the week, including any feedback for improvement from Childrens, colleagues, or other staff members.		
Goals for Next Week:		

Outline goals and objectives for the pre-service teacher for the upcoming week, including any specific areas of focus for improvement. Also, provide any feedback, suggestions, or recommendations to support the pre-service teacher's continued growth and development.

Week 2

Conference day Friday.
CPC 1 meeting.

- Mentor Teacher observation
- ○ Sign and date your sign in sheet with you and your mentor teacher each day
- ○ **Make sure that your teacher is completing the feedback in the Feedback booklet for CPC1 for in Uni day**

Focus Child One

- ○ Observation 3, analysis, documented
 - ○ Observation 4, analysis, documented
 - ○ Observation 5, analysis, documented
 - ○ Observation 6, analysis, documented
 - ○ Observation 7, analysis, documented
 - ○ Observation 8, analysis, documented
-
- ○ Continue to complete Focus child summary
-
- ○ planned experience with focus child one implemented evaluated experience
-
- ○ planned experience with focus child one implemented evaluated experience
-
- ○ spontaneous experience with focus child one implemented evaluated experience
-
- ○ spontaneous experience with focus child one implemented evaluated experience
-
- ○ Week 2 reflections
-
- Along with the paperwork you are expected to be involved in all aspects of the program including routines and transitions (daily)

- By the end of week 2 you should be taking on a leadership role in programming and in managing the program – in collaboration with staff (daily)

	Pre-service teacher	Mentor Teacher
<i>Week 2</i>	<p>Continue situational analysis</p> <ul style="list-style-type: none"> • Meet with supervisor regularly to discuss progress • Complete Self Reflections • Complete all requirements on focus child one. <p>It is expected that the student will demonstrate growing confidence in their ability to implement the teaching and planning responsibilities.. All plans developed must demonstrate an understanding of and be linked to theory, relevant learning frameworks and child developmental milestones. Students are to be increasingly responsible for transitions between experiences and routines.</p>	<p>Ensure student receives Daily Feedback</p> <ul style="list-style-type: none"> • Meet with student regularly to discuss progress, • Complete & submit Progress Report • Discuss Progress Report with student

Week 2 Review Report

Pre-service Teacher's Feedback Sheet 2 – page 1/2
(to be completed prior to CPC 1)

Pre-service
Teacher's initials

Week Ending: Week 2

Activities and Tasks Completed: List all activities and tasks completed during the week, including any observations, reflections, and planning activities.

1- 2 page reflection on own learning whilst on placement. Use your reading and reflections, reflections on the situational analysis, personal and Centre philosophies differences, your feedback from your Mentor Teacher and your Advisor to reflect on your first week, it may be helpful here to evaluate your goals. During placement continue to reflect upon your growth as a professional.

Areas of Strength: When did you feel confident and successful during the week, including any positive feedback from Children's, colleagues, or the supervising teacher. Areas for Improvement: When did you struggled or faced challenges during the week, including any feedback for improvement from Children's, colleagues, or the supervising teacher.

Week 2 Planning Discussion for Observation

Mentor teachers observing preservice ECEC teachers should focus on specific areas to improve Children learning. These include using teaching strategies based on a variety of teaching strategies are engaged and adaptations are made to enhance children's learning in all domains (1.1, 1.2), developing engaging plans for learning and play that include a variety of teaching and learning strategies to scaffold and extend children's learning (2.1), organising a cycle of planning that shows intentional teaching decisions to support the progression of children's learning and Plans for learning and play that reflect the outcomes of the EYLF. Rich and meaningful curriculum content that is based on children's current knowledge, ideas, culture, abilities and interests. (2.2, 2.3). They should also set goals for all Children and use play-based experiences and resources to engage them (3.1, 3.2, 3.5), and implement inclusive and positive interactions to engage and support all children in early childhood setting activities. (4).

Planning and Teaching	Managing the learning environment	Assessing and recording learning
<p>1.1 Use teaching strategies based on knowledge of children's physical, social and intellectual development and characteristics to improve child learning.</p> <p>1.2 Structure teaching programs using research and collegial advice about how children learn.</p> <p>2.2 Organise content into coherent, well sequenced learning and teaching programs.</p> <p>3.1 Set learning goals that Set explicit, challenging and achievable learning goals for all children.</p> <p>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support children's engagement.</p>	<p>4.1 Identify strategies to support an inclusive and positive interactions to engage and support all children in early childhood setting activities.</p>	<p>5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess children's learning.</p> <p>5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to children about their learning.</p>
<p>Which 2 Standard Descriptors will be observed during the teaching and learning experience?</p>	<p>How will you demonstrate the descriptors? What specific learning strategies will you use?</p>	<p>What is the planned impact on Children/child engagement and learning? How will you know your teaching practice has been effective? What specific assessment/feedback/measurement will you use to determine this?</p>

Mentor Teacher's Signature: _____ **Date:** _____

Pre-service Teacher's Signature: _____ **Date:** _____

Week 2 Observation # 1- Observation of Preservice Teacher

Standard Descriptor	Teaching practice	Observation Strengths	Record of decision against the Standard Descriptor
	What teaching and learning strategies did you observe? What teaching practice did you observe?	Evaluate how well the teacher’s practice demonstrated the agreed Standard Descriptors.	Observed / Partially observed / Not observed (select one) Other comments

Mentor Teacher’s Signature: _____ **Date:** _____

Pre-service Teacher’s Signature: _____ **Date:** _____

Week 2 Reflecting on 1st observation

Pre- service Teacher's reflection

Mentor Teacher's feedback

What are your key reflections on your teaching practice?
How did you demonstrate the agreed Standard Descriptors?

Comment/feedback on the agreed Standard Descriptors that were successfully demonstrated and observed.
What advice would you give to assist the further development of the agreed Standard Descriptors that were partially observed or not observed to improve teaching practice?

Mentor Teacher's Signature: _____ **Date:** _____

Pre-service Teacher's Signature: _____ **Date:** _____

**Community of Practice Circle
(CPC 1)
University Advisor**

Progress Assessment of Unit Learning Outcomes:

1. The Pre-service Teacher demonstrates professional and ethical practice, including appropriate oral and written communication.
2. The Pre-service Teacher establishes and evaluates professional goals that draw on graduate teacher standards, the early childhood placement and local community context and feedback from university and setting staff.

University Advisor feedback:

Comments on evidence presented	Future goals (link to indicators)

Outcome 1 Satisfactory Progress towards meeting outcome

OR

Unsatisfactory Progress

Outcome 2 Satisfactory Progress towards meeting outcome

OR

Unsatisfactory Progress

Signature of University Advisor _____ Date: _____

If some documentation is complete but needs some refining please provide a date below for the documentation to be emailed to the Subject Coordinator and University Advisor.

If this isn't provided by this time then the student must be placed at risk.

**** (If Unsatisfactory Progress for Outcome/s 1 or 2, the student is automatically placed at Requiring Additional Support. The appropriate documentation must be filled in and the Unit Coordinator must be notified. The documentation can be found in the Professional Experience Handbook ****

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	Pre-service teacher	Mentor Teacher
Week 3	<ul style="list-style-type: none"> • Meet with supervisor regularly to discuss progress • Complete Self Reflections each day <ul style="list-style-type: none"> ● Observation days • Complete all requirements on focus child two 	<ul style="list-style-type: none"> • Ensure student receives week 3 Feedback and observation forms • Students need to have completed at least 8 observations and 10 by the end of this week.

Week 3 Planning Discussion for Observation

When observing preservice ECEC teachers, mentor teachers should prioritize certain areas to improve student learning. Specifically, they should focus on the use of various teaching strategies, adaptations to enhance children’s learning, and the development of engaging plans for learning and play (APTS 1.1, 1.2). This should include scaffolding and extending children’s learning, intentional teaching decisions, and rich and meaningful curriculum content that reflects children’s current knowledge, ideas, culture, abilities, and interests(APTS 2.1, 2.2,2.3). In addition, mentor teachers should encourage the setting of goals for all students and the use of play-based experiences and resources to engage them(APTS 3.1, 3.2, 3.5). Finally, they should promote inclusive and positive interactions to engage and support all children in early childhood setting activities(APTS 4).

<p>Planning and Teaching</p> <p>1.1 Use teaching strategies based on knowledge of children’s physical, social and intellectual development and characteristics to improve child learning.</p> <p>1.2 Structure teaching programs using research and collegial advice about how children learn.</p> <p>2.2 Organise content into coherent, well sequenced learning and teaching programs.</p> <p>3.1 Set learning goals that Set explicit, challenging and achievable learning goals for all children.</p> <p>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support children’s engagement.</p>	<p>Managing the learning environment</p> <p>4.1 Identify strategies to support an inclusive and positive interactions to engage and support all children in early childhood setting activities.</p>	<p>Assessing and recording learning</p> <p>5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess children's learning.</p> <p>5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to childrens about their learning.</p>
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<p>Which 2 Standard Descriptors will be observed during the teaching and learning experience?</p>	<p>How will you demonstrate the descriptors? What specific learning strategies will you use?</p>	<p>What is the planned impact on student/child engagement and learning? How will you know your teaching practice has been effective? What specific assessment/feedback/measurement will you use to determine this?</p>
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Week 3 Observation # 2- Observation of Preservice Teacher

Standard Descriptor	Teaching practice	Observation Strengths	Record of decision against the Standard Descriptor
	What teaching and learning strategies did you observe? What teaching practice did you observe?	Evaluate how well the teacher's practice demonstrated the agreed Standard Descriptors.	Observed / Partially observed / Not observed (select one) Other comments

Week 3 Reflecting on 2nd Observation

Pre- service Teacher's reflection

Mentor Teacher's feedback

What are your key reflections on your teaching practice?
How did you demonstrate the agreed Standard Descriptors?

Comment/feedback on the agreed Standard Descriptors that were successfully demonstrated and observed.
What advice would you give to assist the further development of the agreed Standard Descriptors that were partially observed or not observed to improve teaching practice?

Week 3 Review Report

Pre-service Teacher's Feedback Sheet 2 – page 1/2

(to be completed prior to CPC 2)

Pre-service
Teacher's initials

Week Ending: Week 3

Activities and Tasks Completed: List all activities and tasks completed during the week, including any observations, reflections, and planning activities.

1- 2 page reflection on own learning whilst on placement. Use your reading and reflections, reflections on the situational analysis, personal and Centre philosophies differences, your feedback from your Mentor Teacher and your Advisor to reflect on your first week, it may be helpful here to evaluate your goals. During placement continue to reflect upon your growth as a professional.

Areas of Strength: When did you feel confident and successful during the week, including any positive feedback from Children, colleagues, or the supervising teacher.

Areas for Improvement: When did you struggle or face challenges during the week, including any feedback for improvement from Children, colleagues, or the supervising teacher.

Mentor Teacher's
initials

Mentor Teacher's Feedback Sheet 3 – page 1/2

(to be completed prior to CPC 2)

The Pre-service Teacher has used the following methods for documenting learning:

- Anecdote
- Learning Story
- Language Transcript
- Sample (e.g. drawing)
- Visual documentation (e.g. photograph, diagram of construction)

The Pre-service Teacher has:

- completed at least 6 observations on their focus child – fully written up (not in draft) and analysed
- completed a summary of focus child 1 with family information, analysis of observations and ideas for future planning
- completed at least 4 experiences – fully written up (not in draft), implemented and evaluated
- been involved in the daily program including play-based experiences, group times, routines and transitions

Mentor Teacher's comments and goals for the remainder of the placement:

Mentor Teacher's Signature: _____ **Date:** _____

Pre-service Teacher's Signature: _____ **Date:** _____

Week 3 Review Report

Pre-service Teacher's Feedback Sheet 3– page 1/2
(to be completed prior to CPC 2)

Pre-service
Teacher's initials

Week Ending: Week 3

Activities and Tasks Completed: List all activities and tasks completed during the week, including any observations, reflections, and planning activities.

1- 2 page reflection on own learning whilst on placement. Use your reading and reflections, reflections on the situational analysis, personal and Centre philosophies differences, your feedback from your Mentor Teacher and your Advisor to reflect on your first week, it may be helpful here to evaluate your goals. During placement continue to reflect upon your growth as a professional.

Areas of Strength: When did you feel confident and successful during the week, including any positive feedback from Children, colleagues, or the supervising teacher.

Areas for Improvement: When did you struggle or face challenges during the week, including any feedback for improvement from Children, colleagues, or the supervising teacher.

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Week 3 Weekly Review
Week 3
Community of Practice Circle 2
(CPC2)
- Mentor Teacher observation

- At least 6 observations for Focus Child 1, with analysis, documented on the Observations Proforma
 - A focus child summary for each focus child
 - At least 4 experiences implemented with Focus Child 1 (including both planned and spontaneous experiences) and evaluations of these, using the Learning Experiences Proforma provided
 - 1 x 1-2 page reflection on your own learning completed each week of block professional experience
- ○ Sign and date your sign in sheet with you and your mentor teacher each day
 - ○ **Make sure that your teacher has completed the feedback in the Feedback booklet**

Focus Child One

- ○ Observation 1, analysis, documented
 - ○ Observation 2, analysis, documented
 - ○ Observation 3, analysis, documented
 - ○ Observation 4, analysis, documented
 - ○ Observation 5, analysis, documented
 - ○ Observation 6, analysis, documented
-
- ○ Completed Focus child summary
-
- ○ planned experience with focus child one implemented evaluated experience
-
- ○ planned experience with focus child one implemented evaluated experience
-
- ○ spontaneous experience with focus child one implemented evaluated experience
-
- ○ spontaneous experience with focus child one implemented evaluated experience
-
- ○ 1 weekly reflections
 - ○ 2 weekly reflections

Along with the paperwork you are expected to be involved in all aspects of the program including routines and transitions (daily)

- By now should be taking on a leadership role in programming and in managing the program – in collaboration with staff (daily)

Mentor Teacher's Feedback Sheet 3 – page 1/2

(to be completed prior to Advisor Visit)

Mentor Teacher's
initials

Mentor Teacher Feedback sheet for Pre-service Teacher

Date:

The Mentor Teacher may use either of the feedback formats to provide feedback to the Pre-service Teacher. This feedback sheet should be used to highlight any positive aspects of the Pre-service Teacher's practice, or aspects that the Mentor Teacher feels are in need of improvement.

Focus of the feedback:

- | | |
|---|---|
| <input type="checkbox"/> Professionalism & ethical behavior | <input type="checkbox"/> Implementation of Experiences |
| <input type="checkbox"/> Observations | <input type="checkbox"/> Teaching strategies |
| <input type="checkbox"/> Analysis of learning | <input type="checkbox"/> Evaluation of the experience including resources, space, time, teaching strategies etc |
| <input type="checkbox"/> Planning | <input type="checkbox"/> Planning of the program |
| <input type="checkbox"/> Set up of the environment | <input type="checkbox"/> Other |
| <input type="checkbox"/> Interactions with children/staff | |

Observations and Comments about the focus area:

Future Goals for Pre-service Teacher regarding focus:

Mentor Teacher Signature: _____ **Date:** _____

	Pre-service teacher	Mentor Teacher
<i>Week 4</i>	<p>Meet with supervisor regularly to discuss progress</p> <ul style="list-style-type: none"> • Complete Self Reflections each day • Complete all requirements as per feedback booklet/learning guide. <p>They must always be discussed with the Supervising Early Childhood Teacher before presenting experiences to the children. These plans must be presented to the Supervising Early Childhood Teacher; discussed, suggestions can be made and plans modified prior to implementation. Students must keep copies of all experiences.</p>	<ul style="list-style-type: none"> • Provide orientation to preservice teacher • Clarify expectations with the student • Support the student to select focus child who attends 5 days OR 2 children across 5 days • Plan regular time to meet with student • Ensure student receives Daily Feedback and time to read the experience plans. • Student teacher observations • Ensure student receives Feedback forms and observations/interactions

Mentor Teacher’s Advisor Visit Feedback Form 4 – page 1/1

(to be completed by Mentor Teacher prior to Advisor visit)

- Observations** for focus child 2 are up to date and will include at least 4 observations by the end of week
- Plans for learning experiences** are shown to Mentor Teacher and/or other relevant staff each day fully written (not in draft format), and there will be at least 6 experiences by the end of the week
- The Pre-service Teacher is involved in the daily program** including setting up play-based experiences and planning opportunities for exploration, creativity, language and social interactions.
- The Pre-service Teacher interacts with children** in ways that are respectful and that extend learning.
- The Pre-service Teacher implements** strategies that promote prosocial behaviours.

Comments on Pre-service Teacher’s understandings of health, safety, and hygiene:

Week 4 Planning Discussion for Observation of a Planned Experience

Standard Descriptors	Teaching and learning strategies	Impact of practice
Which 2 Standard Descriptors will be observed during the teaching and learning experience?	How will you demonstrate the descriptors? What specific learning strategies will you use?	What is the planned impact on student/child engagement and learning? How will you know your teaching practice has been effective? What specific assessment/feedback/measurement will you use to determine this?

Comments on Pre-service Teacher’s planning of individual and small group experiences:

Comments on Pre-service Teacher’s interactions with children:

Comments on Pre-service Teacher's understandings and use of Early Years Learning Framework Practices, Pedagogies and Learning Outcomes:

Future Goals for Pre-service Teacher:

Pre-service Teacher's Comments and Goals:

Mentor Teacher's Signature: _____ **Date:** _____

Pre-service Teacher's Signature: _____ **Date:** _____

University Advisor's Signature: _____ **Date:** _____

Week 4 Planning Discussion for Observation of a Planned Experience

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Week 5	Meet with supervisor regularly to discuss progress <ul style="list-style-type: none"> • Complete Self Reflections each day • Complete all requirements as per feedback booklet/learning guide 	Discuss and complete the small group Student teacher observation form this week. Which standards and when will it occur?	<ul style="list-style-type: none"> • Connect with student to discuss progress.
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Week 5 Observation # 2		
Standard Descriptor	Teaching practice	Observation Strengths Areas for Improvement
	What teaching and learning strategies did you observe? What teaching practice did you observe?	Evaluate how well the teacher's practice demonstrated the agreed Standard Descriptors.

Pre-service Teacher's signature: _____ Date: _____

Mentor Teacher's signature: _____ Date: _____

Appendix

Questions to guide reflective practice with Pre-service teachers

Some further examples of reflective questions

The following reflective questions

as suggested by Barnett, O'Mahony and Matthews (2004).

- What do you want to discuss?
- What's working, not working?
- Tell me about ...?
- What's on your mind?
- How was your lesson?
- What do you think about?

Reflective observation (what?)

- What went as planned?
- Give me a few more details?
- What changes have occurred since we last met?
- What was the best part of the lesson?
- How do you feel about the experience?
- Can you tell me what the students learned?

Abstract conceptualisation (so what?)

- Why do you think the lesson went so well?
- What have you learned from this experience?
- What cues did you use to know things were not going well?
- What assistance do you need to change the situation?
- What have you discovered about yourself? About your students?
- What will you do (not do) again?

Planning for implementation (now what?)

- What are your next steps?
- What do you expect to happen when you ... ?
- What results are you trying to achieve?
- How will you know if your plan is working?

GRADUATE TEACHER STANDARDS EVIDENCE GUIDE TO SUPPORT PROFESSIONAL EXPERIENCE

(Adapted from <https://www.aitsl.edu.au/tools-resources/resource/documentary-evidence-examples>)

Observation and analysis

Adapted from Arthur (2010). *The Early Years Learning Framework: Building confident learners* – example adapted from Mary Bailey House.

Child's/Children's Name/s:

Kathy and Peggy (two year olds)

Date:

31/3/10

What is the context?

Kathy and Peggy were at the collage table. There were different types of paper available including crepe paper and cellophane.

What did the child/children do?

Kathy and Peggy picked up the red coloured cellophane and felt it. Then Kathy put a piece of red cellophane over her eyes and walked around the room looking at things through the cellophane. Peggy did the same thing. First they tried red then they tried yellow and green. They were smiling and laughing, as they explored the environment through the different coloured cellophanes and saying "look!" to each other.

What learning/ development/dispositions/relationships did you observe?

Peggy and Kathy showed a lot of interest in the different collage materials. They were particularly curious about exploring the properties of the cellophane. They were interested to see how their visual perception of the world changed through the different coloured lenses. They were able to initiate their own play using the resources available and their own imagination.

EYLF Learning Outcome 4: Children are confident and involved learners

The children are actively exploring resources and showing interest in and curiosity about their world by initiating their own investigations and expressing wonder and interest in the environment. Through trying out different colours they are using cause and effect to build their own hypotheses about what happens when they look at the environment through different colours of cellophane. This hands-on experience is helping them to build their own understandings of concepts such as light and colour.

What can I do to extend the child's learning or development and/or to promote positive dispositions and/or build positive relationships and promote interactions?

- Encourage Peggy and Kathy to continue to **explore** their physical environment and to explore colour by providing a variety of collage materials of different colours and textures, providing cardboard tubes and elastic bands so they can make periscopes and binoculars with cellophane, and making cellophane collages and placing these on windows. Encourage the children to investigate the new colours you can make when you place cellophane of different colours on top of each other and when you mix different colours with paint. **Talk** with children about the different colours and model descriptive language. **Model** curiosity, experimentation and problem solving.
- Bring in some real periscopes and binoculars for Peggy and Kathy and other children to **investigate** their physical environment, **explore** ideas and use their **imagination**. **Talk** with children about what they see and how the size of objects changes when viewed through binoculars. **Encourage** children to **try out different ideas**, to make **predictions** about what they will see and to develop **hypotheses** about how periscopes and binoculars work. Put these resources out over several days to

encourage children to **revisit** the resources and extend their ideas. Encourage children to **express their ideas verbally** and to **collaborate with others**.

- Make a dark place with boxes or fabric and provide children with torches. Encourage them to explore and talk about light and dark. Add cellophane for children to place over the torches to explore different colours. Talk with children and **model language**. **Model** curiosity, experimentation and problem solving.
- Introduce kaleidoscopes to the children and translucent coloured shapes on a light box or an overhead projector and make different colours and patterns. **Talk with children about colours and patterns**.

Example of a planned learning experience: Planned learning

experience

Child's/Children's Name/s: Francesca

Date: 25/3/2015

What is the experience?

Dramatic play area set up as a grocery store/supermarket with food packaging and writing materials.

What is the learning focus?

For Francesca to begin to understand that print has meaning and that literacy is part of everyday life, and to begin to use images and approximations of letters and words to convey meaning (the relates to EYLF Learning Outcome 5).

Why am I planning this experience?

Francesca is interested in dramatic play, often plays collaboratively with other children such as Emily and is interested in writing and drawing. She has been observed using a pencil to make marks on paper and recognises the F for Francesca.

What resources do I need?

Food packaging (in English, Spanish and other languages relevant to children in the centre), paper and pencil for writing shopping lists and signs, cash register and pretend money, supermarket catalogues.

What do I need to do to ensure that this experience meets health and safety requirements?

Ensure that writing materials are non-toxic. Supervise the experience to ensure that children do not put writing materials in their mouths. Include cloth shopping bags not plastic and no small containers or lids.

When is the best time and place for this experience?

Morning free play time in the dramatic play area inside.

How will I interact with the children to scaffold their learning?

Encourage Francesca and Emily to come to the experience. Sit at the experience and talk to the children about the print on the food packaging and in the catalogues. Take on a role in the play and model literacy practices— e.g. going shopping, looking at the shopping catalogues and writing a shopping list. Encourage children to take on roles – e.g. shop keeper, shopper – and to interact with each other. Encourage children to have a go at writing – e.g. writing their own shopping lists.

How did it go?

Francesca and Emily as well as Liam, William, Sarah and Chloe all spent time at this experience. They were very interested in the catalogues and turned the pages and pointed to items. Francesca said things such as “I have this at home” and “I like that”. The children were all able to name some of the products such as Corn Flakes and Coca Cola. They were all interested in going shopping. There wasn’t enough room for all the children and we needed shopping baskets and purses for children to put the money in. The children were very interested in the money. Francesca and William were saying things such as “I’ve got \$10”. I encouraged them to read the numbers on the money and helped them to identify \$5 and \$10. Some of the paper notes said \$1 and \$2 and this was confusing for the children. There also wasn’t enough money. I didn’t have time to model writing shopping lists so children didn’t do this.

What changes did I observe in the children’s learning and/or development and/or dispositions and/or relationships and interactions that are the focus of this experience? The children seemed to be familiar with the shopping catalogues and understood their purpose. They are developing the capacity to gain meaning from texts (EYLF Learning Outcome 5). They were able to look at these and make meaning. Francesca said things such as “I have this at home” and “I like that”. The children were all able to name some of the products such as Corn Flakes and Coca Cola. They also understood that money had different denominations and were able to recognise the numerals on the notes.

What will I do next to follow on from this experience to support learning?

Leave the experience out again tomorrow. Add shopping baskets (or paper bags) and purses. Make some money with the children so that there is more money for everyone. Make \$1 and \$2 coins and \$5 and \$10 notes. Model writing shopping lists and encourage children to write shopping lists and signs.

What have I learnt from this experience?

I have learnt that it is important to be organized and to have sufficient resources. I have also learnt that children can make connections to their home and community experiences when the resources that are provided are ones they are familiar with (such as the shopping catalogues). The supermarket play context also enabled children to draw on their experiences of shopping with their families and built on their funds of knowledge (Moll et al, 1991). The play context is also a non-threatening environment where children feel confident to demonstrate their knowledge and try new things (DEEWR, 2009). As noted in the educator’s role in Learning Outcome 5 of the EYLF (DEEWR, 2009) it is important that I provide a literacy-enriched environment and join in the children’s play and talk to the them about texts such as the signs and catalogues, supporting them to make meaning of the print and images.

FOCUS CHILD SUMMARY		
Child's Name: Migel	Age: 18 months	Date: 8/8/15
<p>Significant Family Information Migel has an older brother Sebastian who is 5 and is at school. His family speaks Spanish with Migel's grandparents and at some community events and mostly English at home. Migel watches his dad and brother play soccer on the weekends. Sebastian is learning to read and sometimes reads to Migel. Migel likes to watch <i>Play School</i> on television and on the family ipad with Sebastian and likes to join in the movements. He is interested in animals, particularly dogs and cats that he sees on his walks and at the park. He is interested in Sebastian's homework and is beginning to want to make marks on paper with crayons and pens. At home his parents, grandparents and older brother often do things for him, such as feeding him at mealtimes.</p>	<p>Significant Information from Analysis of Observations Migel has a particular attachment to one educator, Maria. He plays alongside Imogen and Raja, occasionally joining in their play, particularly if encouraged by an educator. He is beginning to interact verbally with educators and peers, but mostly speaks to educators rather than children. He uses one word utterances such as 'me' to get his needs met and to label familiar items ('dog'). He is interested in books, turning the pages and looking at images, and listening to books being read. He is interested in exploring sensory materials such as sand and water and often engages in repetitive play such as pouring water and playing peek-a-boo with an educator. He is curious about investigating spaces such as boxes and cubby houses. He often waits for an educator to feed him but is beginning to feed himself with encouragement.</p>	
Potential Learning Foci	Related Teaching Strategies	
<p>Dispositions: For Migel to continue to develop autonomy by persevering at self-help tasks. (Learning Outcome 4)</p>	<p>Allow time for Migel to do things himself such as feed himself, put on his hat. Encourage him to keep trying when necessary. Provide scaffolding where needed – e.g. turn the spoon around. Provide verbal encouragement and feedback when he perseveres.</p>	
<p>Learning processes: For Migel to continue to investigate his environment and manipulate a range of objects. (Learning Outcome 4)</p>	<p>Provide a range of open-ended materials – e.g. water, sand, fabrics, boxes – where Migel can use his senses to explore natural as well as processed materials. Model processes of investigation by picking up and exploring objects using different senses. Encourage Migel and other children to use the materials in different ways by providing encouragement for exploration, talking about what they are doing and suggesting new ideas. Provide opportunities to revisit and repeat the play.</p>	
<p>Relationships: For Migel to respond verbally to interactions initiated by educators and peers. (Learning Outcomes 1 and 5)</p>	<p>Set up experiences that encourage small groups of children to be involved. Invite Migel to play with peers, particularly Imogen and Raja. Join in the play and encourage interactions by making comments and asking questions, drawing Migel's attention to what other children are doing. Model language by describing what is happening, labelling objects and encouraging Migel to repeat.</p>	
<p>Learning: For Migel to strengthen his spatial awareness and the language to talk about spatial relationships. (Learning Outcomes 4 and 5)</p>	<p>Provide a range of objects for Migel to climb into, on, over and under – e.g. boxes, cubby houses, obstacle courses, walking boards. Model these actions. Model positional language – over, under, on top, next to. Use positional language at routine times – I am sitting <i>next</i> to you, put the plate <i>on</i> the trolley.</p>	