

PROFESSIONAL EXPERIENCE

At RMIT, all placements are attached to a course work unit which has other assessable components. This professional experience placement is associated with the course work units:

TCHE2686 – Becoming in the Early Years: Child in the Community

The professional experience in this course involves a 10-day full-time placement.

The **expectations for placement** are that the pre-service teacher (PST) will establish positive relationships with the teachers, children and families and be able to interact with children to understand their cultural background and values and perspectives. It is important for the PST to take initiative to join in children's play and extend their learning through play by offering new and different experiences.

We expect the PST to **immerse themselves** in the routines and life of the centre, interact across all aspects of the program and help where they can with an emphasis on children and their learning. To feel more confident and competent, the PST might need to **revisit course content** (readings, recordings, class exercises and assessment 3 requirement). The PST is to use respectful, pedagogical language and not label and/or judge children (or adults). Working with young children is different to working with older children. We recommend PST's always try to go to the children's level to communicate, make eye contact and understand their routines. Making trustworthy relationship with young children is the first criterion to work with them and to do this PST need to know children's motives and needs.

One of the **assessment tasks 3 (child narrative)** is related to the placement. This task requires the PST to complete a narrative about an infant or toddler (or child, if necessary) from the professional placement. The PST will tell a child's 'Belonging' story, with a focus on their early childhood experiences and experiences with professional services in their community, using yarning methodology. The PST will need to spend some time with the infant/toddler (or child) and speak with the infant/toddler's (or child's) family and educators to complete this narrative. Ideally, they will be proactive and eager to participate in the early childhood setting.

The PST is also required to complete two learning story observations and setup play experiences (one indoor and one outdoor) for young babies and toddlers based on their planning with supervising teacher.

These are the weekly tasks that PST need to complete:

Week 1:

- Provide the centre with WWCC and Emergency contact form (day 1)
- Display the introductory poster of PST (day 1)
- Participate in an induction to the setting (day 1)
- Meet the supervising teacher and children (day1)
- Make an effort to understand the room routine, explore their curriculum; establish a good relationship with supervising teacher, other educators and children
- Discuss with the supervising teacher about assignment 3 and how to get consent for observing a child during their time to placement. PST need secure a focus child to complete the assignment 3. Here is the link of consent form <https://rmit.instructure.com/courses/80881/pages/task-3-resources-and-guide>

- Discuss with the supervising teacher and focus child's parent to allocate a suitable time for yarning in week two. This must be done after collecting permission form (sign on observation and video/audio form) from parents. It is better to have same child for completing observation and planning to fulfill mentor report requirement.
- The PST will complete two learning story observations in week 1 (by using centre template)
- The PST will make sure the supervising teacher is aware of the placement tasks that they need to complete each week and sign the placement report.
- To pass the placement, the PST need make sure they are fulfilling all the key indicators from the mentor report. For example, understanding room routine, interacting with babies and toddlers in an appropriate manner, follow the centre policy, work in a team with other educators and families of the room, engaging in daily cleaning and hygienic procedure, fulfilling OHS requirement and discuss how to do planning and setup the play activities (indoor and outdoor) with supervising teacher in week 2.

At the midpoint of the placement (after 5 days completion) the supervising teacher and the PST need to complete the interim report. If there are two or more areas of concern or confusion arise, please contact the WIL Team.

Week 2:

The PST **must** obtain consent from a child's parents before writing about the narrative of the child. **The PST is not allowed to start writing about a child until they receive the consent from them. The PST will have to submit this consent form with the assessment task 3, for the assessment to be marked.** The PST is to set up a mutually convenient time and location and have a yarn (meeting) with the focus infant/toddler's (or child's) family and educator/s (most likely in the early second week of placement). The yarn can be formal or informal and there are no expectations around the length of time spent but the consent processes must be followed. Please go through the assessment criteria and video, what is the requirement for the task. There is also an example provided in this link <https://rmit.instructure.com/courses/80881/pages/task-3-resources-and-guide> which will help the PST to understand what information should include in the narrative. Write the draft reflective narrative. The PST could request the mentor teacher to have a quick look into the narrative.

Please remember:

- While the PST attends placement, please ensure all parties understand the placement report and the requirement to undertake a placement the babies' room.
- At the mid-point of placement (after 5 days), the supervising teacher is required to complete the Interim Report. If there are two or more areas of concern, please contact the WIL Team
- At the completion of the placement, the PST **must** upload a copy of placement report and attendance sheet to InPlace and Canvas.