

Progression of Teaching

Over this professional experience you will need to move through the following sequence of teaching and professional experience tasks. Note: Teaching responsibilities are the suggested minimum requirements and may need to be adjusted in response to the needs of your context and your own development and progress.

SUMMARY OF MINIMUM EXPECTATIONS OF PARTICIPANTS IN EPT328 (Early Childhood)		
PROGRAM PHASE	PLACEMENT TASKS FOR TEACHER EDUCATION STUDENT	OUTCOMES
Week 1	<ul style="list-style-type: none"> ▪ Become familiar with the EC setting and Supervising Teacher; learn the children's names. ▪ Assist with the daily operations of the program and routines ▪ Begin observing the children – Day 1 - their play, interactions and explorations: <u>2 learning stories per day for the duration of your placement.</u> Use these observations to inform your planning. Please do not choose focus children. All children are to be included. ▪ Gain insight into young children's interests, motives, capabilities and family experiences. ▪ Start planning and implementing <u>two play-based learning</u> experiences per day beginning day 3 based on your observations and learning stories. ▪ Discuss your plans and intentions for Week 2 with the supervising teacher. 	<ul style="list-style-type: none"> ▪ Introduction poster - Place approved introduction poster on display where parents can view it. ▪ Complete a context analysis - explore service policies (Professional Experience Document 1). ▪ Observe and document two (2) Learning stories per day (Professional Experience Document 2). ▪ Implement two intentional play-based learning experiences per day from day three (Professional Experience Document 3). ▪ Start planning group times for the children from day three -one per day (Professional Experience Document 4).
Week 2	<ul style="list-style-type: none"> ▪ Keep assisting the supervising teacher and other staff in the room ▪ Continue to observe and write <u>2 Learning Stories</u> per day about the children's' play ideas, investigations and learning. ▪ Plan and implement <u>two (2) play-based learning experiences</u> per day. ▪ Plan <u>one (1) group time experience</u> every day. ▪ Help with care routines and transitioning throughout your week. 	<ul style="list-style-type: none"> • Continue to write up your 2 Learning Stories per day and place in your Professional Experience folder for your supervising teacher to view. ▪ Plan and implement 2 play-based learning experiences daily. Discuss with your ST. ▪ Plan group time experiences for young children – one (1) per day. ▪ Inquiry-based learning - Discuss the children's' play interests with your supervising teacher, to plan for inquiry-based learning for weeks 3, 4 & 5. Choose one significant interest to plan for the last three weeks. Work with your ST and other staff in the room. For Weeks 3-5 document your inquiry-based interest in a Visual Art book or floor book.

PROGRAM PHASE	PLACEMENT TASKS FOR TEACHER EDUCATION STUDENT	OUTCOMES
<p>Week 3 and Week 4</p> <p>Inquiry-based Learning</p>	<ul style="list-style-type: none"> Continue to observe, document and plan for children's learning through inquiry-based play program, i.e. 2 x learning stories; 2 x intentional plans and 1 group time. . Continue to consult and communicate with other staff members. Consider ways that you can extend, deepen and build on the children's learning over the next two weeks. Discuss with your supervising teacher how you will take a leadership role in the program <p>During Week 3, discuss mid-placement review (using Professional Experience Report) with supervising teacher discussing achievement of each focus area and collaboratively set new goals for the remainder of the placement.</p>	<ul style="list-style-type: none"> Continue to identify the children's interests and ways of learning. Plan for inquiry-based learning for weeks 3, 4 & 5. Use your Learning Stories to plan for inquiry-based learning, continuing to use the information given on completing learning stories and intentional planning. Document your inquiry-based learning in a visual arts book or floor book to allow the supervising teacher, other educators and parents to view ongoing learning on a specific interest that has captivated the children. <p>Supervising Teacher to complete mid-placement review (recording date on Professional Experience Report) – discusses how well they consider you to be achieving each standard/focus area, and collaboratively set new goals for the remainder of the placement</p>
<p>Week 5</p> <p>Inquiry-based Learning + Leadership Week</p>	<ul style="list-style-type: none"> Continue with your ongoing inquiry-based planning and documentation of children's play, learning and their interests in your Visual Art book. Display your documentation for parents to view. Take a leadership role for the 5th week and implement the full day program every day for 5 days. This will include planning inside and outside time, small group time and transitioning. Work and collaborate with your supervising teacher and other educators as a team to create an inspiring play-based and caregiving environment. Think about your leadership role, the inquiry-based learning experiences for the children and caregiving pedagogies as you work the staff in your room. <p>Supervising Teacher to complete the final report following discussion with you and the University Liaison Officer. Assessment Reports for this subject must include signatures of the Director, supervising teacher and teacher education student. The report is to be submitted to EASTS as part of the assessment of this subject.</p>	<ul style="list-style-type: none"> Continue as with week four. Observe, plan and document children's learning. Link learning to EYLF Learning Outcomes. Leadership week - in collaboration with your supervising teacher, plan and implement a wide range of experiences for children's learning. This week is about your emerging leadership skills. <p>Upload a copy of your Professional Experience Report to EASTS on the final day of your placement, after your supervising teacher and Director have completed, signed and locked the report.</p>

Professional Experience Document 1: Context Analysis

EARLY CHILDHOOD CENTRE PROFILE AND CONTEXT

The service and community, and philosophy <ul style="list-style-type: none">• Map of location of the centre and community• Demographic information i.e. what is the ethnic/cultural/socio-economic make-up of the community?• How is this reflected in the philosophy of the centre?• Place EC Centre's handbook and philosophy in your folder.• Review EC Centre's policies.	Children and staff <ul style="list-style-type: none">• Total number of children• Children's background – Children from culturally and linguistically diverse background, Aboriginal and Torres Strait Islander, children with additional needs &/or diagnosed disabilities.• Number & qualifications of the staff. Include specialist teachers and support staff
Program <ul style="list-style-type: none">• Daily Routine• How are the children's lives reflected in the planning processes?• Methods of planning for individual, small group and large group learning experiences, both indoor and outdoor environments.• Include the centre's curriculum or planning policy.	ACECQA Regulatory Process <ul style="list-style-type: none">• Discuss with ST the ACECQA regulatory Assessment and Rating process and Quality Improvement Plans
The learning environment <p>Draw a mud map of the indoor and outdoor environments noting all the learning areas and the walkways for children and staff between these learning areas.</p>	

Professional Experience Document 2: Learning Stories

LEARNING STORIES

Title:

Date:

Children's Names & Ages:

Where is this learning story taking place?

What are the children interested in? What is your participation in this play experience?

Who is the child as a learner (motives and what matters)? What is the child learning (learning concepts & EYLF outcomes)?

What will you plan to support their learning? List 3 play-based learning experiences

Professional Experience Document 3: Play-Based Learning Experiences

INTENTIONAL LEARNING PLANS FOR PLAY BASED LEARNING EXPERIENCES

Title:

Date:

Children's Names & Ages:

Where is this learning experience taking place?

Summary of what happened previously – what were the children interested in?

What do you want the children to learn? Include links to the EYLF learning outcomes.

What will you do? – give a detailed description of your plan.

Supportive learning environment – what materials and resources will you use and how will you set up the learning environment?

Role of the educator – how will you support and scaffold the children's learning? What strategies, words, questions and techniques will you use?

Evaluation of the childrens engagement with the play-based learning experience and your role as the educator.

Professional Experience Document 4: Group Time Plans

GROUP TIME PLANS

Music, Movement, Drama, Storytelling, Songs and Finger Plays

Small Group:

Date & Time:

Place:

Describe what happened previously to inform your plans.

Describe what you want the children to do and learn.

Describe your intended plan. What will you do?

Physical learning environment – materials & resources (include songs, music, stories etc.)

Educator's role – what teaching strategies will you use?

Evaluation – include children's engagement and future ideas.