



Charles Sturt
University

2021 ONLY

Student Guide to Professional Experience Placement

Faculty of Arts and Education
Workplace Learning

Bachelor of Education (Early Childhood & Primary)

Introduction

Professional experience is a foundational requirement of the Bachelor of Education (Early Childhood and Primary) degree and provides you with the opportunity to extend your insight into the operation of early childhood services and schools. Professional experience provides scope for the development of professional pedagogy and offers you an opportunity to observe, plan, implement and reflect upon learning for children in both early childhood and primary settings; to communicate with families and/or other educators to address the learning capabilities of children in a group setting; and to develop the personal and professional attributes required to become a quality teacher.

During professional experience in early childhood settings, you will collaborate with your supervising teacher to observe, document and intentionally plan for children's learning following the pedagogical practices relating to the [Early Years Learning Framework \(EYLF\)](#), the [National Quality Standards \(NQS\)](#) for Early Childhood Education and Care, and the [Australian Professional Standards for Teachers – Graduate Level](#).

During professional experience in primary school settings, you will collaborate with your supervising teacher to plan, teach and assess the learning of the students in your class in a range of Key Learning Areas based on relevant curriculum documents and in line with the [Australian Professional Standards for Teachers – Graduate Level](#).

This Student Guide to Professional Experience Placement provides an overview of expectations for professional experience in the Bachelor of Education (Early Childhood & Primary) degree. This degree requires five professional experience placements to be undertaken to meet external regulations for teaching accreditation:

- EPT140 Professional Experience: Birth–2 year olds
 - 15 day placement in an early childhood setting
- EPT122 Professional Experience 2: Early Childhood Programs 3–5 year olds
 - 20 day placement in an early childhood setting
- EPT217 Professional Experience: K-2
 - 20 day placement in a primary school
- EPT446 Analysing Learning: The Early Years
 - 25 day placement in an early childhood setting
- EPT452 Assessment and Reporting: The Primary Years (3-6)
 - 30 day placement in a primary School

This guide should be read in conjunction with the [Professional Experience Handbook](#) for a comprehensive understanding of all placement requirements undertaken within a Charles Sturt University initial teacher education degree.

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Administrative Information for Students

Starting and Completing Placement

Where do I complete my placement?

As a teacher education student, you will select your placement from offers provided by early childhood services and schools using the InPlace placement management system. Availability of places is dependent on offers made by services/schools.

[Click here for instructions on how to use InPlace.](#)

It is the responsibility of staff in the Workplace Learning Team (WPLT) to source all placements for teacher education students. **Under no circumstances are you permitted to approach services/schools requesting placements, or to enter into agreements with services/schools regarding future placements.** A placement which has been organised by a student will not be permitted to commence.

In order to avoid a personal conflict of interest arising from your individual circumstances, you are not able to undertake a placement in a school/service where:

- your own child is currently attending;
- you have worked in paid employment or as a volunteer in the past two years;
- a close relative is currently working, either as a teacher, educator or as a member of the non-teaching staff
- you have already completed a professional experience placement at the service/school.

What documentation do I need to be eligible for placement?

To be eligible to select a placement, it is essential that you log in to the InPlace placement management system and provide the required information. You will need to upload necessary documents as evidence that the required checks and training have been completed. It is your responsibility to ensure you have updated these requirements in InPlace prior to each professional experience.

For all placement subjects, you must:

- have a valid Working With Children Check
- complete the Student Agreement Declaration Form: On campus students
- nominate geographic location preferences for undertaking your placement

In addition, for placements in primary school settings, you must:

- Complete the required online Child Protection Training
- Complete the required Anaphylaxis Training

Prior to your final primary school placement, you must:

- Complete and pass the required Literacy and Numeracy Test (LANTITE). It is recommended you complete these tests prior to your final year of study.

You will not be able to commence your placement until all required checks and training have been completed and the placement has been confirmed by the Workplace Learning Team.

[Click here for information on Mandatory Documents](#)

Preparation for placement

Prior to the commencement of your placement, you should have completed the following:

- Assessment Tasks submitted and approved as determined in the relevant Subject Outline (for example Professional Experience Goals, Professional Teaching Portfolio);
- Ensure familiarity with this Student Guide to Professional Experience, the relevant Subject Outline, and recommended texts for the placement;
- Ensure all required administrative paperwork is ready to be given to the placement site, including:
 - Copy of the Working With Children Check clearance notice;
 - [Insurance Letter](#)
 - [Consent form to document children's learning](#) (for early childhood settings)
- Prepare Student Biography (for early childhood placements)
- Prepare professional experience folder as determined by the EPT subject requirements
- Contact the placement site to:
 - determine expected dress code
 - confirm start time and who to contact upon arrival on the first day
 - organise the hours of your placement. These should be reflective of your supervising teacher's schedule and in early childhood settings, must be a minimum of 7 hours per day (excluding break times)
 - confirm the supervising teacher has been able to access the supervising teacher webpage
 - ensure the supervising teacher will be present each day of your placement. In the event of any planned absences of the supervising teacher, please contact the workplace learning team for advice: education-wpl@csu.edu.au

Whilst on placement

You should aim to become part of the staff as soon as possible by undertaking your duties in a professional manner and taking the initiative in offering to undertake additional responsibilities and activities.

For example, you should:

- Remain at the placement setting during the prescribed placement hours. These hours must be reflective of the supervising teacher's schedule; and in the case of early childhood placements, must be at least 7 consecutive hours (excluding lunch breaks);
- Abide by the regulations of the education authority;
- Assist with duties undertaken by the supervising teacher;
- Assist with other on-site activities, as is expected of other members of the profession;
- Abide by the established policy on matters of dress, grooming, punctuality and mode of address;
- Abide by the regulations of the placement setting in relation to the ethical use of information and communication technology during the professional experience placement. This includes appropriate use of social media, internet, email and any access provided by the placement setting;
- Ensure your professional experience folder and documentation is complete, up-to-date and organised in a tidy and professional manner. This documentation needs to be accessible to the supervising teacher and university liaison officer upon request.

Whilst on placement, you are regarded as temporary members of staff and accordingly, will observe the same conditions as teachers. Please note however, this does not include being left alone in a classroom with sole responsibility for children/students or being included in teacher ratios.

You must also ensure that you are familiar with the learning and teaching activities expected of you while on placement. These are provided in the Progression of Teaching section at the end of this guide.

At the mid-point of the placement, you should also ensure that you participate in a collaborative review of the progress made on your placement with your supervising teacher and review progress against the focus areas of the Professional Experience Report and your Professional Experience Goals.

Upon completion of placement

At the completion of the placement, work with the supervising teacher to complete all sections of the Professional Experience Report, specifically signing the final page. In addition, the Director/School Principal also needs to sign and date the report. You should keep a copy of the Professional Experience Report for your records and upload the report to EASTS by the due date stated in your Subject Outline.

Remember to thank your supervising teacher, Director/Principal and other staff for their assistance during your placement.

Finally, complete any other assessment items, as stated in your Subject Outline and submit by the due date.

Difficulties and obtaining assistance

If you are experiencing difficulties, you should make use of all personnel who are in a position to help. A suggested order of the people who should be approached in the event of difficulties being experienced is as follows:

- Supervising Teacher
- Director/Principal
- University Liaison Officer (ULO)
- Subject Coordinator

If serious problems arise, you or your supervising teacher should contact the Workplace Learning Team immediately at Education-WPL@csu.edu.au

If you are experiencing difficulty with your Supervising Teacher or Director/Principal, initial contact should be made with the ULO.

Charles Sturt University Academic Progress Regulations

It is sometimes the case that you may experience difficulty in demonstrating sufficient progress towards meeting the standard required while on placement. In these circumstances, you may be placed “at risk” of failing and a Developmental Support Plan may be implemented. This process is outlined in the Professional Experience Handbook: Section 3- Student Placement Support and Review Process.

While every endeavour will be made to assist you, a grade of ‘unsatisfactory’ may still be awarded if you have not demonstrated the standards required by the end of the placement. As professional experience subjects are regarded as indicators of professional suitability, a failure in the professional experience component will mean you have not met an essential element of the Academic Progress Regulations and you may be required to complete further professional experience.

Absences

You are expected to be in attendance for each day of the placement and must comply with attendance requirements in order to meet Charles Sturt University regulations. Absences due to illness and misadventure are required to be made up, however absences due to public holidays, industrial action and CSU exams are not. Further procedures regarding the notification and documentary evidence of an absence can be located in the Professional Experience Handbook: Section 2- Attendance.

Contact Details

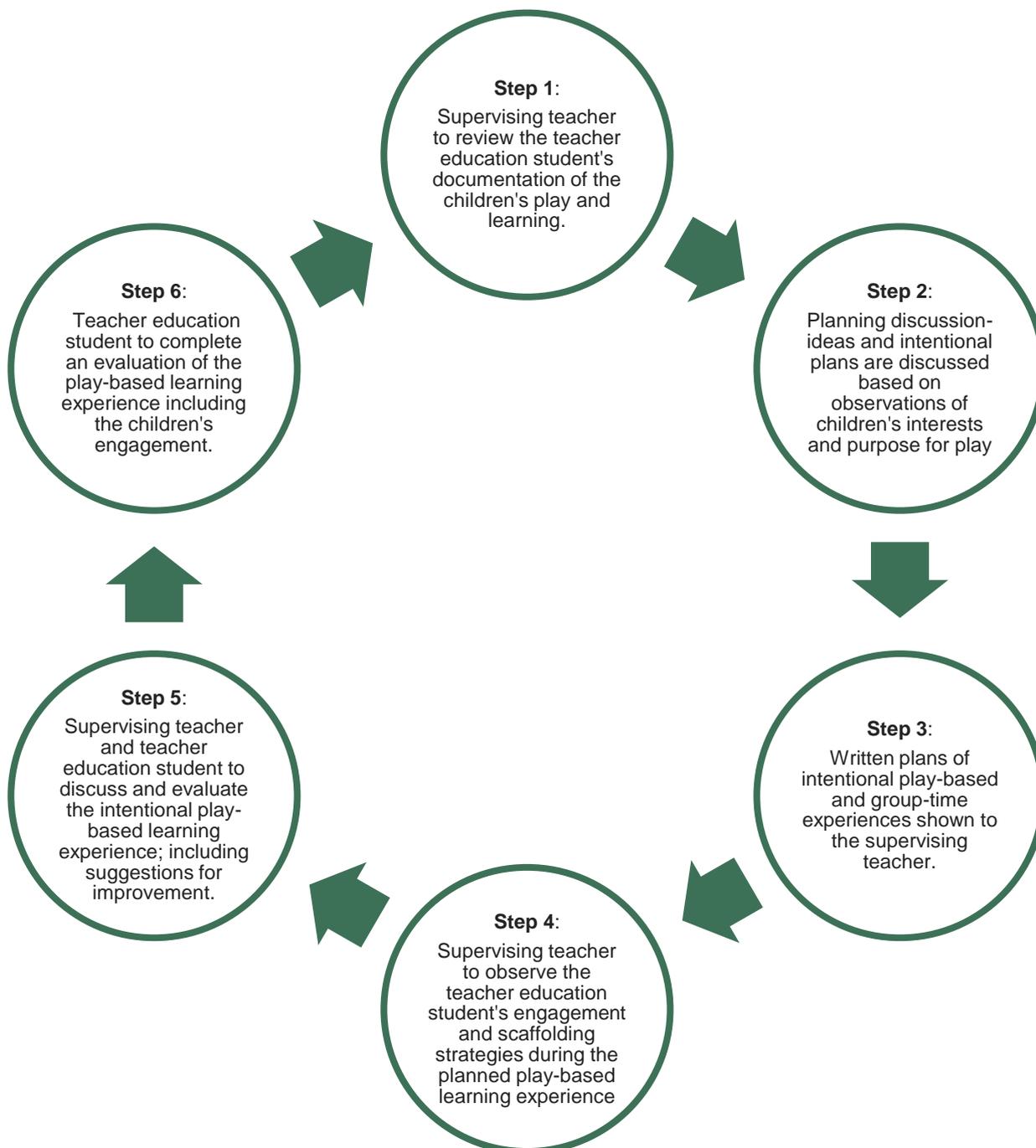
If you have any queries or would like further information about this placement please contact the appropriate person:

Subject Coordinator	Workplace Learning Team	Faculty of Arts and Education Courses Team
<p>Responsible for: The academic aspects of the subject.</p>	<p>Responsible for: The organisation and administration of the placement; communication with the location</p>	<p>Responsible for: The administrative aspects of your course</p>
<p>The Subject Coordinator can help you with: Questions about the Subject Outline, the Interact site, Learning Modules, Resources, Assessment Items and anything about the learning you will do in this <u>subject</u>.</p>	<p>The Workplace Learning Team can help you with: Questions about your placement, attendance, at risk procedures etc.</p>	<p>The Courses Team can help you with: Questions about the subject you need to enrol in, the progression of your course, pre-requisites and anything about your <u>Course</u>.</p>
<p>Please check the subject Interact2 site for Subject Coordinator details.</p>	<p>Workplace Learning Officer Education-WPL@csu.edu.au</p>	<p>Course Administrative Officer ask@csu.edu.au</p>

Cycle of Supervision

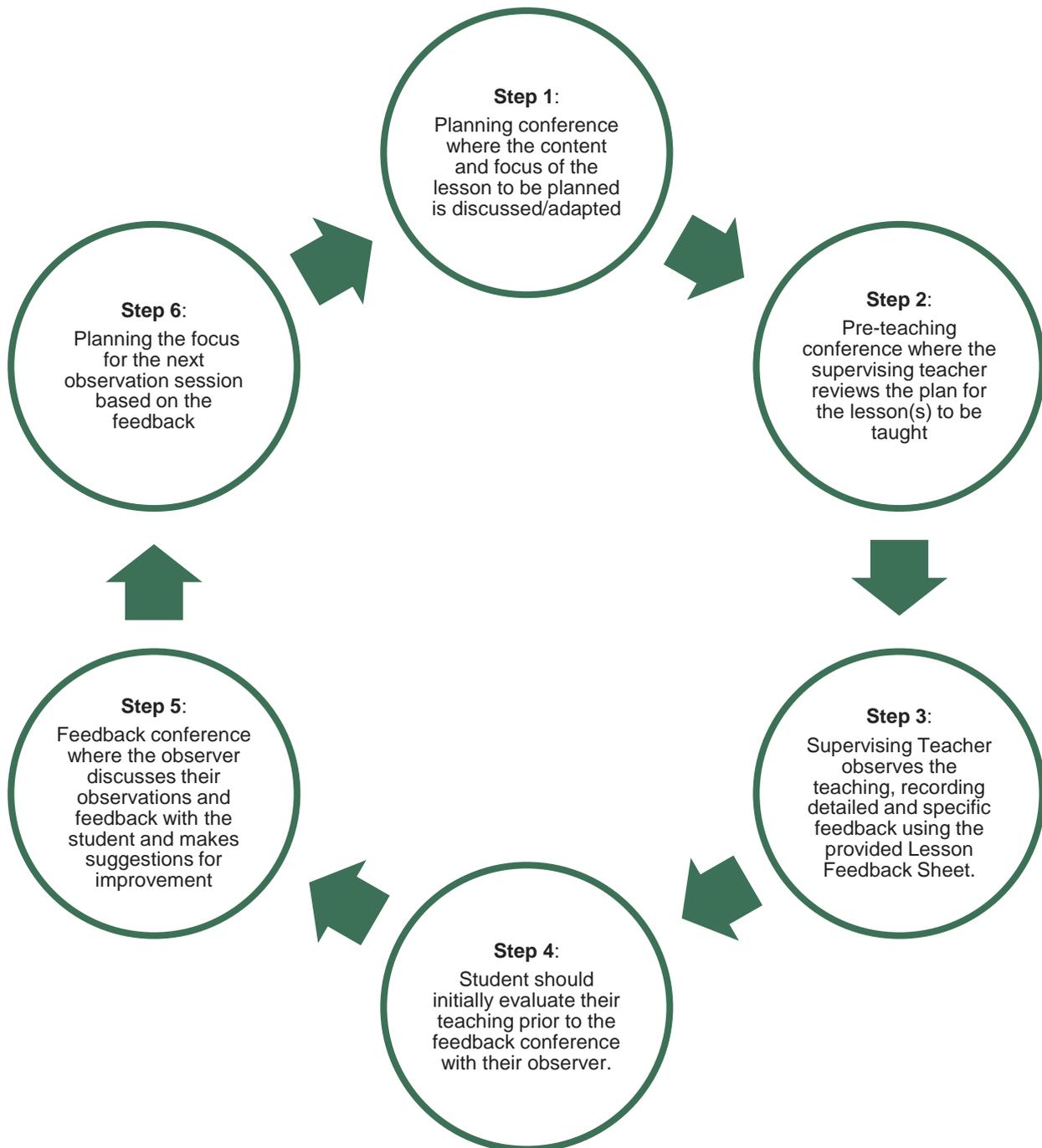
Early Childhood Placements:

The teacher education student and supervising teacher should engage in the following cycle:



Primary School Placements:

The teacher education student and supervising teacher should engage in the following cycle:



Summary of Expectations in Professional Experience

Learning and Teaching Activities

You **MUST** be proactive in your own engagement with the professional experience placement. It is an expectation that all lessons are planned and discussed with the supervising teacher at least one day **prior** to their implementation.

Forward planning and organisation are essential for successful completion of professional experience placements. It is important to take responsibility for your learning and work, ensuring you are proactive in seeking supervision and guidance from your supervising teacher.

Professional experience documentation

During the placement, you are required to maintain documentation (e.g. lesson plans, supervising teacher feedback etc.) in a Professional Experience Folder. You should add to it throughout your placement. The folder must be kept in a professional manner, with documentation complete, up-to-date and organised. This folder needs to be accessible to your supervising teacher and University Liaison Officer/Professional Experience Liaison Officer.

During the final week of the placement, the Professional Experience Folder must be submitted to your supervising teacher for review. **It should NOT be returned to the University.**

Documentation: Plan, Teach, Assess, Reflect

During the placement, lessons should be planned and evaluated using the planning templates as shown in the subject Progression of Teaching and available on the Charles Sturt University Interact2 subject site.

Lesson plans should be developed to a standard that provides sufficient detail that would allow another teacher to implement the lesson.

Your approach should be:

- What do I want the children/students to learn? (Learning objective/outcome/intention)
- How will I know they have learned this? (Indicators of success/achievement criteria)
- What learning experiences would best help them learn this? (Learning activities)

All lessons/learning experiences are to be evaluated fully and teaching and learning goals set for the next lesson/session/day.

In addition to lesson plans, it is recommended that you keep a daybook for the duration of placements in a primary school setting. This should include a timetable and an overview of teaching and non-teaching tasks, a note of other responsibilities (e.g., special events), and reminders related to specific students and any other detail which will assist in classroom organisation and management.

Resource Collection (ongoing)

It is useful to develop a collection of ideas and materials which will support your teaching within and beyond your professional placement. This resource collection should be added to during each subsequent teaching practice session as well as from other sources. This collection should be maintained separately from the Professional Experience Folder and as the collection expands, a separate file for each age group/stage may be required. You are not required to submit the collection to the subject coordinator.

Resources and ideas may include:

- Program lay-outs
- Record keeping
- Lesson plans
- Teaching methods and Classroom Management
- Books - author, title, publisher, source, price, suitability
- Links to videos and other resources to use for instruction and /or stimulus for discussion
- Assessment/Evaluation e.g., checklists, sample tasks, feedback samples
- Recording of results, attainments, etc.
- Collections, e.g. songs, music, poems, stories, craft, art, special occasion
- Themes and ideas for displays
- Samples of children/student's work showing date and age/stage level
- Professional Learning

In addition, for Primary School placements, you may separate your resource collection to include specific curriculum headings:

- English
- Mathematics
- Science and Technology
- HSIE
- Creative Arts
- PD/H/PE

Teaching Progression

The professional experience placement has a specific progression of teaching you are expected to undertake to meet placement requirements. You can access the progression of teaching relevant to your professional experience subject by clicking on the appropriate link below:

- [EPT140 Professional Experience: Birth–2 year olds](#)
- [EPT122 Professional Experience 2: Early Childhood Programs 3–5 year olds](#)
- [EPT217 Professional Experience: 3-6](#)
- [EPT446 Analysing Learning: The Early Years](#)
- [EPT452 assessment and Reporting: The Primary Years \(K-2\)](#)