



WESTERN SYDNEY
UNIVERSITY



PROFESSIONAL EXPERIENCE HANDBOOK 2024

**EARLY CHILDHOOD BASED
PLACEMENTS**

MASTER OF TEACHING (BIRTH - 5 / BIRTH - 12 YEARS)

WELCOME

CENTRE DIRECTORS, NOMINATED SUPERVISORS AND MENTOR TEACHERS

Thank you for participating in Western Sydney University's Professional Experience Program. Professional Experience is an integral part of the early childhood teacher education program at Western Sydney University. It provides Pre-service Teachers with authentic opportunities to put theory into practice in a supportive and encouraging environment.

Mentor Teachers play an important role in the development of Pre-service Teachers by introducing them to the early childhood community of practice and supporting their growth as professionals in the workplace.

University Advisors also contribute to this community of practice as they meet regularly with Pre-service Teachers and help them to link theory to practice.

To make this the best possible experience for all, it is important that close contact is maintained among the Mentor Teacher, the University Advisor, Pre-service Teacher, and Professional Experience Academic Coordinator.

We look forward to being in regular contact with you.

PRE-SERVICE TEACHERS

Welcome to professional experience in the early childhood teacher education program. Pre-service Teachers are encouraged to have a clear understanding of their responsibilities before undertaking any placement and to consider their role in the partnership among the University, the Mentor Teacher, the University Advisor, and the setting.

The Pre-service Teacher contributes to the partnership by bringing with them new knowledge that they can share and in so doing they add to the community of practice existing within the setting.

We look forward to supporting you throughout professional experience, leading to a very important and rewarding career working with young children.

OVERVIEW

Professional Experience is a critical aspect of initial teacher education. It is where theory and practice are integrated and inter-related. This critical component sees the School of Education and our partner organisation's working collaboratively to ensure Pre-service Teachers can develop the knowledge and skills to demonstrate achievement of the Australian Professional Standards for Teachers at Graduate level.

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Professional Knowledge

Standard 1: Know their students and how they learn
Standard 2: Know the content and how to teach it

Professional Practice

Standard 3: Plan for and implement effective teaching and learning.
Standard 4: Create and maintain supportive and safe learning environments.
Standard 5: Assess and provide feedback and report on student learning

Professional Engagement

Standard 6: Engage in professional learning
Standard 7: Engage professionally with colleagues, parents/carers, and the community

For detailed information about the standards, please visit the following website:
<https://www.aitsl.edu.au/standards>

CONTACT DETAILS PARTNERSHIPS & ENGAGEMENT TEAM

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Professional Experience General Enquires
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Pre-service Teacher General Enquiries
Email: Enquirieseducation@westernsydney.edu.au

PROFESSIONAL EXPERIENCE SUBJECTS

Pre-service Teachers engage in ongoing professional practice throughout their degree.

Professional Experience is undertaken in a variety of prior-to-school settings (e.g. long day care, early learning centre, pre-school, council-based, or private).

Placements are sequential to allow teacher education students to apply in the setting the theoretical and pedagogical knowledge they learn throughout their degree.

1 | ROLES and RESPONSIBILITIES

CENTRE DIRECTOR

The Centre Director and/or any staff member who coordinates Professional Experience is integral to the success of the Professional Experience placement. The person in this role usually ensures the implementation of the placement, manages the process, and consults with the Mentor Teacher to monitor progress.

Responsibilities include:

- Liaison with the Professional Experience Team and communicating placements offered by their setting.
- Ensure Mentor Teachers are aware of the appropriate information for their Pre-service Teacher. Information is not emailed directly to individual Mentor Teachers.
- allocation of Pre-service Teachers to appropriate Mentor Teachers.
- Informing Pre-service Teachers when, where and who to report to on their first day of professional experience.
- Coordinate orientation and induction of Pre-service Teachers to the setting. This should include but is not limited to the following areas: arrival and departure times, dress code, parking arrangements, centre policies and procedures, meeting attendance, duty of care, Work Health & Safety, and professional conduct.
- Ensuring Pre-service Teachers are receiving appropriate support and mentoring from their Mentor Teacher.
- Maintain communication with the University Advisor and keep them up to date with any placement changes. Please note, if you don't receive contact from the University Advisor early in the practicum advise the Professional Experience Team as soon as possible.
- Notify the University Advisor or the WSU Professional Experience Team immediately if there are concerns with Pre-service Teacher competence and/or professional conduct.
- Attend Requiring Additional Support and Student at Risk meetings if required & submit all relevant documentation to the WSU Professional Experience Team.
- Monitor Pre-service Teacher attendance to ensure all days required for the Professional Experience are completed.
- Encourage Mentor Teachers to word process Pre-service Teacher's final reports so they are professionally presented.
- Ensure Pre-service Teachers receive the signed original copies (where applicable) of their Professional Experience Report and Attendance Register after they have completed the attendance requirements for the Professional Experience.

- Ensure pay claim forms are accurate and submitted in a timely manner at the conclusion of the placement.

Where possible, the Centre Director should:

- Attend Requiring Additional Support and Student At Risk meetings if required and ensure all relevant documentation is submitted to the WSU Professional Experience Team.
- Monitor Pre-service Teacher attendance to ensure all days and hours required for the Professional Experience are completed.
 - Ensure Pre-service Teachers receive the signed original copies of their Professional Experience Report and Timesheet after they have completed the attendance requirements for the Professional Experience.
 - Ensure the Mentor Teacher receives the pay claim form – all teachers who mentor a Pre-service Teacher are entitled to claim payment.
 - Mentor Teachers are responsible for submitting pay claim forms to the University. These forms are NOT to be given to Pre-service Teachers for delivery. Pay claim forms must be submitted online. For any questions email EduPEX@westernsydney.edu.au.

MENTOR TEACHER

The Mentor Teacher has the overall responsibility for the supervision, mentoring and assessment of the Pre-service Teacher.

Orientation

Orientation days provide Pre-service Teachers the opportunity to familiarise themselves with the setting and room environment.

Mentor Teachers are asked to discuss the following with the Pre-service Teacher:

- The overall aims and purposes of the placement, including the Pre-service Teacher's goals.
- Communication methods and appropriate meeting times between Mentor Teacher and Pre-service Teacher.
- Specific requirements of the placement
 - Children who may be appropriate as focus children during the placement.
 - Setting and room details that are relevant for successful teaching.
 - Routines, expectations, and responsibilities associated with Pre-service Teachers' roles need to be clear.
 - Any staff/student teacher policy or induction documents appropriate for a Pre-service Teacher, including WH&S; and location of resources and requirements/processes for using particular resource.

Responsibilities of the Mentor Teacher include:

- Modelling quality teaching and learning practice.
- Familiarisation with specific professional experience requirements from the professional experience handbook.
- Being aware of the relevant professional experience report and the Graduate Teacher Standards that are to be the focus of the professional experience placement.
- Liaising with the University Advisor concerning the expected learning outcomes of the specific professional experience placement as well as effective ways of supporting the Pre-service Teacher.
- Understanding that the Pre-service Teacher does not assume duty of care of children and that, consequently, overall supervision responsibility is always exercised by the Mentor Teacher.
- Completing all necessary documentation, including attendance register, feedback documents, progress report (if required), and the final professional experience report. The report is then to be discussed with the Pre-service Teacher who also is required to sign the document before it is submitted to the Professional Experience Team.

Maximising Pre-service Teacher success and minimising likelihood of Failure in Professional Experience

Learning to be a teacher is a complex, personal and, at times, difficult matter that involves transformation from "student of teaching" to "teacher of students" (Ganser, 2002).

The Pre-service Teacher identifies professional learning goals related to the subject outcomes and teaching standards which they will work to achieve during placement. The Mentor Teacher provides feedback on these goals and suggestions to help improve the planning of experiences that also support the achievement of goals.

During placement Pre-service Teachers are expected to try out (with relatively unfamiliar children, and environment) their own beliefs about learning and teaching, and the knowledge and pedagogy they have learnt at university. As they try out their beliefs and developing knowledge and pedagogies, they may make some mistakes. This situation is to be expected. It is through the observation of teachers and experiences; trialing their ideas and pedagogies; reflecting on the success or otherwise of these 'trials'; and, re-trialing, based on their reflections and feedback from Mentor Teachers, that Pre-service Teachers develop their own professional pedagogical knowledge and practice and become beginning teachers.

Initially, Mentor Teachers can take the following steps to maximise Pre-service Teacher success and minimise the possibility of failure:

- Prepare the children positively for the arrival of the Pre-service Teacher.
- Get to know the Pre-service Teacher as well as possible – how they approach a challenge, how they react to constructive criticism, how they react to change.
- Consider the Pre-service Teacher's background and previous experiences.

- Have regular meetings with the Pre-service Teacher and encourage them to share any difficulties they may be experiencing.
- Encourage the Pre-service Teacher to have informal contact with other members of staff.
- Try to deal with any difficulties early and at a low level before they become serious; do not presume that the problem will be resolved without direction.
- Use active listening skills.
- Follow University guidelines carefully with a Pre-service Teacher whose progress is "causing concern".

The Supervision Cycle

Professional Experience is a learning experience for Pre-service Teachers and thus to learn and improve they need feedback on both their success and failures. It is important that Pre-service Teachers are supported and provided with feedback on all aspects of early childhood education and care, including planning and programming appropriate experiences, understanding various early childhood philosophies, and building healthy relationships.

Before the planned experience

The Pre-service Teacher observes and, with the help of the Mentor Teacher, assesses the young child's needs. The Pre-service Teacher then presents written plans to the Mentor Teacher and discusses with her/him the learning intention, the experience, resources, strategies to be used and, management, safety issues etc.

Important Note: Pre-service Teachers are **not to be** considered as part of the staffing compliance of the service and as such must never be left alone in charge of children during the professional experience placement. **As** they must not assume the legal responsibilities of being in loco parentis.

Implementation of Experiences

The Pre-service Teacher implements the planned experience, which is observed and monitored by the Mentor Teacher who **records observations and feedback** in the Pre-service Teacher's Attendance and Feedback Book or on the provided feedback sheets.

After the Experience

The Mentor Teacher and the Pre-service Teacher discuss the experience and plan for future developments, which either emphasis a new learning intention or continue to practice the present intention in subsequent experiences. It is important for Pre-service Teachers to receive written and verbal feedback. **Written feedback** allows for later reflection and review of experiences, whilst discussion allows for clarity and further questions.

Preparing for Community of Practice Circles

Along with regular verbal and written feedback, the Mentor Teacher completes the **Mentor Teacher Feedback sheet** (available in the Attendance and Feedback Book) and discusses this with the Pre-service Teacher prior to each Community of Practice Circle (CPC). These feedback sheets inform the University Advisor of progress against general professional experience requirements, specific outcomes, and professional goals, and inform the Pre-service Teacher of areas to focus on during placement.

Participation in CPCs is included in the Pre-service Teacher's professional experience day. Where the CPC is in person and not on ZOOM reasonable time taken for travel is also included in the Pre-service Teacher's Day.

Preparing for the advisor visit

The Mentor Teacher's Advisor's Visit Feedback form further appraises the University Advisor of the Pre-service Teacher's overall progress in the placement. The Advisor may wish to have an informal discussion with staff at the setting about the Pre-service Teacher's contributions.

Report Completion

The completion of any progress reports (where applicable) and the final report is the responsibility of the Mentor Teacher.

A progress report (where applicable) and the Final Report will be emailed directly to the Centre Director/Professional Experience Coordinator. The Final Report should be completed in the last few days of the professional experience.

The Pre-service Teacher must be given the opportunity to read and discuss any report with the Mentor Teacher. There should be no surprises for the Pre-service Teacher in what is written. When completing the report, reference should be made to the individual unit's requirements.

The Final Report is based on a summation of the written feedback that has been previously discussed and given to the Pre-service Teacher. The Final Report is based on the **AITSL Teaching Standards at a Graduate Level**; a reference guide is provided in the appendix to support your decision making.

Mentor Teacher Payments

Under the Industrial Award it is the responsibility of the Mentor Teacher to:

- Guide Pre-service Teachers in preparation of experiences.
- Observe experiences given by Pre-service Teachers.
- Discuss with Pre-service Teachers the experiences Pre-service Teachers implement.

- Make written reports on observed experiences, interactions, and relationships – complete Feedback pages; and make a final end-of-professional experience report on each Pre-service Teacher.
- All teachers who mentor a Pre-service Teacher are entitled to claim payment. Mentor Teachers should lodge their Teacher Pay Claim form online and Tax Declaration via email to:
EduPEX@westernsydney.edu.au
- Send all payment documentation at the same time, as delayed receipt of tax declarations may result in the declaration not being processed and therefore a higher rate of tax being applied.
- Payments will not be processed until the end of the professional experience placement. Payments can take from 4-6 weeks to reach your bank account.
- If supervision is shared during the professional experience, please indicate on the pay form the number of days of supervision and the name of the job-sharing teacher to ensure accurate payments.

UNIVERSITY ADVISOR

The University Advisor represents Western Sydney University and will liaise with Centre Directors, Mentor Teachers, and Pre-service Teachers.

Responsibilities of the University Advisors include:

- Providing quality educational and professional leadership in helping to foster positive relationships between the University and Centre staff.
- Contributing to the teacher education student's professional learning during the professional experience.
- Modelling effective interpersonal and communication skills.
- Collaborating with Mentor Teachers and other centre-based staff to ensure that effective and coordinated support, guidance and developmental opportunities are provided to Pre-service Teachers.
- Enhancing the professional learning of Pre-service Teachers through discussions and feedback.
- Supporting Pre-service Teachers through challenging or difficult situations that may occur.
- Providing support to Mentor Teachers and Pre-service Teachers in cases where a Pre-service Teacher is 'at risk'.
- Communicating with the Professional Experience Team any concerns about Pre-service Teachers or placements.

PRE-SERVICE TEACHERS

The attitude and commitment of the Pre-service Teacher will play an important role in the success of the placement.

Pre-service Teachers are expected to:

- Be fully immersed in the routines and experiences of the room.
- Prepare and organise teaching resources/materials.
- Participate in the routine pack away and cleaning involved in work with children.
- Observe teaching practices and children's learning dispositions, interests, skills, and funds of knowledge.
- Plan safe learning environments and support children's health and wellbeing

Prior to the commencement of placement, Pre-service Teachers will:

- Complete all mandatory/special requirements for placement.
- Complete a profile sheet and present this to their placement setting and University Advisor before placement starts as a way of introducing themselves to the setting and Advisor.
- Understand the professional experience placement requirements, including planning and teaching expectations and load.
- Be informed about the importance of professionalism, including punctuality, dress code, preparation, communication and maintaining confidentiality.
- Attend any pre-placement induction as required by the setting/organisation.

During the placement, Pre-service Teachers will:

- Present themselves and work in a professional and ethical manner.
- Work towards meeting the learning outcomes of the unit.
- Keep all work up to date and maintain evidence of progress towards achievement of outcomes at each CPC.
- Familiarise themselves with the local community including staff, children, families and the education and care environment.
- Discuss with the Mentor Teacher overall aims and purposes of the placement, personal goals, teaching schedules, and programs.
- Establish clear communication channels with their Mentor Teacher and University Advisor.
- Attend for the full day, including any before or after-hours meetings/staff development where appropriate.
- Meet regularly with the Mentor Teacher, negotiate planning and teaching requirements, and submit all necessary documentation in the required timeframe.
- Be involved in all the Mentor Teacher's additional duties.
- Adapt to the specific routines, policies, workplace health and safety, ethical constructs, and ethos of the setting.
- Consult with the Mentor Teacher, Centre Director, or University Advisor if they are experiencing issues of any kind.

- Notify the Professional Experience Team **immediately** if for any reason they wish to withdraw from the placement.
- In the event of absence, notify the setting, the Professional Experience Team, University Advisor and Subject Coordinator, write 'absent' on the timesheet, provide documentation as to the reason for the absence, and negotiate to make up all days that are missed during the placement (make up days should occur within 7 days of the placement finish date and any missed days must be made up with full days or half days – not additional hours in a day).
- Discuss the final professional experience report with Mentor Teacher and sign the report.

After the placement, Pre-service Teachers will:

- Ensure all borrowed resources are returned to the setting.
- Ensure all required documentation is submitted to the Professional Experience Team (including Final Report and Attendance Register).
- Make and deliver a visual and oral presentation at expo and provide the professional portfolio for assessment.
- Provide accurately completed final report, attendance register, and feedback book.

Planning Reminders and Additional Expectations

It is expected that all Pre-service Teachers will participate fully in the life of the setting during their professional experience placement. This includes participating in professional activities, such as staff meetings, planning meetings or professional development, as required by the Centre Director or Mentor Teacher.

When not teaching, Pre-service Teachers must be observing or assisting their Mentor Teacher both within the room and during other activities/duties.

Pre-service Teachers are:

- Not permitted to implement any planned experiences unless they are approved by their Mentor Teacher.
- Required to submit planned experiences prior to teaching.
- Required to complete all duties and activities, within reason, that their Mentor Teacher is expected to complete, including, for example attending excursions.
- Expected to attend Staff Meetings as requested.
- To effectively transition children between indoor and outdoor environments.
- Are expected to maintain a **Portfolio** which should be brought daily to placement and to CPCs, and made available at any time to the Centre Director, Mentor Teacher, or University Advisor upon request. Refer to subject notes regarding a list of the necessary information to be stored in the Working Portfolio.

2 | GENERAL INFORMATION

SPECIAL REQUIREMENTS

Before Pre-service Teachers commence professional experience placements, they must complete the following as required by the Department of Education:

- **ASCIA Anaphylaxis Course (online component)**
- **Working with Children Check clearance (Service NSW)**
- **Child Protection Awareness Training (DoE)**
- **Mandatory Annual Child Protection Training (DoE)**

Pre-service Teachers are not required to complete a First Aid Certificate before attending Professional Experience.

CONFLICT OF INTEREST

In relation to professional experience, a Conflict of Interest is any situation where a prior relationship between the setting and Pre-service Teacher exists, and this could cause or be perceived as a cause for favouritism to occur. For this reason, Pre-service Teachers are not permitted to undertake professional experience at a setting where they work, have relatives enrolled or employed (siblings, parents, children) or have other close relationships with the setting. We trust individual Pre-service Teachers to identify to us any settings with which they may have a conflict of interest.

Please notify the Professional Experience Team if you believe there is a Conflict of Interest with a Pre-service Teacher allocated to your setting.

ATTENDANCE AND ABSENCES

Pre-service Teachers must attend all allocated Professional Experience days and be present for the whole day. There may be a variety of shifts to experience at the setting and it is expected that the Pre-service Teacher will attend their allocated shift at least 15 minutes prior to the start of the shift and be available for meetings after hours if required. Pre-service Teachers will need to negotiate their shifts with either the Centre Director and/or their Mentor Teacher but it is expected that they will experience a range of shifts including, early, late, and middle shifts.

Pre-service Teachers must complete their timesheet/Attendance Register daily, recording both arrival and departure times and have this verified daily by their mentor teacher or another staff member.

The Mentor Teacher is required to verify that the Pre-service Teacher has completed the required number of days at the end of the placement.

The Centre Director should advise the Pre-service Teacher of the process for signing the centre's visitor's book. If a Pre-service Teacher is **unable to attend** professional experience for any reason the following process is to be followed:

- Contact University Advisor and Subject Coordinator (by 8.00am on the day of the first day of the absence if unexpected)
- Contact Mentor Teacher (by 8.00am on the day of the first day of the absence if unexpected)
- Obtain supporting documentation.
- Provide supporting documentation to University Advisor
- Complete the online absence form following last day of leave - <https://forms.office.com/r/5Wh71SwCpe>
- Submit supporting documentation together with Timesheet and Report (via vUWS) at the end of placement and at Expo Day.

If there is a change of placement dates at the request of the setting or for any other reason, the Pre-service Teacher must email the date changes to the Professional Experience Team (EduPEX@westernsydney.edu.au) and make notes on the Timesheet accordingly.

All absences must be made up **within 7 calendar days of the completion of the practicum**, unless negotiated otherwise with the University. Any missed days/part day absences must be made up with full days or half days – not additional hours in a day.

Absences of more than three (3) days must be negotiated with the Professional Experience Academic Program Advisor.

Pre-service Teachers may be removed from their professional experience placement for absences greater than three (3) days. If you believe that a Pre-service Teacher is having an excessive number of absences, and this is causing disruption to your setting, please contact the University Advisor.

NAME BADGES

All Pre-service Teachers are required to purchase and wear a Western Sydney University name badge whilst on professional experience placement. The name badge is issued through the university's approved process via (COS) and states the Pre-service Teacher's name and their Pre-service Teacher status. Pre-service Teachers can view the name badge ordering information [here](#).

DRESS CODE

Pre-service Teachers are required to be appropriately dressed, befitting a professional career. Individual settings may have requirements with which the teacher education student must comply, for example, covered-in shoes, broad brimmed hats, covered tattoos, or removal of some piercings. Pre-service Teachers must honor the requirements of the dress code of the setting at which they are completing placement.

EXCURSIONS / FIELD TRIPS

At times, during professional experience, Pre-service Teachers are invited to attend excursions or field trips. The School of Education endorses Pre-service Teacher attendance at, and participation in, such activities. These activities are integral to the professional role of the teacher. However, to ensure the safety of children and Pre-service Teachers, participation is strictly subject to the following:

1. Pre-service Teachers are required to advise the Professional Experience Team that they will be participating in an excursion prior to their participation. They must provide the Professional Experience Team with details of the location, dates and times of the excursion, and the name and contact details of the mentor teacher at the location.
2. Pre-service Teachers are always supervised by a qualified teacher when dealing with children.
3. Pre-service Teachers are not permitted to drive children in their own, or anyone else's motor vehicle.

If a setting is attending an excursion and it is not appropriate for a Pre-service Teacher to attend, the following arrangements should be made:

- The Pre-service Teacher spends this day in another room; or
- The setting and Pre-service Teacher negotiate a suitable make-up day.

INHERENT REQUIREMENTS

The study and practice of teaching requires respect for diversity, knowledge of theories, legislation, policies and procedures, effective communication, inter-personal skills, critical thinking, problem solving skills and stamina, to work effectively with children/young people, their families, and communities.

To support potential and current students' decision making a series of inherent requirement statements has been developed. These statements specify the requirements of the postgraduate teacher education programs for student admission and progression, with aspects associated with the study and the professional practice of teaching.

Pre-service Teachers are expected to demonstrate they meet the Inherent Requirements. For further information on Inherent Requirements please visit:

https://www.westernsydney.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate

PLACEMENT REASONABLE ADJUSTMENT PLAN (PRAP)

Occasionally, the University is legally bound to put into effect a support plan known as a Placement Reasonable Adjustment Plans (PRAP). These plans are individually prepared for Pre-service Teachers who require certain adjustments when undertaking a professional experience placement. Pre-service Teachers must still be able to fulfil the university's inherent requirements within the placement.

Prior to placement, Pre-service Teachers with a PRAP are encouraged to meet with the Professional Experience Subject Coordinator to discuss any possible restrictions on their ability to perform certain tasks, and any necessary, reasonable adjustments to maximise their participation and success during the placement. The setting will be notified prior to the commencement of placement if a Pre-service Teacher requires adjustments because of an active PRAP.

Once a PRAP has been approved, it is a legal document whose guidelines and adjustments must be actioned by the University, the Pre-service Teacher and the setting hosting the professional experience placement.

WORKPLACE HEALTH AND SAFETY

Early childhood settings can be high risk environments, so thoughtful and careful planning is required to ensure that the work environment is safe, and that educators, families and visitors are protected.

Responsibility for workplace health and safety is shared by employers and employees:

- Employers must provide and maintain a safe work environment and have effective policies and procedures in place to manage health and safety risks.
- Employees must ensure their own health and safety, and that of colleagues, families, and all other visitors to the workplace. They must always know and follow all health and safety policies and procedures.

The School of Education at **Western Sydney University** trains large numbers of students to become accredited teachers. Many students also have recent industry experience. Work Health and Safety forms part of curriculum covered in Professional Experience and other units in the program.

Whilst in early childhood settings, all Master of Teaching students use equipment with due regard to Work Health and Safety requirements determined by the setting in line with NSW legislative requirements.

It is a Pre-service Teacher's responsibility to observe appropriate Workplace Health and Safety. All Workplace Health and Safety concerns are to be reported to your Mentor Teacher and/or Centre Director. Pre-service Teachers should familiarise themselves with the setting's policies surrounding workplace health and safety.

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Accidents

Pre-service Teachers who sustain injuries during their Professional Experience placement should immediately seek medical care and follow the reporting procedures within their placement school.

Once the injury is reported to the school, pre-service teachers need to contact the University Advisor or the Professional Experience Office for instructions on submitting an accident report to WSU Insurance.

PREGNANCY AND PROFESSIONAL EXPERIENCE

Undertaking a Professional Experience placement whilst pregnant has potential risks. These should be carefully considered before proceeding with Professional Experience. Please read the appropriate policy on vUWS if you are considering undertaking professional experience whilst pregnant. You may be required to provide a medical clearance letter verifying your suitability to complete placement at that time.

Please Note: Dates will not be changed due to pregnancy i.e., if your baby is due during the normal placement dates you will not be able to complete professional experience in that semester.

PRE-SERVICE TEACHER: GENERAL EXPECTATIONS

While on placement, all Pre-service Teachers are expected to adhere to the following requirements:

- Participate fully within the life of the setting in order to embrace the range of experiences and best practice it has to offer and be open to and appreciative of the professional expertise of different staff.
- Always demonstrate professional behaviour, including the use of good manners and common courtesies. A lack of professionalism may place a Pre-service Teacher 'at risk'. Unprofessional behaviour may include inappropriate use of social media, lack of punctuality, use of inappropriate language, appearance and presentation, breaching confidentiality and inappropriate / excessive use of mobile phones. If there is a problem, this should be openly addressed by the Mentor Teacher initially. Any further action should be worked through using correct channels.
- Prepare thoroughly for all aspects of professional responsibilities, such as preparation time for observation, planning and setting up of resources, cleaning duties, dressing children, feeding

children, comforting children at rest time, and assisting with toileting and changing nappies.

- Time should not be taken from interactions with children or teaching time to prepare plans/materials, or to write up observations / reflections.
- Present planning documentation to the Mentor Teacher a minimum of 24hrs prior to implementation of the experience. Mentor Teachers will need to sign this documentation with sufficient time to provide feedback and for the Pre-service Teacher to implement the feedback where necessary. Mentor Teachers should initial or sign each plan they sign. Should documents not be presented well in advance, the Mentor Teacher, at their discretion, may not permit the Pre-service Teacher to implement the experience.

PRE-SERVICE TEACHER: IMPORTANT CONSIDERATIONS

- Professional experience, like the teaching profession, requires a commitment of time. Pre-service Teachers will be expected to be at the placement full time for several weeks; they need to fully commit to professional experience and treat it like a job.
- If work/childcare issues impact on attending placement full-time, the Pre-service Teacher may need to consider deferring until the next semester. This advice prioritises everybody's well-being. It is difficult to attend professional experience for 40 hours a week and try to also work another 30 hours. It is also stressful when caregivers may be required to leave placement at 3pm to collect children from another setting or school before 3:30pm.
- Pre-service Teachers need to see themselves as a teacher but at the same time respect the knowledge of more experienced peers.
- Travel time considered reasonable for professional experience placement may be up to 90 minutes from home.
- Like the teaching profession, professional experience will require preparation time before and after working hours, for example writing up observations, planning, researching to understand teaching and learning content, and organising resources. Pre-service Teachers should be prepared to make many changes to planned experiences, teaching strategies and management strategies repeatedly. The Mentor Teacher will provide the Pre-service Teacher with feedback on planning and teaching. It is important to be willing to respectfully accept advice and be able to reflect and make change to teaching practices in line with this advice.

PLACEMENT UPDATE IN RESPONSE TO COVID-19

Practicing good hygiene

As per standard procedure, it is important that Pre- Service Teachers follow centre-based health and hygiene practices as directed.

These simple steps can help to protect yourself and the community:

- Wash hands on arrival at the centre, prior to eating, when leaving the room and entering a different area (e.g. Staffroom), before leaving the centre and on entering your home.
- Make sure to clean your hands thoroughly for at least 20 seconds with soap and water, washing between fingers, under the nails and the tops of hands.
- It is suggested that you take a minimum 70% alcohol- based hand-sanitiser to use in situations where soap and water are not readily available.
- Wear a face mask both indoors and outdoors.
- When coughing and sneezing, cover your nose and mouth with a tissue or a flexed elbow. Please dispose of any used tissues appropriately and immediately.
- Avoid close contact with others. If you are working with young children it will be difficult to fully comply with current social distancing requirements, however please think about the contact with adults in this work environment – eg. no handshaking, maintaining 1.5m distancing.

Stay at home if you are feeling unwell.

- Do not attend placement if you have a cough or cold, conjunctivitis or vomiting or diarrhea.
- Do not attend placement if you are exhibiting any symptoms that may be associated with COVID-19, no matter how mild the symptoms may be. Seek medical advice before returning to the centre.
- If there is a COVID-19 case in the
- Centre, please follow all advice/directives provided by the centre and NSW Health. Please ensure that you contact the Professional Experience Team and Western Sydney University's
- Coronavirus Support Hotline on (02) 9852 5399 or via email on coronavirussupport@westernsydney.edu.au if you are being tested, have been advised to self- isolate, or have concerns about possible exposure to COVID-19.

3 | PROGRESS and ASSESSMENT

PRE-SERVICE TEACHERS ACHIEVING SATISFACTORY PROGRESS

When Pre-service Teachers are making satisfactory progress the Mentor Teacher should:

- follow the roles and responsibilities of key personnel.
- provide daily written and oral feedback as detailed in the subject requirements and Handbook.
- identify progress towards meeting the professional experience outcomes and the Australian Professional Standards for Teachers at Graduate level.

In most cases Pre-service Teachers will make satisfactory progress towards meeting the professional experience outcomes. In cases where Pre-service Teachers are not making satisfactory progress the procedures for Pre-service Teachers whose progress is "causing concern" should be followed.

Pre-service Teachers Whose Progress is Causing Concern

PRE-SERVICE TEACHER REQUIRING ADDITIONAL SUPPORT OR AT RISK OF FAILING PROCESS

The 'At Risk' Process is structured to offer support to pre-service teachers encountering difficulties in meeting the requirements of their professional experience. Further information about the process, including the necessary forms, can be found [here](#).

Pre-service Teachers may experience difficulties in meeting the requirements of the professional experience for a variety of reasons. These include issues related to:

- **Professionalism** – attendance, punctuality, preparation of plans and resources; teaching skills including poor communication processes; behaviour management; ability to accept and/or act upon advice and instruction; appropriate verbal or physical interactions with children or young people, families, and staff; teamwork and all other aspects of professional standards and professional ethics.
- **Personal attributes** – initiative, reflective practice, empathy, warmth, enthusiasm, commitment, attitudes and behaviour towards children and staff, and
- **Subject and teaching requirements** and standards as documented in subject requirements and assessments for the relevant program and level of program.

The Mentor Teacher, University Advisor, or Centre Director can identify a Pre-service Teacher as 'causing concern'.

Early identification of any concerns ensures that the Pre-service Teacher receives appropriate support. This identification should be made within the first 10 days to allow time for Pre-service Teachers to act on advice.

It is essential that Mentor Teachers identify concerns in the written feedback they provide. Should several concerns be identified and/or the Pre-service Teacher does not respond to feedback the Pre-service Teacher **must** be identified as "Requiring Additional Support" and the procedures followed.

Pre-service Teachers Requiring Additional Support

Pre-service Teachers who are not making satisfactory progress must be identified as Requiring Additional Support. (Available in the Forms section of this document).

The document will need to identify: the areas of concern, recommended goals / actions for the Pre-service Teacher to show significant improvement in these areas; the support that is to be provided by the Mentor Teacher, and the date to review achievement of the assigned goals (usually in 3 – 5 days' time).

Outcomes of the Requiring Additional Support (RAS) process

Pre-service Teachers who have made satisfactory progress and exhibit a satisfactory standard of performance at this point may be so designated on the relevant form.

If satisfactory progress has not been made, continue to the At-Risk process.

Pre-service Teachers 'At Risk of Failing' in the Professional Experience

Pre-service Teachers must be notified that they are "At Risk of Failing the Professional Experience" when they:

- have already been identified as REQUIRING ADDITIONAL SUPPORT and have not achieved set goals/ **not made satisfactory progress**, or
- have met the set goals during REQUIRING ADDITIONAL SUPPORT but **new** concerns have arisen, or
- in circumstances when concerns are only evident in the **final 10 days** of the Pre-service Teacher's placement

The Pre-service Teacher may not 'defer' or 'withdraw without penalty' once they have been notified "At Risk".

The expectation is that the Pre-service Teacher will continue at the placement until the period of the "At Risk" process is complete or terminated by the host setting or professional experience academic coordinator.

Pre-service Teachers who do not participate in the process will be deemed to have failed to meet requirements by the end of the period of professional experience (other than in cases of documented serious illness or misadventure). Pre-service Teachers are expected to attend EVERY DAY following identification of "At Risk of Failing the Professional Experience".
The exception to this is if a setting deems that the Pre-service Teacher cannot make the required improvements in the remaining allocated time.

Additional placements will not be provided during the period of enrolment in the professional experience unless the initial placement is deemed "professionally unsuitable" for reasons not related to the Pre-service Teacher's performance.

Only in documented exceptional circumstances and at the discretion of the Director Academic Program – Professional Experience, may a Pre-service Teacher be permitted to undertake up to 5 or a reasonable number of extra professional experience block days if it is considered by the University Advisor and the professional experience subject coordinator that the Pre-service Teacher can be expected to achieve a satisfactory professional experience result in this time.

If concerns arise during the last 10 days of placement but before the final 3 days, Pre-service Teachers may be placed "At Risk of Failing Professional Experience" without first going through the Requiring Additional Support process. New, 'routine' concerns cannot be raised in the last 3 days of professional experience.

Outcome of the 'At Risk' Process - Allocation of a Grade

At the completion of the full period of the professional experience, a final result must be recommended for the professional experience. Pre-service Teachers who have made satisfactory progress and exhibit a satisfactory standard of performance at this point may be so designated on the relevant final report form.

Pre-service Teachers who have failed to meet requirements at this point must be designated on the relevant final report form as UNSATISFACTORY. This result must be supported by the "At Risk" documentation. The University Advisor and Mentor Teacher will consult closely regarding the final grade. In the event of agreement not being reached, the final decision is the responsibility of the University.

No Pre-service Teacher should receive an Unsatisfactory grade without being placed "At Risk", following the procedures detailed in the "Requiring Additional Support" processes in the Appendices at the end of this document.

EXCLUSION FROM PLACEMENT

In some instances, the Centre Director or the University may terminate a professional experience placement. In such cases a Pre-service Teacher is required to leave the setting and cease the professional experience placement.

This situation can occur even if the Pre-service Teacher has not been identified as 'At Risk' under the normal provisions for professional experience. A Pre-service Teacher may have their placement terminated for any of the following reasons:

- Inability to reasonably cooperate with staff and work effectively in the environment.
- Demonstrates attitudes and actions averse to the profession of teaching.
- Ongoing unprofessional behaviour;
- Absence from professional experience placement without satisfactory explanation or approval, or continual explained absences which hinder the learning of the children.
- Significant deficiencies in their knowledge and understanding of their subject disciplines, relevant curriculum frameworks and/or planning for learning.
- Significant deficiencies in communication skills.
- Breaches of departmental/ system/ school or university regulations or the law.

Pre-service Teachers who have been excluded from a setting will receive an UNSATISFACTORY grade for the subject. If a Pre-service Teacher demonstrates serious deficiencies or misbehaviour in one or more of the above, they may be liable for further action under the University's Misconduct policy.

Under some circumstances where a professional experience placement has been terminated, a Pre-service Teacher may be precluded from pursuing opportunities for further professional experience.

This may also apply when a Pre-service Teacher has failed a professional experience more than once (Please refer to the Practicum Fail guidelines and policy).

The School of Education reserves the right not to place a Pre-service Teacher in a school or other professional experience setting in any instance where the performance, personal conduct or professional conduct of the Pre-service Teacher does not meet the required standard, regardless of whether the Pre-service Teacher is enrolled in a professional experience unit.

Centre Directors and setting staff are accountable to parents, children, and organisational bodies to provide quality learning opportunities and outcomes and need to be confident that any Pre-service Teacher placed in their setting can support and maintain a quality teaching and learning environment.

FINAL REPORT

Pre-service Teachers are assessed against the Graduate level of the Australian Professional Standards for Teachers. The descriptors contained in these Standards form the basis for evaluation in the Professional Experience Report. As our professional experience subjects are sequential and have a different area of focus, each professional experience report will have different descriptors that Pre-service Teachers are expected to achieve. The final professional experience subject assesses all descriptors of the Australian Professional Standards for Teachers.

To help guide your assessment of a Pre-service Teacher's demonstration of the descriptors, see the Evidence Guide from the Professional Experience Framework document (in the appendix of this Handbook). It indicates the range of evidence you can use when making your assessment of each descriptor.

EXPO

Pre-service Teachers will have the opportunity via an expo presentation to demonstrate their skills, knowledge, and positive pedagogical practices developed during their professional experience learning journey. Pre-service teachers will draw on a range of evidence to support their understanding.

The expo presentation has been aligned with descriptors from the Australian Professional Standards for Teachers and the Subject Learning Outcomes.

There are five main components to the expo:

1: Professional Experience Report

This is the final Professional Experience Report completed by the Mentor Teacher. The Pre-service Teacher must achieve an overall Satisfactory grade on this Report to have the opportunity to pass the unit.

2: Timesheet / Attendance Register

The Attendance Register should be an unblemished and accurately signed document indicating all arrival and departure times, as well as any absence days. The required number of professional experience days must be completed.

3: Oral and Digital Presentation

In the presentation, the Pre-service Teacher demonstrates fulfilment of the Graduate Teacher Standards and Subject Learning Outcomes by providing a variety of supporting documentation, including annotated evidence.

The Pre-service Teacher evaluates their impact on children's learning and reflects on their professional goals and future development as a teacher.

4: Professional Portfolios

This document will provide evidence of appropriate planning, reflective practice, prosocial guidance strategies and relationship building through artefacts, evaluations, reflections, and feedback, in line with early childhood curriculum frameworks.

5: Attendance and Feedback Book

This document provides evidence of attendance at CPCs, formative Mentor Teacher feedback, Advisor's feedback, and expo assessment standards and feedback sheet.

The Mentor Teacher's role in the expo

Mentor Teachers will have an indirect role during professional experience in supporting their Pre-service Teacher to undertake expo.

Although the expo is marked at the university, Mentor Teachers can support Pre-service Teachers in the process by:

- familiarising themselves with the task requirements for expo
- understanding the relationship of the final professional experience report to the expo as complementing a Pre-service Teacher's demonstration of their teaching performance and achievement of Graduate Teaching Standards.
- assisting the Pre-service Teacher to incorporate the components of the expo into the timeframe of the professional experience placement.
- providing feedback and assessment reports to the university Professional Experience Team.

It is not expected that Mentor Teachers will have additional workload in supporting a Pre-service Teacher to complete any elements of the expo.

Discussions on teaching, planning, children's needs and the provision of feedback are all normal expectations of a professional experience placement.

The ultimate responsibility for successfully completing the expo lies with the Pre-service Teacher.

The following pages contain an overview of the professional experience units in this Early Childhood postgraduate degree and subject specific requirements for each Early Childhood professional experience unit:

TEAC7104 – Professional Experience Birth – 2 years
TEAC7103 – Professional Experience 3 – 5 years

Professional Experience Birth-2 years

- First professional experience
- 25-day placement
- experience with children under 2 years
- Focus on developing relationships with staff, children, and families.
- Acknowledgement of the diversity of the community
- Developing skills in observation and analysis of children's learning
- Introduction to planning and implementing learning experiences in real situations.

Professional Experience 3-5 years

- Final professional experience for those graduating with a Birth-5 years qualification.
- 25-day placement
- Builds on skills developed in previous professional experience.
- Explores the design of integrated curriculum and children's in-depth investigation and critical thinking
- Utilises the project approach to support and implement sequences of learning
- Develops professional confidence as a team leader with responsibility for the learning environment.

Professional Experience

K-6

- 30-day placement in a Primary School
- builds on planning and observation skills from previous professional experience.
- Develops skills in implementing NSW K-10 curriculum
- Supports developing skills in classroom management.
- Completion of Teaching Performance Assessment
- Graduates with a Birth - 12 years qualification.

The Master of Teaching is an initial teacher education qualification which qualifies graduates as 4-year trained teachers. Professional Experience subjects support the Pre-service Teacher's growing understanding of children's learning and development as well as their own developing teaching skills. Professional Experience is completed in most semesters of the program.

Early Childhood Pre-service Teachers may graduate with a Birth – 5 Years qualification once they have completed all of their early childhood subjects, or a Birth – 12 Years qualification once they have completed an additional four Primary teaching focused subjects. Pre-service Teachers will demonstrate their attainment of the standards at completion of either exit from their program.

More information on the Professional Teaching Standards can be found on the New South Wales Education Standards Authority website.

Providing evidence of the Standards

Assessment of professional experience should be both rigorous and consistent. The evidence guides related to the Graduate Teacher standards and the standards for Proficient Teacher in Early Childhood settings, included in the Appendix, have been designed to support Mentor Teachers in early childhood settings as they make their assessment of the Pre-service Teacher.

Mentor Teachers are pivotal in assessing and supporting Pre-service Teachers during professional experience. The evidence guides help to clarify the meaning and significance of each Graduate Teacher standard descriptor. They should also support rigour and consistency of assessment across settings by providing Mentor Teachers with specific examples of what practice at this level should look like.

The evidence guides have been taken from the NSW Educational Standards Authority's Framework for High Quality Professional Experience in NSW Schools.

Professional Experience Pattern

Professional Experience Birth – 2 years:

Orientation and observation:

5 days x 6 hours each day

Teaching days with children under 2 years:

10 days x 8 hours each day

Teaching days with children 2 years and under 3:

10 days x 8 hours each day

Professional Experience 3 – 5 years:

Orientation and observation:

5 days x 6 hours each day

Teaching days:

30 days x 8 hours each day

Each subject holds at least two Community of Practice Circles (CPCs) and an In-Uni Day.

TEAC7104 Professional Experience Birth – 2 years

OVERVIEW

The subject is a core subject for the Master of Teaching (Birth-5 Years / Birth-12 Years) and contributes to the meeting of professional experience requirements for early childhood teaching. This subject has a strong focus on supporting children's health and wellbeing through the building of relationships with children, staff, and children's families.

Pre-service Teachers have the opportunity to document and assess children's learning and to apply knowledge of curriculum and pedagogy to plan innovative and engaging learning experiences that respond to children's family and community experiences and funds of knowledge.

After successful completion of subject TEAC7104 Professional Experience Birth – 2 years, Pre-service Teachers will have achieved the following Subject Learning Outcomes:

1. Demonstrate professional and ethical practice, including appropriate oral and written communication.
2. Establish and evaluate professional goals that draw on graduate teacher standards, the early childhood placement and local community context and feedback from university and setting staff.
3. Provide culturally responsive curriculum and continuity of care for children, reflecting respect for the role of families and communities in children's learning and the diversity of child rearing practices, expectations and values families hold for their children.
4. Document and assess children's play, development, learning, relationships, and dispositions in ways that identify children's capabilities and emerging understandings and build connections between children, families, and educators.
5. Design, implement and evaluate play-based experiences and learning centres that extend children's capabilities, interests, and funds of knowledge, encourage exploration and creativity, and promote social interactions and language.
6. Demonstrate understandings of the principles, practices and learning outcomes of the Early Years Learning Framework and diverse languages, cultures and abilities in documentation and assessment of children's learning and in curriculum planning and interactions.
7. Interact with children in ways that support children's sense of identity and wellbeing, build relationships, guide behaviour and extend learning.
8. Create environments and implement practices that promote children's health, safety and wellbeing and reflect legal requirements and current recommendations in the areas of health

and safety.

TEACHING REQUIREMENTS

Most Pre-service Teachers completing this placement are new to the sector. This is their first placement. That means that they are learning about observation, planning, and implementing experiences in the real world. This is quite different to the safe environment at university and can be daunting for some Pre-service Teachers. Guidance and support from the Mentor Teacher support their growing ability and confidence.

A checklist of week-by-week requirements is available in the student's Feedback Book. This will assist both the Mentor Teacher and the Pre-service Teacher to keep on track.

During the placement Pre-service Teachers, the requirements gradually build as the Pre-service Teacher's confidence builds. Initially Pre-service Teachers work with an individual focus child but by the end of the placement they should be confident and able to work with small groups of children to read stories and participate in a range of experiences.

Tasks

During the orientation and observation days there are several tasks that Pre-service Teachers are required to complete. These tasks support the Pre-service Teacher in understanding the setting, managing the routines, and becoming familiar with how children learn.

Task 1: Gather information for situational analysis Task 2: Gain consent for observations of children Task 3: Begin observations and assessment Task 4: Focus on building relationships Pre-service Teachers are required to:

- use the experience plan format/proforma provided in the appendix of this document (a blank format is provided on vUWS)
- work with small and large groups of children, rather than isolating their focus child.
- assist with routines and other activities.

Contents of Professional Experience folder

At expo, Pre-service Teachers submit a folder with a cover sheet including the details of the professional experience placement, setting, dates, and Mentor Teacher's name. The folder must also contain the following information in order to effectively demonstrate the Standards and Subject learning outcomes:

1. Evidence of professional and reflective practice (Subject Learning Outcomes [ULO] 1 & 2/ Standard 6.3)
2. Evidence of culturally responsive curriculum and continuity of care (ULOs 3 & 4/ Standards 3.7 & 7.3)
3. Evidence of play-based experiences and learning centres that reflect the Early Years Learning Framework Principles and Practice (ULOs 5 & 6/ Standard 5.1)
4. Evidence of interactions that support relationships and positive behaviour, positive identity, and wellbeing (ULOs 7 & 8 / Standards 4.3, 7.1 & 7.2)

TEAC7103 Professional Experience 3 – 5 years

OVERVIEW

In this unit, Pre-service Teachers engage in critical reflection as they apply knowledge of and develop skills in pedagogical leadership during a 25-day placement with children aged 3 – 5 years. Pre-service Teachers will work collaboratively with setting staff and families to implement an integrated curriculum that engages children, facilitates in-depth investigation and critical thinking, and connects to children's social worlds.

The subject requires students to apply the principles, practices, and outcomes of Belonging, Being and Becoming: The Early Years Learning Framework for Australia to design, implement and evaluate innovative, inclusive, and meaningful learning environments.

After successful completion of subject TEAC7103 Professional Experience 3 – 5 years, Pre-service Teachers will have achieved the following Subject Learning Outcomes:

1. Engage in reflective practice and establish and evaluate goals for own professional learning that lead to refinements in practice. (ACECQA 6.2; APST 6.3)
2. Document and assess children's play, development, learning, dispositions, relationships, and backgrounds and use this information to inform planning and practice. (ACECQA, 2; APST 1.1, 5.1 & 5.4)
3. Apply knowledge and understanding of research about children's development and learning to inform practice (ACECQA 3.5; APST 1.2)
4. Implement, document, and evaluate interest-based experiences and projects that extend on children's strengths and interests, support children's learning needs, foster relationships, and support partnerships with children's families. (ACECQA, 3.1, 3.3 & 3.5; APST 2.2, 3.2 & 3.6)
5. Apply curriculum approaches and pedagogies that are contextually responsive and promote children's investigation, problem-solving, critical thinking, and the development of deep knowledge. (ACECQA, 3.1, 3.4 & 4.5; APST 3.2)
6. Apply the principles, practices and learning outcomes of The Early Years Learning Framework and draw on their own content knowledge in the areas of science and technology, mathematics, human society, physical education health and wellbeing, creative arts, and literacy to engage in interactions with children that extend their learning. (ACECQA, 3.4; APST 3.3 & 3.5)
7. Design and select resources that encourage children to use a range of media and technologies to investigate their ideas and values and represent their thinking. (ACECQA, 3.4; APST 2.6, 3.4, 4.5)
8. Demonstrate pedagogical leadership by collaboratively planning, implementing, and evaluating a total learning environment that is inclusive and engaging for diverse learners, including learners from Aboriginal and Torres Strait Islander backgrounds which includes a range of grouping strategies, promotes positive interactions, extends learning and strengthens relationships (ACECQA 3.3; APST 4.1, 4.2, 4.3)
9. Demonstrate the oral and written literacies expected of a graduate teacher. (ACECQA 5.3; APST 7.1)

TEACHING REQUIREMENTS

Pre-service teachers completing the 3-5 years placement are completing their final early childhood placement. Those who continue will be completing a School based placement as their final placement.

During the placement these Pre-service Teachers are expected to demonstrate their capability as a teacher and leader in the room. While some will come to this role very quickly others will take time to settle in and adjust to the leadership role. Mentor teacher feedback and support is needed to support this growth.

Pre-service Teachers are expected to plan and implement at least 2 experiences per day from week 2 of the placement. They are also expected to manage routines and take group times as well as planning how the environment will be set up

It is expected that Pre-Service Teachers will participate fully in the activities of the room, develop relationships and work to achieve professional goals.

and the resources to be provided.

A checklist is available in the Feedback booklet to guide the Pre-service Teacher week by week. The Pre-service teacher is also expected to maintain ongoing observations of each of their 3-4 focus children throughout the placement.

Expectations

In this placement, there is a stronger emphasis on the Pre-service Teacher's ability to:

- Manage transitions and routines at various times of the day.
- manage/monitor the learning environment and support children's prosocial learning behaviours
- Participate in all areas of responsibility of a normal early childhood teacher.
- Participate in activities that would be required of the early childhood teacher, for example writing reflective journals, and programming, Taking large and small group times.

Tasks

During the orientation and observation days there are several tasks that Pre-service Teachers are required to complete. These tasks support the Pre-service Teacher in understanding the setting, managing the routines, and becoming familiar with how children learn.

Task 1: Gather information for situational analysis

Task 2: Gain consent for observations of children

Task 3: Begin observations and assessment

Task 4: Focus on building relationships

Assessment task requirements – Case Study

At expo, Pre-service Teachers submit a folder with a cover sheet including the details of the professional experience placement, setting, dates, and Mentor Teacher's name.

In this unit, Pre-service Teachers develop a case study report based on their focus children and present this at expo to effectively demonstrate the Standards and Subject Learning Outcomes (ULOs). Preparation involves:

1. **Establish and evaluate professional learning goals, reflecting on own practice** (ULO 1/ Standard 6 & 7)
2. **Establish and extend collaborative, professional, and ethical relationships with staff, children and families** (ULOs 1, 3 & 7/ Standard 4)
3. **Observe, document, interpret and evaluate the learning of a group of children** (ULOs 2 & 3/ Standards 1, 2, 3 & 5)
4. **Plan interest-based learning experiences and provide a range of resources that facilitate the learning of the focus children and other children in the room,** (ULOs 3, 4, 5 & 6/ Standards 1, 2 & 3)
5. **Use appropriate content knowledge in the areas of science, technology, mathematics, human society, physical education, health and wellbeing, creative arts, and literacy to develop sequences of learning experiences** (ULO 5/ Standards 1, 2 & 3)
6. **Plan and evaluate the program and learning environment for the final 2 weeks of placement** (ULO 7/ Standards 2, 3, 4 & 5)
7. **Be involved in the day-to-day practices of the setting.** (ULO 1-8/ Standard 6)

Experiences and planning the Learning Environment

Pre-service Teachers completing Professional Experience 3 - 5 years are required to increase their teaching and leadership responsibility throughout the placement.

Planning requirements must also reflect this larger teaching load and Pre-service Teachers will move from individual experience plans to using a planning format for the whole room.

Pre-service Teachers are required to:

- Use the experience plan format/proforma provided on vUWS) for the first 1 -2 weeks of the placement.
- Move to a planning format where the experiences for the whole room will be documented in consultation with other staff in the room and which will also highlight the pre-service teacher's own planned experiences. This should occur during **Week 4**. A Pre-service Teacher may be asked to continue using experience plans if they have not successfully demonstrated an understanding of the links between planning and teaching.
- Plan and implement **at least 2 planned experiences** per day, one of which may be part of a project that demonstrates a sequence of learning (a minimum of 6 linked individual experiences). Pre-service Teachers are expected to take an integrated curriculum approach to planning and therefore to incorporate key learning areas into their plans.
- Demonstrate their capacity as a pedagogical leader/room leader, by taking large and small group experiences and managing routines.
- Submit plans to the Mentor Teacher at least half a day in advance of planned implementation.

Pedagogical Leadership requirements

Pre-service Teachers also enrolled in the subject TEAC7087 Pedagogical Leadership are required to complete a professional task during their placement.

This task requires them to undertake an action research project about their own teaching. It would be helpful for Mentor Teachers to support the Pre-service Teacher to identify an area of practice that can be improved.

The following pages contain:

- Graduate Teacher Standards Evidence Guide to Support Professional Experience
- Sample planning format

GRADUATE TEACHER STANDARDS EVIDENCE GUIDE TO SUPPORT PROFESSIONAL EXPERIENCE

Mentor Teachers are pivotal in assessing and supporting Pre-service Teachers during professional experience. Initial teacher education providers place trust in them to fulfil these dual roles. This evidence guide for the Graduate Teacher Standards is designed to help build the capacity of Mentor Teachers to make professional judgements by clarifying the meaning and significance of each Graduate Teacher Standard descriptor. It is a practical guide that develops from the conceptual to the operational with indicators of practice.

It should also support the rigour and consistency of assessment by providing mentor teachers with specific examples of what teacher practice at this level should look like. It is designed to be inclusive of practice across the Kindergarten to Year 12 years of schooling.

Yet there is no Graduate Teacher Evidence Guide for Early Childhood settings therefore mentor teachers will need to consider what would be an equivalent in the early childhood context.

The evidence guide differentiates between what a teacher education student should be able to demonstrate during an early professional experience placement and the final placement, at which time all the relevant standard descriptors should be demonstrated.

The intention is that the University should provide ready access to the evidence guide for Mentor Teachers and Pre-service Teachers. When selecting evidence of achievement of the standards, Mentor Teachers should be aware that evidence should verify a Pre-service Teacher's achievement of each of the standard descriptors.

Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include:	Practices that demonstrate achievement of the standard by the final professional experience placement may include:
1 Know students and how they learn	The teacher education student ...	
1.1.1 Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	<ul style="list-style-type: none">Seeks knowledge of students' specific physical, social, and intellectual learning needs in an appropriate mannerIdentifies achievable learning goals for childrenDemonstrates a developing awareness of differences in students' learning styles and needs.Responds to differences in students' learning styles and needs through approaches to lesson planning and teaching	<ul style="list-style-type: none">Identifies children's specific physical, social, and intellectual learning needsCommunicates and interacts in ways appropriate to children's development stages.Makes modifications to delivery depending on students' physical, social, and intellectual development.Considers and makes modifications to the learning environment depending on physical, social and intellectual development.Uses a variety of resources to account for the learning style and needs of students.Plans differentiated work for children (modified and extension)
1.2.1 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	<ul style="list-style-type: none">Identifies current research into how students learn and the implications for teaching	<ul style="list-style-type: none">Applies knowledge of current research to inform teaching strategies.Applies knowledge of research on how students' skills, interests, and prior achievements affect learning

Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include:	Practices that demonstrate achievement of the standard by the final professional experience placement may include:
1.3.1 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds.	<ul style="list-style-type: none"> Shows an awareness of the need to differentiate teaching strategies based on student diversity. Is aware that settings have programs and policies relating to inclusivity. Begins to incorporate global issues into lessons and subject planning. Displays cultural sensitivity 	<ul style="list-style-type: none"> Uses effective questioning or other techniques to engage children from diverse backgrounds. Plans for and respects the diversity of all children within the classroom. Uses culturally sensitive resources, language, and strategies in teaching practice. Presents controversial issues in a sensitive manner. Encourages children to express and explore their values and attitudes in a sensitive manner
1.4.1 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.	<ul style="list-style-type: none"> Acknowledges and is respectful of diversity in students of Aboriginal and Torres Strait Islander backgrounds 	<ul style="list-style-type: none"> Selects strategies to provide for relevant experiences appropriate to children from Aboriginal and Torres Strait Islander backgrounds, aiming for engagement and significance. Integrates culturally sensitive resources, language, and strategies in teaching practice
1.5.1 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	<ul style="list-style-type: none"> Is aware of the need to differentiate teaching to meet the different learning needs of all students. Develops lessons that meet the different needs of all students 	<ul style="list-style-type: none"> Develops teaching and learning programs and/or lesson plans with a variety of teaching and learning activities and resources that link to syllabus outcomes/objectives and which meet the specific learning needs of students across the full range of abilities. Develops teaching and learning programs and/or lesson plans with differentiated tasks to meet the learning needs of individual children and groups of children. Develops teaching activities resulting from collaborative planning or consultation with specialist student support staff
1.6.1 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	<ul style="list-style-type: none"> Is aware of and discusses disability legislative requirements. Discusses how the learning needs of students with different disabilities could be met. Seeks advice and support from appropriate personnel to develop lessons that support the learning of students with different disabilities. Complies with disability legislative requirements. Encourages a respectful and collegial classroom environment where all students are valued and provided with equitable access to learning opportunities 	<ul style="list-style-type: none"> Seeks advice and support from appropriate personnel in developing and implementing effective teaching/learning strategies that aim to meet students' diverse learning needs. Develops a sequence of learning experiences that support the learning of all children with a disability. Complies with disability legislative requirements. Encourages a respectful and collegial classroom environment where all children are valued and provided with equitable access to learning opportunities

Graduate Teacher Standard descriptor		Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include:	Practices that demonstrate achievement of the standard by the final professional experience placement may include:
2	Know the content and how to teach it	The teacher education student ...	
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	<ul style="list-style-type: none"> Clearly articulates and accurately explains the content of the lesson. Accurately answers content-related questions from students. Explores teaching and learning strategies that link to syllabus outcomes/objectives that are suitable for the learning context 	<ul style="list-style-type: none"> Prepares teaching and learning programs and/or experiences with a variety of teaching and learning strategies (eg differentiated curriculum, collaborative learning, ICT, higher order thinking) that link to syllabus outcomes/objectives Demonstrates appropriate knowledge of the central concepts of subject(s) through lesson planning, explanation and linking of content and outcomes to syllabus documents
2.2.1	Organise content into an effective learning and teaching sequence.	<ul style="list-style-type: none"> Plans individual lessons clearly and logically. Demonstrates a developing ability to deliver content within a coherent, well-sequenced teaching and learning program 	<ul style="list-style-type: none"> Develops and delivers logical lesson sequences that reflect curriculum requirements and are constructed to develop understanding of content. Selects teaching strategies to provide for relevant and engaging learning experiences appropriate to a range of students
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	<ul style="list-style-type: none"> Uses the school program as a basis for designing effective lesson plans and assessment of learning. Accesses information about curriculum documents and other resources and designs learning sequences and lesson plans accordingly 	<ul style="list-style-type: none"> Designs assessments which show clear links to the teaching and learning program and reporting cycle Develops assessment activities, criteria and marking rubrics that illustrate how assessment relates to curriculum and learning outcomes
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages.	<ul style="list-style-type: none"> Acknowledges, and is respectful of, Aboriginal and Torres Strait Islander students and their heritage, demonstrating this in approaches to teaching, learning and student interactions 	<ul style="list-style-type: none"> Chooses content and learning activities that demonstrate a broad knowledge, understanding and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages

Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include:	Practices that demonstrate achievement of the standard by the final professional experience placement may include:
2.5.1 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	<ul style="list-style-type: none"> • Uses professional dialogue about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' literacy achievement. • Uses professional dialogue about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' numeracy achievement. 	<ul style="list-style-type: none"> • Develops lesson plans, observation notes and discussion about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' literacy and/or numeracy achievement. • Works collaboratively, when given the opportunity, with support teachers, such as EAL/D teachers, to meet students' literacy and/or numeracy needs.
2.6.1 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	<ul style="list-style-type: none"> • Develops teaching and learning programs and/or lesson plans which show the integration of ICT into activities to make content more meaningful. • Can incorporate ICT resources into lessons to enhance students' learning. 	<ul style="list-style-type: none"> • Develops teaching and learning lesson plans/programs that link to syllabus outcomes/objectives taking into account available resources, with a broader variety of ICT teaching and learning activities (eg project-based learning, web-based research, Web 2.0 tools, subject/KLA/ stage appropriate software)
3 Plan for and implement effective teaching and learning.	The teacher education student ...	
3.1.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	<ul style="list-style-type: none"> • Identifies clear and appropriate learning goals with respect to syllabus documentation and specific learning needs. • Reflects on and seeks feedback from their mentor teacher on the effectiveness of learning goals in providing achievable challenges for students. 	<ul style="list-style-type: none"> • Prepares/plans appropriate learning goals with respect to syllabus documentation and specific learning needs and/or varying abilities. • Differentiates curriculum in lesson plans • Knows when students have or have not attained a learning goal.

Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include:	Practices that demonstrate achievement of the standard by the final professional experience placement may include:
3.2.1 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	<ul style="list-style-type: none"> Writes lesson plans detailing objectives/outcomes, content, pedagogy, and assessment, as well as sequencing in consultation with the mentor teacher. Seeks to match learning outcomes, content, and teaching strategies to class level in consultation with the mentor teacher. Reflects with their mentor teacher on lesson planning and student learning Begins to assign appropriate time/weighting to achieve learning outcomes and lesson plans. Considers the mentor teacher's feedback in relation to content and student management to plan future student learning 	<ul style="list-style-type: none"> Implements lesson plans detailing objectives and outcomes, specifying content, pedagogy, and assessment, as well as sequencing in consultation with the mentor teacher. Utilises the host school's scope and sequences and content overviews to plan appropriate lessons. Reflects with their mentor teacher on lesson/subject delivery to enhance student learning. Draws upon previous lesson delivery to plan and implement relevant, engaging and significant learning experiences. Considers the mentor teacher's feedback in relation to content and student management to plan future learning
3.3.1 Include a range of teaching strategies.	<ul style="list-style-type: none"> Plans and incorporates a range of teaching strategies. Includes a basic range of teaching strategies 	<ul style="list-style-type: none"> Draws upon learnt pedagogical knowledge to adapt, improvise and inform the teaching of content and outcomes, as well as class management. Demonstrates the ability to plan and incorporate a range of teaching strategies. Includes an extended range of teaching strategies
3.4.1 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	<ul style="list-style-type: none"> Shows knowledge of a range of appropriate and engaging materials and resources and a capacity to incorporate these into teaching practice to enhance students' learning. Uses current and relevant resources in consultation with their mentor teacher to ensure accurate content is presented in lessons. Selects current and relevant teaching resources to improve lesson/subject planning in consultation with the mentor teacher 	<ul style="list-style-type: none"> Uses a range of appropriate and engaging materials and resources and demonstrates the capacity to incorporate these into teaching practice. Uses a variety of technologies to engage students. Uses resources appropriate to student developmental levels and manages resources professionally. Accesses and uses curriculum support materials effectively

Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include:	Practices that demonstrate achievement of the standard by the final professional experience placement may include:
3.5.1 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	<ul style="list-style-type: none"> • Uses effective oral and written communication skills, including the promotion of standard Australian English • Implements the use of vocabulary and metalanguage to develop conceptual understanding. • Employs a range of questioning techniques such as open/closed questioning. • Begins to acknowledge and develop student responses in an inclusive manner. • Develops voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage. • Demonstrates and models non-verbal forms of communication, in consultation with the mentor teacher 	<ul style="list-style-type: none"> • Uses effective oral and written communication skills, including the promotion of standard Australian English • Effectively uses vocabulary and metalanguage to develop conceptual understanding. • Employs a range of questioning techniques such as open/closed questioning to elicit prior understanding. • Acknowledges and logically develops student responses in an inclusive manner. • Uses voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage. • Demonstrates effective use of non-verbal forms of communication, such as teacher presence, pausing, circulating throughout the environment, eye contact and varying gestures, for student engagement and management
3.6.1 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	<ul style="list-style-type: none"> • Shows understanding and achievement of outcomes as demonstrated through appropriately linked assess mentor data (e.g., observational data) • Develops a range of strategies to cater for the diverse range of learners within the class. • Accesses assessment criteria in consultation with the mentor teacher • Reflects on lessons to inform future planning and to improve pedagogy. • Describes broad strategies that can be used to evaluate teaching to improve student learning 	<ul style="list-style-type: none"> • Ensures assessment is an integral part of the teaching and learning cycle and that lesson planning indicates appropriate links between outcomes and assessment. • Employs a range of strategies to assess student achievement and participation, catering for the diverse range of learners within the class. • Informs students by accessing and deconstructing explicit quality criteria for assessment. • Reflects on lesson to inform future planning and improve pedagogy. • Demonstrates a broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning

Graduate Teacher Standard descriptor		Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include:	Practices that demonstrate achievement of the standard by the final professional experience placement may include:
3.7.1	Describe a broad range of strategies for involving parents/carers in the educative process.	<ul style="list-style-type: none"> Communicates effectively with parents/carers in the classroom. Consults with the mentor teacher to understand school-home connections (e.g., the school homework policy) In consultation with the mentor teacher, draws on established school partnerships and local resources to enhance learning significance Explores established structures in the school to encourage parents/carers to be involved in school or classroom activities Acts professionally, and with the appropriate confidentiality, when communicating with parents/carers Describes strategies for involving parents/carers in the educative process 	<ul style="list-style-type: none"> Encourages parents/carers to visit the classroom and school. Interacts professionally and respectfully with parents/carers. Connects school learning to the home context. Draws on resources within the community to enhance lesson/subject content. Promotes established structures in the school to encourage parents/carers to be involved in school or classroom activities. Acts professionally, and with the appropriate confidentiality, when communicating with parents/carers Describes strategies for involving parents/carers in the educative process.
4	Create and maintain supportive and safe learning environments.	The teacher education student ...	
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	<ul style="list-style-type: none"> Discusses strategies with the classroom teacher. Communicate value and respect for students as individuals and learners. Trials and reflects upon the success of strategies to support student engagement. 	<ul style="list-style-type: none"> Contributes to an inclusive classroom where all students are acknowledged as individuals. Models an enthusiastic and positive attitude towards teaching and learning. Demonstrates effective strategies for engaging students.
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	<ul style="list-style-type: none"> Has learnt and uses students' names. Records observations and discusses classroom routines. Records observations and discusses techniques that teachers use to support student time spent on learning tasks. Trials and reflects upon the implementation of classroom management strategies 	<ul style="list-style-type: none"> Employs classroom routines consistently to maximise student learning. Plans and delivers lessons that are timed and sequenced to meet the needs of the students. Delivers lessons that articulate clear directions, that have been well prepared and resourced, and are responsive to student learning goals/outcomes.

Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include:	Practices that demonstrate achievement of the standard by the final professional experience placement may include:
4.3.1 Demonstrate knowledge of practical approaches to manage challenging behaviour.	<ul style="list-style-type: none"> • Remains calm and fair • Discusses student management techniques that are appropriate and consistently applied. • Discusses possible strategies to be employed to improve classroom management and is keen to trial different approaches. • Understands the need to establish and work within an identifiable welfare/classroom management system 	<ul style="list-style-type: none"> • Plans engaging learning activities that motivate and engage students. • Demonstrates an understanding of situations that trigger challenging behaviour • Applies student management techniques that are fair, appropriate, and consistent. • Handles challenging behaviour quickly, fairly, and respectfully, applying judgement based on the context. • Demonstrate range of strategies to refocus students
4.4.1 Describe strategies that support students' well-being and safety working within school and/or system, curriculum, and legislative requirements.	<ul style="list-style-type: none"> • Discusses specific requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection. • Trials and reflects upon practices for student well-being after discussion with the mentor teacher 	<ul style="list-style-type: none"> • Discusses and follows specific requirements, including planning that supports school policies for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection. • Demonstrates the management of student behaviour and safety in accordance with mandatory policies
4.5.1 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.	<ul style="list-style-type: none"> • Discusses strategies which promote safe, responsible, and ethical use of ICT in teaching and learning (e.g., awareness of cyber bullying, harassment, appropriate use of text messaging, plagiarism, referencing conventions and copyright law) 	<ul style="list-style-type: none"> • Designs lessons that include explicit teaching and learning strategies to promote safe, responsible and ethical use of ICT in teaching and learning. • Produces assessment tasks that include clear guidelines to students about plagiarism, referencing conventions and copyright law. • Responds appropriately when there is evidence of unethical student use of ICT

Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include:	Practices that demonstrate achievement of the standard by the final professional experience placement may include:
1. Assess, provide feedback and report on student learning.	The teacher education student ...	
5.1.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	<ul style="list-style-type: none"> • Trials and reflects upon a variety of assessment strategies after consultation with the mentor teacher • Records and uses assessment information informally (e.g., observations of student learning and/or work samples) to monitor student learning. 	<ul style="list-style-type: none"> • Designs and delivers a wide variety of formative and summative assessment activities to formally monitor student learning. • Analyses student work samples to recognise diagnostic information to be used and how it informs differentiation and future assessment strategies and tasks.
5.2.1 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	<ul style="list-style-type: none"> • Gives constructive and purposeful feedback to students about their learning progress. • Provides appropriate encouragement to students. 	<ul style="list-style-type: none"> • Builds appropriate reinforcement and feedback into lesson plans. • Gives timely, balanced, and targeted feedback to enhance student performance and provides direction for future learning (goalsetting)
5.3.1 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	<ul style="list-style-type: none"> • Collaborates in producing assessment plans, tasks, marking criteria and marking rubrics. • Develops from their mentor teacher an understanding about school or system assessment and moderation policies. 	<ul style="list-style-type: none"> • Understands the process of moderation and the principle of ensuring consistent teacher judgement. • Produces assessment plans, tasks, marking criteria and marking rubrics that demonstrate the school or system policy for the moderation of assessment activities. • Collects student work samples showing assessment feedback that demonstrates the school or system policy for the moderation of assessment activities.
5.4.1 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<ul style="list-style-type: none"> • Considers the types of evidence required to effectively evaluate student learning. • Reflects upon ways of modifying teaching practice as a result of assessment data after consultation with the mentor teacher 	<ul style="list-style-type: none"> • Bases lesson reflections on the evidence gathered through assessment tasks. • Explains how assessment data has been applied to their planning and teaching practice.
5.5.1 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.	<ul style="list-style-type: none"> • Discusses student achievement with the mentor teacher. • Is familiar with the school's reporting procedures and policies. 	<ul style="list-style-type: none"> • Demonstrates an effective, approach to collecting, organising and storing assessment data consistent with school policies and procedures. • Employs a variety of methods to record evidence gathered through assessment activities.

**Graduate Teacher
Standard descriptor**

**Practices that demonstrate
the teacher education
student's engagement with
the standard during an
early professional
experience placement may
include:**

**Practices that demonstrate
achievement of the standard by
the final professional experience
placement may include:**

6	Engage in professional learning	The teacher education student ...	
6.1.1	Demonstrate an understanding of the role of the <i>Australian Professional Standards for Teachers</i> in identifying professional learning needs.	<p>Is familiar with the <i>Australian Professional Standards for Teachers</i> and how they frame teaching practice.</p> <ul style="list-style-type: none"> Engages in self-reflection about aspects of professional knowledge, practice, and engagement. Identifies personal learning goals in relation to the standards 	<ul style="list-style-type: none"> Develops a professional portfolio of evidence supporting claims against each of the <i>Australian Professional Standards for Teachers</i> at Graduate level. Identifies personal learning goals in relation to the standards
6.2.1	Understand the relevant and appropriate sources of professional learning for teachers.	<ul style="list-style-type: none"> Seeks opportunity within the school for professional learning through discussions with staff. Attends professional meetings. 	<ul style="list-style-type: none"> Contributes to staff and curriculum meetings where appropriate. Participates in professional teams.
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	<ul style="list-style-type: none"> Sets short-term teaching goals in discussion with their mentor teacher. Receives constructive feedback in a positive and professional manner. Acts promptly in applying feedback to improve teaching practices. 	<ul style="list-style-type: none"> Receives constructive feedback in a positive and professional manner and acts upon it promptly. Sets realistic short- and long-term goals with their mentor teacher. Realistically analyses the extent to which they have achieved their learning goals.
6.4.1	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	<ul style="list-style-type: none"> Participates in discussions about the benefits of ongoing professional learning and collegial sharing of knowledge and resources. Reflects on own teaching and seeks advice on ways to develop professionally and improve performance. 	<ul style="list-style-type: none"> Engages innovatively within the limits of their responsibilities and capabilities. Demonstrates a commitment to teaching and to continuous improvement of their practice. Recognises that teachers are agents of their own professional learning. Reflects on own teaching and seeks advice on ways to develop professionally and

Graduate Teacher Standard descriptor		Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include:	Practices that demonstrate achievement of the standard by the final professional experience placement may include:
7	Engage professionally with colleagues, parents/carers, and the community.	The teacher education student ...	
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	<ul style="list-style-type: none"> Behaves ethically and respects the confidentiality of student and school information. Communicates effectively and interacts professionally with colleagues. Reflects on personal and professional ethical practice 	<ul style="list-style-type: none"> Demonstrates knowledge of the relevant codes of ethics that underpin their educational context. Reflects critically on personal and professional practice Communicates effectively and interacts professionally with colleagues.
7.2.1	Understand the relevant legislative, administrative, and organisational policies and processes required for teachers according to school stage.	<ul style="list-style-type: none"> Seeks out and discusses evacuation procedures and WHS, and the school and system discipline and welfare policies. Describes relevant legislative, administrative, and organisational policies and processes 	<ul style="list-style-type: none"> Complies with relevant legislative, administrative, organisational and professional requirements such as child protection, duty of care, etc Demonstrates an understanding of evacuation procedures, WHS and the school and system discipline and welfare policies
7.3.1	Understand strategies for working effectively, sensitively, and confidentially with parents/carers.	<ul style="list-style-type: none"> Employs appropriate and respectful professional communication with school staff, visitors, parents, and carers. Describes strategies for working effectively with parents/carers 	<ul style="list-style-type: none"> Establishes respectful collaborative relationships through the use of appropriate language, tone and body language. Uses appropriate language, written and oral, that is sensitive to the backgrounds and needs of students, families, and parents/carers. Describes strategies for working effectively with parents/carers
7.4.1	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	<ul style="list-style-type: none"> Shows willingness to participate with school staff in a range of activities. Describes how external professionals and community representatives can help to enhance teachers' knowledge and practice 	<ul style="list-style-type: none"> Shows willingness to participate with school staff, external professionals and community representatives in a range of activities and programs. Demonstrates awareness of appropriate professional organisations and how they can contribute to professional development

Planned learning experience (Birth – 2 Years) Child's/Children's Name/s: Date:

What is the learning focus?

(Be specific about the learning and/or development and/or dispositions and/or relationships and interactions that are the focus, and link to the learning outcomes in the Early Years Learning Framework)

What is the experience?

Why am I planning this experience?

(Link to observations and/or family information and/or evaluation of previous experience)

What resources do I need?

What do I need to do to ensure that this experience meets health and safety requirements? When is the best time, place and grouping for this experience?

How will I interact with the child/children to scaffold their learning? How did it go?

(Include details of how the children responded, how you scaffolded learning and how the children scaffolded each other's learning)

What changes did I observe in the child/children?

(Link to the learning focus, resources, and strategies, interests, relationships, dispositions, and/or connections to family context – were they appropriate, do I have any new information now that will inform future planning?)

What will I do next to follow on from this experience to support the child's/children's learning/development/dispositions/relationship? *(Discuss learning focus, strategies, experience, grouping and/or resources)*

What have I learnt from this experience?

(Reflect on planning, scaffolding, health and safety, relationships, meaningful curriculum, continuity of learning etc - link to the pedagogies and practices and the educator's role in the Early Years Learning Framework, and/or theory and literature)

Experience Plan format 3-5 years

Recommended Experience Plan Format

The following experience plan formats are recommended for use by Teacher Education Students (TES). However, TES can negotiate the use of other similar formats of their choice.

Experience Date:

Name of Experience:

Rationale for the Experience	You should reference the relevance of this learning and how it is linked to a previous learning.
Learning intention	<p>In the learning intention- keep this clear and simple.</p> <p>You need at least 2 learning intentions perhaps one linked to dispositions or skills to be developed and one linked to key concept areas (Language and Literacy, Mathematics and Numeracy, Science, Technology, Creative Arts, Understanding of the World Around the Child (HSIE).</p> <p>What is documented in this section will be analysed. It needs to be observable. Eg Language and Literacy – for children to build and use vocabulary about dinosaurs. Building vocabulary supports children to interact verbally with others in meaningful ways (EYLF Outcome 5 Children interact verbally and non-verbally with others for a range of purposes)</p> <p>Mathematics: for children to identify numbers 1-5. This supports children's growing mathematical understanding as they see numbers in the world around them (EYLF Outcome 4 Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching, and investigating)</p>
Strategies	<p>Strategies include teaching strategies, steps in the learning process and resources.</p> <p>Remember here that you have children with varying knowledge and abilities, so you need to talk about more than one strategy and if you are targeting a specific strategy at particular children then you need to briefly outline why.</p>
Questions to support & guide the learning	<p>Based on the process what are the questions to support the learning. Remember do not give the children the answer. Try and encourage them to investigate. For example, if you were measuring two pieces of wood. You would ask: <i>what can you notice?</i> So, the children state one is longer than the other. Then assist them in labelling this as difference in length. Rather than saying: <i>can you see the difference.</i> In this example you have given them the label. When children find the label themselves, they can apply this learning (label) to other situations. This is what Escamilla refers to as the connection or transferring the learning.</p>
Analysis of the learning & evaluation of strategies & resources	<p>In this section the dispositions, skills or key concepts stated in the learning intention need to be analysed to identify the learning that has become evident. You will need to make a note of your observations from the experience to provide an analysis.</p> <p>Analysis of the strategies & resources required. The analysis identifies and comments on the relevance of the strategies and resource to support the intended learning.</p>
Next step (Implications)	<p>The next step comes from the key words /concepts stated in the analysis. Consider how the findings from the analysis can be used to extend and support the child's ongoing learning - the steps in the learning process. Your analysis should also have commented on teaching strategies & resources. How can you build on these to enhance the learning process. Are there new provocations to include.</p>