



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.

NB: If you are completing your placement part-time, you will need to liaise with your Mentor and PELO 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 PARTICIPANTS IN EPT308

PROGRAM PHASE	PLACEMENT TASKS FOR TEACHER EDUCATION STUDENT	TICK
Week 1	<ul style="list-style-type: none">Become familiar with early childhood setting, Mentor, and educators.	<input type="checkbox"/>
	<ul style="list-style-type: none">Begin to establish relationships with families/carers.	<input type="checkbox"/>
	<ul style="list-style-type: none">Learn the names of the children. Begin observing their play, interactions and explorations. Gain insight into the children's interests, motives, capabilities	<input type="checkbox"/>
	<ul style="list-style-type: none">Display introduction/information poster for families and educators.	<input type="checkbox"/>
	<ul style="list-style-type: none">Complete context analysis of centre (Professional Experience Document 1).	<input type="checkbox"/>

PROGRAM
PHASE

PLACEMENT TASKS FOR TEACHER EDUCATION STUDENT

TICK

Week 1

- Assist with the daily operations of the centre's program and routines. ☐
- Refer to readings and learning activities in Learning Module 2, Documenting Learning in Early Childhood. Use this module to inform observations and documentation. ☐
- Document a minimum of two observations per day to inform your planning. One of these observations should be taken using Professional Experience Document 2 – Learning Stories. Other observations can be in the form of narratives, learning samples, language transcripts, visual representations, video/audio recording.
NB: all children are to be observed; do not choose specific focus children. ☐
- Based on your observations, start planning and implementing two play-based learning experiences per day *from Day 3* (Professional Experience Document 3). Refer to readings and learning activities in Learning Modules 2 and 3 to inform your planning. ☐
- Start planning one group time per day *from Day 3* (Professional Experience Document 4). ☐
- Link all observations, documentation and planning to EYLF Learning Outcomes. ☐
- File all documentation in Professional Experience folder which should be on display for Mentor at all times. ☐
- Review Week 1 and discuss your planning for Week 2 with Mentor. ☐



PROGRAM PHASE	PLACEMENT TASKS FOR TEACHER EDUCATION STUDENT	TICK
Week 2	<ul style="list-style-type: none"> Continue assisting with daily operations. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> Continue to observe the children's play ideas, investigations, and learning. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> Document a minimum of two observations per day. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> Based on your observations, plan and implement two play-based learning experiences per day, as in Week 1. Some of these may be intentional teaching experiences. <p>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.</p>	<input type="checkbox"/>
	<ul style="list-style-type: none"> Plan one group time per day. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> File all documentation in Professional Experience folder which should be on display for Mentor at all times. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> Ensure you have communicated with your Professional Experience Liaison Officer (PELO). 	<input type="checkbox"/>
	<ul style="list-style-type: none"> Review Week 2 and discuss your planning for Weeks 3 and 4 with Mentor. Focus will be upon inquiry-based learning. Refer to Learning Module 4 to inform your planning. Choose one significant interest based upon your observations and in collaboration with other staff in the room. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> Day 10: Discuss and complete mid-placement review with Mentor. 	<input type="checkbox"/>



PROGRAM PHASE	PLACEMENT TASKS FOR TEACHER EDUCATION STUDENT	TICK
Week 3	<ul style="list-style-type: none"> Continue to observe and document the children's interests and ways of learning. Consider ways that you can extend, deepen and build upon the children's learning. Continue to collaborate with Mentor and educators. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> Plan for and implement an inquiry-based learning program (refer to Learning Module 4). 	<input type="checkbox"/>
	<ul style="list-style-type: none"> Document inquiry-based learning in a visual arts book or floor book (Learning Module 4). This should be on display for Mentor, other staff, families and children. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> Review Week 3 and discuss your planning for Week 4 with Mentor, with focus upon your leadership role. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> Continue with your inquiry-based learning planning, implementation and documentation of children's play, learning and interests implemented in Week 3. 	<input type="checkbox"/>
Week 4	<ul style="list-style-type: none"> Take on a leadership role of the room. Implement the full program for the entire week. This will include planning inside and outside environments, small group times, and transitioning. Collaborate with Mentor and educators. Focus upon pedagogical leadership. After review, discuss and complete Professional Experience Report with Mentor. 	<input type="checkbox"/>
NB If you are completing your placement part-time, you will need to liaise with your Mentor and PELO 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.		



Professional Experience Document 1: Centre Profile and Context

EARLY CHILDHOOD CENTRE PROFILE AND CONTEXT	
<p>The service and community</p> <ul style="list-style-type: none"> • Centre's handbook and philosophy • Review EC centre's policies • 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? 	<p>Children and staff</p> <ul style="list-style-type: none"> • Total number of children • Children 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
<p>Program</p> <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 	<p>ACECQA Regulatory Process</p> <ul style="list-style-type: none"> • Discuss with Mentor the ACECQA regulatory Assessment and Rating process and Quality Improvement Plans
<p>The learning environment</p> <ul style="list-style-type: none"> • 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 	



Professional Experience Document 2: Documenting Learning with Learning Stories

LEARNING STORY

Title:**Child/ren's Name/s & Ages:****Date, time and place:****Interests:** What are the child/ren interested in?**Role of adult:** What is your participation in this play experience?**Learning:** What is/are the child/ren learning (learning concepts & EYLF LOs)?**Extending learning:** What future plans will support their learning?

List 3 play-based learning experiences and explain why you have chosen them.



Professional Experience Document 3: Play-Based Learning Experience

PLAY BASED LEARNING EXPERIENCE PLAN	
Title: Child/ren's Name/s & Ages: Date, time and place:	
Prior learning: What happened previously to inform your plans?	
Aims: What do you want the children to learn? Make relevant links to the EYLF LOs.	
Plan: What will you will do?	
Physical learning environment: What materials/resources will you use? (include songs/music, stories etc.)	Educator's role: What teaching strategies will you use?
Evaluation: Reflect on children's engagement, learning and your role as the educator.	



Professional Experience Document 4: Intentional Group Time

GROUP TIME PLANS	
Music, Movement, Drama, Storytelling, Songs and Finger Plays	
<p>Children's Names:</p> <p>Date, time, place:</p>	
<p>Prior learning: What happened previously to inform your plans?</p> 	
<p>Aims: What do you want the children to learn? Make relevant links to the EYLF LOs.</p> 	
<p>Plan: What will you will do?</p> 	
<p>Physical learning environment:</p> <p>What materials/resources will you use? (include songs/ music, stories etc.)</p> 	<p>Educator's role</p> <p>What teaching strategies will you use?</p>
<p>Evaluation: Reflect on children's engagement, learning and your role as the educator.</p> 	

