



Graduate Certificate in Early Childhood Education EDP704 and EDP731: Birth - 2 years *A Guide to Expectations*

This Birth – 2 years placement is relevant to the following two courses:

- Graduate Certificate in Early Childhood Education (E5M); and
- Bachelor of Education (Primary) and Graduate Certificate in Early Childhood Education (E5Y)

This placement is designed to enable pre-service teachers/graduates to become familiar with the childcare and education context. This placement involves active observation and participation and increased engagement in teaching and learning activities in a birth to 2 years setting. It is conducted over 10 days.

What to do during days 1-5

- Review the Professional Experience 1 report with your Supervising Educator.
- Undertake *active observation* of teaching strategies, lesson planning, and the children within the classroom or learning space.
- In consultation with your Supervising Educator, develop and reflect on a class data profile to inform your observations and support lesson planning.
- Plan, implement and evaluate at least one learning activity for an individual child, and/or a small group of children.
- Take responsibility for delivering instructions to the whole group on at least one occasion.
- Under the Supervising Educator's guidance, review and implement the centre's positive behaviour support strategies.
- Plan several whole class lessons in consultation with your Supervising Educator for implementation during days 6-10 of the placement (at least one lesson per day). You should plan for these lessons to be 20-30 minutes long.

What to do during days 6-10

Continue as for days 1-5, plus:

- Plan, implement and evaluate a whole class lesson in consultation with your Supervising Educator.
- Evaluate your own teaching and reflect on areas for further learning.
- Undertake focused discussions addressing the Supervising Educator's approach and plan to meet the diverse needs of children.
- Undertake focused discussions on and/or engage in opportunities relating to; the provision of feedback for children, formative and summative assessment and considering children's learning needs.

Supervising Teacher/Educator: Complete the Final Report at the end of the 10th day and provide a copy to the Pre-Service Teacher.

Please note:

- Throughout this placement, pre-service teachers/graduates should engage fully in the life of the centre, participating in staff meetings and professional learning opportunities, as well as joining in extracurricular activities as appropriate.
- Pre-service teachers/graduates must ensure confidentiality regarding information about the centre, its children, families, and personnel.
- It is expected that both oral and written feedback is provided by the Supervising Educator, in a way that is agreed upon by the Supervising Educator and pre-service teacher/graduate.
- The Supervising Educator maintains a duty of care for the class at all times and should not leave the pre-service teacher/graduate unattended in the classroom for any period of time.
- Pre-service teachers/graduates are encouraged to adopt the instructional model and approach to planning supported by the Supervising Educator and the centre. The University does not require the use of a specific template for planning or reflection.
- There is some flexibility around the timing of these expectations, depending upon the pre-service teacher's capacity to undertake increased responsibility in the classroom and the needs of the Supervising Educator and pre-service teacher/graduate at that time. Ideally, pre-service teachers/graduates will have an opportunity to carry out each of the tasks listed above at a mutually convenient time within the placement.

Documentation

Throughout this placement, pre-service teachers/graduates are required to maintain a professional file, which should include:

- school policies documents (as permitted by the school);
- resources for teaching and learning;
- lesson plans;
- daily observations;
- daily reflections on the teaching and the graduate's own learning.

These documents should provide a foundation for routine discussion with the Supervising Educator and assessment of the pre-service teacher/graduate. Pre-service teachers/graduates are not required to submit lesson planning to the University. Files and documentation may be viewed if/when practicum visits are conducted by the University mentor, noting that University mentors only conduct centre visits during the placement when requested to do so by the Supervising Educator or pre-service teacher/graduate.

Placement Support Request

If at any point during placement the Supervising Teacher, university mentor and/or pre-service teacher have concerns that one or more of the standards in the assessment report would not be met by the end of the placement, it is vital that the [Placement Support Request \(PSR\)](#) be completed in collaboration with the above parties, and returned to the Coordinator, Professional Experience as soon as possible. Doing so will ensure that appropriate support is

provided by the School of Education staff for both the pre-service teacher and Supervising Teacher.

Assessment

Pre-service teachers/graduate will be assessed against focus areas of the Australian Professional Standards for Teachers. The descriptors in the final report are reflective of the desired levels of achievement for this particular placement. The Final Report is included in the documentation pack that is emailed to the centre prior to the commencement of the placement.

- This report must be completed in full, with signatures, achievement indicated for all descriptors, and the number of days on placement confirmed.
- Please complete the report on the final day of the placement or as soon as possible after the placement is completed.
- Written feedback from the Supervising Educator and reflective comments from the pre-service teacher/graduate in the report is valuable.
- The pre-service teacher/graduate takes responsibility to upload the final report to the Education Professional Experience MyLO site (our learning management system).
- The Supervising Educator, centre, and pre-service teacher/graduate should keep a copy of the reports for their own records.
- A School of Education staff will also sign off on the report where there is no Tertiary Qualified Early Childhood Educator onsite.

Support and Contacts

The Professional Experience Mentor is an experienced educator who liaises between the University, the Education setting and the pre-service teacher/graduate. Whereas the Professional Experience Office is responsible for the administrative and logistical aspects of the placement, the Professional Experience Mentor is the first point of contact for supporting the pre-service teacher/graduate and Supervising Educator through the placement experience and assessment. Subject to the timing of placement arrangements being confirmed, the Professional Experience Mentor is generally allocated 2 weeks prior to the placement commencing and will contact the pre-service teacher/graduate and Supervising Educator via email prior to the commencement date to introduce themselves.

See 'Roles and Responsibilities' here: <https://www.utas.edu.au/education/professional-experience/support-for-supervisors>

For further contact information, see the website here:
<https://www.utas.edu.au/education/professional-experience/contact-us>