



Bachelor of Education (Birth – 5 years)
EPT308: Infant Pedagogy for 0-2 years

Progression of Teaching
20 day placement

Over this professional experience you will need to move through the following sequence of teaching and professional experience tasks.

You are entitled to one (1) hour each full day of placement for planning and completing documentation. Refer to the learning modules in your subject site for support with this. Liaise with your Mentor to schedule this planning time at an appropriate time.

NB: 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.

NB: If you are completing your placement part-time, you will need to liaise with your Mentor and ULO regularly to ensure that your planning and programming reflects the progression of teaching in an appropriate, cohesive way in order to provide consistency for children.

SUMMARY OF MINIMUM EXPECTATIONS OF STUDENTS IN EPT308 – 20 DAY PLACEMENT

PROGRAM PHASE	PLACEMENT TASKS FOR THE TEACHER EDUCATION STUDENT	TICK
Week 1		
	Become familiar with the early childhood setting, Mentor and other educators	<input type="radio"/>
	Begin to establish relationships with families and carers	<input type="radio"/>
	Learn the names of the children and begin developing relationships with children. Begin observing their play, interactions and explorations. Gain insight into the children's interests, motives, capabilities	<input type="radio"/>
	Display introduction/information poster for families and educators.	<input type="radio"/>
	Complete context analysis of centre using <i>Professional Experience Document 1: Centre Profile and Context</i>	<input type="radio"/>
	Assist with the daily operations of the centre's program and routines.	<input type="radio"/>
	Refer to readings and learning activities in Learning Module 2 - Documenting Learning in Early Childhood. Use this Module to inform observations and documentation.	<input type="radio"/>
	Document a minimum of one observation per day from Day 2 to inform your planning. This observation should be taken using <i>Professional Experience Document 2: Learning Stories</i> . Any other observations can be in the form of narratives, learning samples, language transcripts, visual representations, video/audio recording.	<input type="radio"/>
	NB: All children are to be observed; do not choose specific focus children. Permission to Observe forms must be signed.	
	Based on your observations, start planning and implementing one play-based learning experience per day from Day 3 using <i>Professional Experience Document 3: Play-Based Learning Experience</i> . Refer to readings and learning activities in Learning Modules 2 and 3 to inform your planning.	<input type="radio"/>
	Start planning one group time per day from Day 3 using <i>Professional Experience Document 4: Intentional Group Time</i> .	<input type="radio"/>
	NB: Group times can be the whole group, or groups of three or more children.	
	File all documentation in Professional Experience folder which should be on display for Mentor at all times.	<input type="radio"/>
	Review requirements for Assessment 3 – Professional Experience ePortfolio and begin collecting evidence	<input type="radio"/>
	Review Week 1 and discuss your planning for Week 2 with Mentor.	<input type="radio"/>
	NB: By the end of Week 1, you should know who your ULO is and have had contact from them (usually via email)	



PLACEMENT TASKS FOR THE TEACHER EDUCATION STUDENT

Assist with daily operations of the centre and continue to become familiar with the early childhood setting, Mentor and other educators	<input type="radio"/>
Continue fostering relationships with families and carers	<input type="radio"/>
Continue developing relationships with children, observing children in their play, interactions and explorations. Gain insight into the children's interests, motives, capabilities	<input type="radio"/>
Document a minimum of two observations per day (use <i>Professional Experience Document 2</i> for ONE of these). Refer to readings and learning activities in Learning Module 2, Documenting Learning in Early Childhood. Use this Module to inform observations and documentation.	<input type="radio"/>
NB: All children are to be observed; do not choose specific focus children.	
Based on your observations, plan and implement two play-based learning experiences per day (<i>Professional Experience Document 3</i>). Some of these may be intentional teaching experiences. Refer to readings and learning activities in Learning Modules 2 and 3 to inform your planning.	<input type="radio"/>
NB: Some of these might be the same, or similar experiences from Week 1, however the reasons for these being kept/continued must be justified from documentation.	
Plan one group time per day (<i>Professional Experience Document 4</i>)	<input type="radio"/>
NB: Group times can be the whole group, or groups of three or more children.	
File all documentation in Professional Experience folder which should be on display for Mentor at all times.	<input type="radio"/>
Review requirements for Assessment 3 – Professional Experience ePortfolio and continue collecting evidence	<input type="radio"/>
Review Week 2 and discuss your planning for Week 3 with Mentor.	<input type="radio"/>
Focus for Weeks 3-4 will be on inquiry-based learning. Refer to Learning Module 4 to inform your planning. Choose one significant interest of the group based upon your observations and in collaboration with your Mentor, other staff in the room and your ULO.	
Days 8-10: Discuss and complete mid-placement review with Mentor and phone call with ULO.	



Continue to assist with daily operations of the centre and fostering relationships with families and carers	<input type="radio"/>
Continue developing relationships with children, observe and document the children's interests and ways of learning.	<input type="radio"/>
Continue to document a minimum of two observations per day (use <i>Professional Experience Document 2</i> for ONE of these). Consider ways that you can extend, deepen and build upon the children's learning. Continue to collaborate with Mentor and educators. Refer to readings and learning activities in Learning Module 2, Documenting Learning in Early Childhood. Use this Module to inform observations and documentation.	
NB: All children are to be observed; do not choose specific focus children.	
Plan for and implement an inquiry-based learning project (refer to Learning Module 4). Document inquiry-based learning in a visual arts book or floor book. This should be on display for Mentor, other staff, families and children.	<input type="radio"/>
Based on your observations, plan and implement two play-based learning experiences per day (<i>Professional Experience Document 3</i>). Some of these may be intentional teaching experiences. Refer to readings and learning activities in Learning Modules 2 and 3 to inform your planning.	<input type="radio"/>
NB: You MAY choose to document part of the inquiry-based learning project using these documents, OR, you may plan and document separately from the IBL project, depending on children's interests.	
NB: Some of these might be the same, or similar experiences from previous weeks, however the reasons for these being kept/continued must be justified from documentation.	
Plan one group time per day (<i>Professional Experience Document 4</i>)	<input type="radio"/>
NB: Group times can be the whole group, or groups of three or more children. Aim to facilitate at least one whole group time.	
NB: This MAY form part of the inquiry-based project focus	
File all documentation in Professional Experience folder which should be on display for Mentor at all times.	<input type="radio"/>
Review requirements for Assessment 3 – Professional Experience ePortfolio and continue collecting evidence	<input type="radio"/>
Review Week 3 and discuss your planning for Week 4 with Mentor.	<input type="radio"/>
Focus for Weeks 3-4 will be on inquiry-based learning. Refer to Learning Module 4 to inform your planning. Continue planning the inquiry-based learning project based upon your observations and in collaboration with your Mentor, other staff in the room and your ULO.	



**PROGRAM
PHASE**
Week 4

PLACEMENT TASKS FOR THE TEACHER EDUCATION STUDENT

TICK

Continue to assist with daily operations of the centre and fostering relationships with families and carers	<input type="radio"/>
Continue developing relationships with children, observe and document the children's interests and ways of learning as per previous weeks	<input type="radio"/>
Implement the full program for the entire week. Include planning inside and outside environments, small/whole group times, and transitioning. Collaborate with Mentor and educators.	
Take on a leadership role within the room with a focus on pedagogical leadership (refer to material in Learning Module 5)	
Continue implementing the inquiry-based learning project (refer to Learning Module 4). Document inquiry-based learning in a visual arts book or floor book. This should be on display for Mentor, other staff, families and children.	<input type="radio"/>
File all documentation in Professional Experience folder which should be on display for Mentor at all times.	<input type="radio"/>
Review requirements for Assessment 3 – Professional Experience ePortfolio and collate evidence to prepare for submission.	<input type="radio"/>
Review Week 4	<input type="radio"/>
After review, discuss and complete Professional Experience Report (Assessment 2) with Mentor. Ensure Report is completed correctly, signed, and submit as per Subject Outline instructions.	<input type="radio"/>



PROFESSIONAL EXPERIENCE DOCUMENT 1: CENTRE PROFILE AND CONTEXT

EARLY CHILDHOOD CENTRE PROFILE AND CONTEXT	
The service and community	Children and staff
<p>Centre's handbook and philosophy</p> <p>Review EC centre's policies.</p> <p>Demographic information i.e. what is the ethnic/cultural/socio-economic make-up of the community?</p> <p>How is this reflected in the philosophy of the centre?</p>	<p>Total number of children</p> <p>Children background – Children from culturally and linguistically diverse background, Aboriginal and Torres Strait Islander, children with additional needs &/or diagnosed disabilities.</p> <p>Number & qualifications of the staff</p> <p>Include specialist teachers and support staff</p>
Program	ACECQA Regulatory Process
<p>Daily Routine</p> <p>How are the children's lives reflected in the planning processes?</p> <p>Methods of planning for individual, small group and large group learning experiences, both indoor and outdoor environments.</p> <p>Include the centre's curriculum or planning policy</p>	<p>Discuss with Mentor the ACECQA regulatory Assessment and Rating process and Quality Improvement Plans</p>
The learning environment	Other
<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>	<p>Include any other relevant information</p>



PROFESSIONAL EXPERIENCE DOCUMENT 2: DOCUMENTING LEARNING – LEARNING STORIES

TITLE:

CHILD/RENS NAME/S:

DATE, TIME, PLACE:

OBSERVATION:

(Describe what you saw and heard the child/ren doing)

INTERESTS:

(What is engaging the children in this moment?)

ANALYSIS OF LEARNING:

(Analyse what learning/development/dispositions for learning/relationships/knowledge and understanding was evident in the observation)

How does this link to the EYLF 2.0 and learning theories?)

PLANNING:

Where next? Note down ideas from the analysis that could be used to inform future planning and promote further learning



PROFESSIONAL EXPERIENCE DOCUMENT 3: PLAY-BASED LEARNING EXPERIENCE

TITLE:**CHILD/RENS NAME/S:****DATE, TIME, PLACE:****RATIONALE:**

(Why are you planning this experience? Link to an observation you have taken (include the date) or to the evaluation of a previous plan)

LEARNING GOALS/AIMS:

(What do you anticipate the child/ren will gain from this experience? For each goal/aim, make clear and specific links to the EYLF 2.0)

TEACHING STRATEGIES AND RESOURCES:

(What strategies can you use to promote the learning you are aiming for? Include any materials/resources you will use i.e. songs, music, stories etc)

PLANNING:

(Outline how you will implement the plan, step by step)

EVALUATION:

(Reflect on the implementation of the plan, the engagement of the child/ren, the learning of the child/ren in the experience i.e. the learning goals, your teaching strategies and any other significant aspect of the experience)

FOLLOW UP:

(Include any ideas for follow-up plans for future learning)



PROFESSIONAL EXPERIENCE DOCUMENT 4: INTENTIONAL GROUP TIME

TITLE: CHILD/RENS NAME/S: DATE, TIME, PLACE:
RATIONALE: (Why are you planning this group time experience? Link to an observation you have taken (include the date) or to the evaluation of a previous plan)
LEARNING GOALS/AIMS: (What do you anticipate the child/ren will gain from this group time experience? For each goal/aim, make clear and specific links to the EYLF 2.0)
TEACHING STRATEGIES AND RESOURCES: (What strategies can you use to promote the learning you are aiming for? Include any materials/resources you will use i.e. songs, music, stories etc)
PLANNING: (Outline how you will implement the plan, step by step)
EVALUATION: (Reflect on the implementation of the plan, the engagement of the child/ren, the learning of the child/ren in the experience ie the learning goals, your teaching strategies and any other significant aspect of the experience)
FOLLOW UP: (Include any ideas for follow-up plans for future learning)

