

PROFESSIONAL EXPERIENCE – Early Childhood

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:

TCHE2687 – Becoming an Early Years Professional

The professional experience involves a 25-day placement.

During 25-day placement preservice teachers (PSTs) will plan, implement and assess a curriculum based on their in- depth knowledge of the child and community. This will require you to take responsibility for curriculum implementation in the early childhood setting and to be accountable as a becoming professional.

PSTs are also expected to accompany the supervising teacher throughout the day and involve themselves as much as possible in centre activities and administrative duties. Preservice teachers are to continue to develop 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 large and small groups and on an individual basis and to integrate theory with practice. During this period, preservice teachers are given the opportunity to plan, prepare, and teach learning experiences to the whole class.

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

We expect the PSTs to immerse themselves in the routines and life of the centre, interact across all aspects of the program, and assist wherever possible, with a particular emphasis on children and their learning. To assist with professional and reflective practice, PSTs may need to revisit course content, including readings, recordings, class exercises, and requirements for assignments 3 and 4. We ask our PSTs to always use respectful, pedagogical language and to avoid labelling or judging children (or adults)

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

1. Enact principles of becoming in pedagogical practices that underpin learning for children, with an emphasis on transition and social inclusion.
2. Undertake a self-review of practice, which takes into account ethical accountabilities and pedagogies.
3. Develop and articulate a personal and professional philosophy for EC education and critically analyse your professional identity including management and administration accountabilities.
4. Implement and plan for all children using teaching methods and strategies that incorporate socially inclusive practices, applying your knowledge of transition and continuity of learning.
5. Investigate and analyse effective leadership styles in theory and practice and apply to your own professional identity and practice.

PLANNED TEACHING FOR THIS PROFESSIONAL EXPERIENCE

Preservice teachers (PST) 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 a variety of 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.

During this professional experience, preservice teachers should plan, prepare, and teach the whole class. If possible, a broad outline of the lessons/topics should be given to the preservice teachers so that planning can begin. As much as possible learning experiences led by a preservice teacher should be linked to allow for purposeful reflection, as opposed to single activity with a wide range of learning areas. Supervising teachers are asked to discuss with preservice teachers' possible follow-up learning experiences, evaluations and how to implement any feedback they have been given. The preservice teacher is required to submit plans at least 24 hours in advance to the supervising teacher. Plans 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 lesson plan template provided in this Professional Experience handbook should be used or an alternative format at the request of the supervising teacher.

ASSIGNMENT

Assignment tasks 3 and 4 is related with this placement. The preservice teachers need to think about what learning experiences they could plan for children based on their observations of children's interest and discuss these with the supervising teacher.

During the 25-day placement, the supervising teacher is required to complete the related End of Placement form. Further information, 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 Report includes a number of areas that the preservice teacher is expected to demonstrate during the placement. The need for further improvements 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 placement report 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 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.

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

	Suggested preservice teacher teaching load requirements
First Day	<ul style="list-style-type: none"> • Provide centre with WWCC and Emergency contact form. • Participate in an induction to the setting. • Meet supervising teacher and children. • Observation and preparation. Complete 1 formal lesson observation, and document using the Observation Proforma in the PX Handbook. • In the first day in PX, the PST will try to understand their room routine, make a good relationship with mentor teacher, other educators and children.
Second day	<ul style="list-style-type: none"> • In the second day, the PST will arrange a time with the supervising teacher to discuss the “assignment tasks 3 and 4”. • In consultation with the supervising teacher, PST will identify 2-3 focus children and obtain “consent” from a child’s parents before they commence observation and collecting other data about the children. • The PST should NOT start writing about a child until you receive the consent from them. The PST can use a consent form provided by RMIT or by the placement centre.
During the following weeks	<ul style="list-style-type: none"> • Arrange a mutually convenient time to discuss the mentor report and assignment tasks 3 and 4, ensuring clarity on the requirements needed to complete the PX. • Once consent is obtained, the PST will commence gathering data about the focus children, utilising various forms of observation/learning stories, information sourced from families, colleagues, children's portfolios, or other relevant sources. Discuss with the supervising teacher regarding the content and types of information necessary to understand the children’s learning and development. • The PST will interpret and analyse the collected data in consultation with the supervising teacher. Guided by the supervising teacher, the APST will then communicate the information to parents and families, inviting their input. • Establish clear learning objectives aligned with EYLF/VEYLDF outcomes and concepts. Design and develop the initial learning experience for a small group, using the RMIT learning template and completing all relevant sections. • Collaborate with the supervising teacher to review and refine the learning plan. The PST will then set up learning environments and prepare for implementation. Consider inviting the supervising teacher or a colleague to observe and provide feedback on the PST’s practice during implementation. • Aim to plan and implement at least one learning experience by the end of the first week. Following the implementation and evaluation of the initial plan, develop a second (sequenced) learning experience using the RMIT learning template. Implement and evaluate this plan during the second week.

<p>Last two weeks</p>	<ul style="list-style-type: none">• The PST is to submit two sequenced, implemented learning experience plans as a minimum requirement. However, it is recommended that the PST implements the plans multiple times or multiple sequenced learning plans, and then selects the two best sequenced plans for submission.• While reflection and evaluation are ongoing, the pre-service teacher (PST) will focus on completing Assignment Task 4 during the last two weeks.• Assignment Task 4 (WIL self-review): The PST will critically reflect on their implemented plans against their documented evidence, focusing on: 1) understanding of the context for planning, 2) your pedagogical practice, 3) engagement with mentor to critically evaluate practice, and 4) professional growth through reflection.• During the last two weeks, the pre-service teacher (PST) should reflect on their practices in relation to the indicators in the mentor report, seek feedback from the supervising teacher, and make improvements.
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In your last week of placement, the PST will organise a time to discuss their final mentor report with the supervising teacher. On completion of the placement, they are responsible to ensure that they have the hard copy of the final placement report and signed attendance diary and submit these to Canvas and to RMIT InPlace.