

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 unit:

TCHE2684 – Belonging in the Early Years: Praxis

The professional experience involves a 25-day placement.

During 25-day placement preservice teachers will apply their developing knowledge of early childhood theories and practices with an emphasis on belonging. They will begin to explore their own pedagogical practice while working in an early childhood education professional setting. They will have the opportunity to critically reflect on aspects of early childhood curriculum planning, assess young children's learning and develop conversational skills that will enable them to engage in high quality dialogues with learners.

Preservice teachers are also expected to accompany the supervising teacher throughout the day and involve themselves as much as possible in centre's activities and administrative duties. Preservice teachers are to continue to gain their understanding through discussion and observation of the varied nature of the teacher's role. Emphasis continues to be on supporting preservice teachers to relate successfully with children in large and small groups and on an individual basis. During this period, preservice teachers are given the opportunity to plan, prepare, and share activities with the small group; they might also wish to accomplish this with the whole group.

At the completion of the professional experience placement, it is expected that preservice teachers will be able to:

1. Create inclusive, enriching learning experiences that nurture the emotional and social identities of young learners.
2. Enact and reflect on principles of belonging in pedagogical practices that underpin learning for children, with an emphasis on well-being.
3. Implement and reflect on planned pedagogical experiences that are based on theoretical knowledge concerning the importance of belonging to family, community and 'country' and how these influence learning.
4. Produce effective assessment and planning records that promote key aspects of curriculum for young children.
5. Apply effective verbal and non-verbal language strategies with young children that promote learning.

ASSESSMENT

During the 25-day placement, the supervising teacher is required to complete the relevant End of Placement form. Further assessment information, assessment guidelines, support and 'At Risk' processes are provided in the Professional Experience handbook.

Preservice teachers at this level are graded as **Pass** or **Fail**. In order to pass the professional experience placement, a pass must be awarded by both the supervising teacher and the RMIT staff member. The assessment form includes a number of areas that the preservice teacher is expected to demonstrate during

the placement. Still, requiring development in a few areas does not preclude an overall grade of Pass.

Supervising teachers, Centre Coordinators are asked to alert the RMIT Professional Experience Office as soon as possible during the placement if they have any concerns that might indicate that a preservice teacher is **At Risk** of not passing the professional experience placement.

Electronic Forms

RMIT assessment forms are electronic with the aim of making the assessment process easier and more convenient. Supervising teachers and RMIT staff visitors will have received an email with a Link (<https://sites.rmit.edu.au/educationplacements/>) to the assessment form directly, this should be completed and a **read only copy** given to the preservice teacher for uploading onto Inplace and the course Canvas site.

If experiencing difficulty with the link, please contact the Professional Experience Office education.placements@rmit.edu.au.

PLANNED TEACHING FOR THIS PROFESSIONAL EXPERIENCE

Preservice teachers will observe the many roles of the teacher and continue to have opportunities to experience success in their initial teaching efforts. It would be appreciated if supervising teachers could take every opportunity to discuss with the preservice teachers the preparation, organisation, and presentation of learning experiences appropriate to the early childhood setting. The preservice teacher is expected to continue to observe, reflect and evaluate teaching and learning processes. It would be appreciated if supervising teachers could offer opportunities for preservice teachers to observe children in a variety of settings. If possible, a broad outline of the current curriculum should be shared with the preservice teachers so that can gain an understanding of the planning cycle. Supervising teachers are asked to discuss with preservice teachers' possible follow-up learning experiences and how to implement any feedback they have been given. The preservice teacher is required to submit their placement tasks (see below table) at least 24 hours in advance to the supervising teacher. These should be professionally presented in a teaching file in chronological order and be available for the supervising teacher, centre coordinator and RMIT staff at all times.

The following table outlines the Preservice teacher teaching load requirements for the final placement:

	Suggested preservice teacher teaching load requirements
<p>First Day</p> <p>First week</p>	<ul style="list-style-type: none"> • Provide centre with WWCC and Emergency contact form. • Display your Introductory Poster. • Participate in an induction to the setting. • Meet supervising teacher and children. <ul style="list-style-type: none"> • In your first week in PX, please try to understand their room routine and explore their curriculum; make a good relationship with supervising teacher, other educators and children. • Discuss if you need parental consent to observe children. • Make sure your supervising teacher is aware of the placement tasks you need to complete each week and the 'end of placement report'.
Week 2	<p>Observe an individual child. This observation does not have to be derived from a solitary context, it can focus on an individual child, within a group of children. From your observation, develop a Learning Story focusing on the selected child. Use the centre's style of Learning Story. Share your Learning Story with your supervising teacher, for feedback. If needed, refine your Learning Story.</p> <p>Write 2 Reflections related to observation methods used in the centre.</p>
Week 3	<p>Observe the children and develop a Learning Story for a group of children. Use the centre's style of Learning Story. Share your Learning Story with your supervising teacher. If needed, refine your Learning Story.</p> <p>Explore the learning environment in the centre and write 2 Reflections related to designing play/learning spaces. Include one reflection focusing on indoor, and another focusing on outdoor. You might like to interview staff with a few questions about how they approach planning stimulating learning environments.</p>
Week 4	<p>Based on your observations of children's interests, set up 2 Learning Experiences, if possible - one indoors, one outdoors. Use the centre's format for planning learning experiences. Observe children participate in these activities; record their engagement using an observation method of your choice. Discuss effectiveness of your offered learning activities with your supervising teacher.</p> <p>Write 2 Reflections on this process and outcomes and, if needed, suggest changes to the above Learning Activities you offered to children</p>
Week 5	<p>Finalise the 'end of placement report' with your supervising teacher; make sure it is completed correctly and that your attendance sheet is signed and accurate.</p> <p>By the end of the five weeks, you should end up with:</p> <ul style="list-style-type: none"> • 2 Learning Stories • 2 Learning Activities • 6 Reflections