BECE001 Bachelor of Early Childhood Education

**Work Placement
Supervisory Handbook**

Contents

Bachelor of Early Childhood Education

The Bachelor of Early Childhood Education provides comprehensive preparation for employment in Early Childhood Education Care centres and kindergartens, as educators of young children from ages 0 – 5 years, and develops in its graduates a keen understanding of contemporary approaches to quality education. The course covers historical, contemporary and emergent theories of child cognitive, social and physical development and engages the student teacher with National and State Early Learning frameworks (VEYLDF) and (Australian) curriculums. Graduates will be called on to demonstrate the experience, knowledge, skills and ethics identified in the AITSL Australian Professional Standards for Teachers.

In each year of the program, students undertake compulsory Professional Practice Placement. All Professional Practice is undertaken on a full-time basis and students are required to give a full-time commitment to the school during the scheduled Professional Practice periods. To undertake Professional Practice, all students must have provided SCEI-HE with evidence of a valid National Police History Check and a current Working with Children Check.

Throughout the course there will be the opportunity for critical engagement with teaching methodologies and theoretical approaches to curriculum development in different learning areas, including the integration of Information and Communications Technologies (ICT) with children's learning experiences. Along with preparation for managing the classroom environment and a thorough schedule of professional placement opportunities to apply theory to practice, the course offers a critical engagement with historical and contemporary understanding of teaching and the evolution of early childhood learning models across varied disciplinary areas.

VICTORIAN EARLY YEARS LEARNING AND DEVELOPMENT FRAMEWORK

https://www.education.vic.gov.au/Documents/childhood/providers/edcare/veyldframework.pdf

Australian Professional Standards for Teachers

https://www.aitsl.edu.au/teach/standards

Course Learning Outcomes

Graduates of this degree will:

1. Communicate effectively and work collaboratively with children, families and colleagues in educational and community contexts

2. Have broad and coherent knowledge of the development of children aged birth to eight years and the implications for the provision of educational and care services in childcare, pre-school and primary school contexts

3. Know how to access, analyse and synthesise early childhood curriculum and quality frameworks within the Australian context and use it to critically review theory and practice

4. Apply knowledge and skills to create and maintain supportive, safe and engaging learning environments

5. Demonstrate critical thinking and judgement when making informed decisions or problem solve in diverse educational contexts

6. Possess conceptual knowledge of the diversity of Australian society and the influence of culture and family on the education of young children and inclusive practice

7. Reflect critically on their professional knowledge, teaching and learning practise to enhance own professional practice for improved student learning outcomes

8. Plan, implement, analyse and evaluate learning experiences across a range of learning areas for young children with an awareness of individual needs and desired learning outcomes

9. Access, analyse and critically appraise current curriculum theories and pedagogy and relevant information from a range of resources applicable to early childhood teaching and learning and implement in the design of developmentally appropriate curriculum

SCEI-HE Graduate Attributes

The SCEI (Higher Education) experience will enable graduates to become:

- Flexible and independent learners with a commitment to lifelong learning

- Academically knowledgeable at a level appropriate to the program

- Able to use their knowledge and skills to solve problems and think critically

- Competent in academic research methodologies

- Effective communicators in spoken and written English

- Able to work effectively as part of a team

- Technologically competent

Course structure

The Bachelor of Early Childhood Education is a four year program offered on campus and consists of 32 subjects which includes eighty five (85) days of Professional Practice Placement in Early Childhood learning centres.

Year One

ECE 101	Child Development 1	Semester 1
ECE 102	Language and Literacy	Semester 1
ECE 103	Maths and Numeracy	Semester 1
ECE 104	Child Health, Well-being and Nutrition	Semester 1
ECE 105	Early Childhood Curriculum	Semester 2
ECE 106	Play Based Learning	Semester 2
ECE 107	Teacher, Parent and Community	Semester 2
ECE 108	Professional Practice 1	Semester 2

Year Two

ECE 201	Child Development 2	Semester 1
ECE 202	Language and Literacy in Early Childhood	Semester 1
ECE 203	Maths and Numeracy in Early Childhood	Semester 1
ECE 204	Professional Practice 2	Semester 1
ECE 205	Child Development 3	Semester 2
ECE 206	Science and Environmental Education in Early Childhood	Semester 2
ECE 207	Creative and Performance Arts I	Semester 2
ECE 208	Professional Practice 3	Semester 2

Year Three

ECE S301	Media Technology and Prevalent Culture	Semester 1
ECE 302	Diversity and Inclusivity in Early Childhood	Semester 1
ECE 303	Curriculum Planning and Early Childhood Learning Spaces	Semester 1
ECE 304	Professional Practice 4	Semester 1
ECE 305	Comparative Early Childhood Education Systems	Semester 2
ECE 306	Health and Physical Education	Semester 2
ECE 307	Creative and Performance Arts 2	Semester 2
ECE 308	Professional Practice 5	Semester 2

Year Four

ECE 401	Critical Issues of Child Safety and Protection	Semester 1
ECE 402	Social perspectives of childhood through history	Semester 1
ECE 403	Management and Professional Practice in Early Childhood Education	Semester 1
ECE 404	The Educator as Researcher	Semester 1
ECE 405	Society and the Child	Semester 2
ECE 406	Advanced Assessment and Evaluation Strategies	Semester 2
ECE 407	Creative and Performance Arts 3	Semester 2
ECE 408	Professional Practice 6	Semester 2

Professional Practice Placement

In each year of the program, students undertake compulsory Professional Practice placement (field placement in educational environments).

The aim of the professional practice placements is to prepare students for the world of work and assist in applying newly acquired skills and knowledge in real lifework environments. It also allows students to make meaningful connections with potential employers that may be able to employ a student upon completion of your degree, or act as a work reference for other employment opportunities.

The placements are also an essential component of the program and a prerequisite for ACECQA and VIT professional teacher registration and an essential factor in gaining employment as an early childhood educator. The six professional practice placements are undertaken in 2 – 4 week blocks, each at around mid-semester.

Objectives of the professional practice placement component:

- To link and integrate coursework and theory with the demands and immediacy of the practical workplace/learning environment; to draw together the theoretical and more practical aspects of learning.
- To permit the student to develop personal teaching skills and professional understandings in early childhood education and care contexts
- To give the student the opportunity of working alongside experienced teachers in a safe and supportive environment
- To enable students to satisfactorily complete the practical component of the course which will include a range of supporting tasks as outlined the assessments section of this handbook.

 In order to assess all intended outcomes of the placement subject it is important for students to be continually assessed and observed, to determine if they are able to manage a variety of tasks, handle contingency plans, display correct attitudes and effectively put theory into practice.

Criteria guiding the selection of placements

In order for students to meet the objectives of professional placement subjects, they must have the opportunity to work with children of specific age groupings; in the case of this course the age groupings are broken into children aged 0 -2 years and those 3 – 5 years.

When considering placements for students, SCEI (Higher Education) works with host organisations that provide students with:

- A variety of client base e.g. Early Childhood Care centres, Kindergartens, different specific age groups of children
- different kinds of organisations, for example: small and large child care facilities, government and non-government facilities, non-for-profit facilities.

Students complete a pre-placement form providing personal details, previous relevant work experience, special needs which might impact upon where the student is placed and identifying learning goals for the placement. For each successive professional practice placement, the student's previous placement experience will be taken into account.

Student educators are not placed in education facilities where they may have personal ties or experiences as a parent/client or have a significant prior or current relationship with a staff member at the agency.

Students are sometimes expected to travel to placements that may be some distance from their residence and from SCEI-HE campus. Travel expenses to and from placement and accommodation expenses (if applicable) are the responsibility of the student.

Pre-placement requirements

There are a number of pre-placement requirements that must be met by a student prior to commencing professional practice placement.

If students have not met these requirements they will be withheld from attending placement until these requirements are met, which may prolong the duration of the course.

National Police Check

Students are required to undertake a National Police Check by the end of semester one. National Police Checks are mandatory and need to be renewed annually. Further information http://www.police.vic.gov.au/content.asp?Document_ID=274

Working with Children Check

All students are required to obtain a current Working with Children Check prior to placement. Students may apply at http://www.workingwithchildren.vic.gov.au/

Role and Responsibilities

Roles and responsibilities of the student

Students are expected to:

- organise work hours/roster, travel, parking and meal arrangements prior to placement

- be aware that the use of the student's own vehicle for transporting clients or other work purposes is not permitted or covered under the placement agreement and the Institute's insurance policies

- work within the host agencies structure and policies and procedures

- demonstrate professional behaviours in accordance with the VEYLDF and the Professional Standards for Graduate Teachers (AITSL).

- dress appropriately and attend to personal grooming and hygiene

- conform to the attendance hours agreed with the professional placement education centre

- actively participate in the professional placement learning process

- work under the direction of the Early Childhood centre placement supervisor

- facilitate opportunities for own learning and professional development in accordance with the Graduate Teacher Standards

- To be aware and adhere to confidentiality. Breaches of confidentiality are regarded as serious violations of professional ethics and will be dealt with accordingly

- complete all assessment requirements and ensure assessments are submitted by due dates

- actively participate in the placement evaluation process with the Early Childhood centre supervisor and SCEI-HE liaison person

- notify SCEI-HE of any accidents/incidents or issues associated with the professional practice placement.

- inform the SCEI-HE liaison staff member and the agency supervisor of any intended absences from the placement.

- participate in the assessment and evaluation process

Role and responsibilities of the early childhood mentor teacher

The mentor teacher is expected to:

- explain to the student the expectations of the care facility and placement objectives regarding performance of tasks, hours of work, confidentiality and other details pertinent to the student, at the commencement of the work placement

- enable students to gain an understanding of the function, structure, purpose, service provision and statutory obligations of the care facility

- support the students work on a day-to-day basis and to actively encourage the student to achieve their specific learning objectives

- assist the student in the development of the learning plan and continual monitoring and review

- ensure that the student is adequately briefed on the facility's policies and procedures

- assign appropriate tasks to students for practice experience both in the facility and the wider community; direct, support and encourage students in undertaking these tasks

- take responsibility for the general supervision and educational development of the student whilst on work placement (or to delegate this to an appropriate person)

- ensure the student is not utilised as a rostered staff member

- notify the SCEI-HE liaison person immediately if it is felt that the student is not complying with the general rules of the placement and/or agency, or not making satisfactory progress

- validate the attendance record of the student

- ensure the student is not utilised simply as a rostered staff member

- make themselves available for liaison visits with the student and the SCEI-HE liaison staff to discuss the student's professional development

- with the SCEI-HE placement coordinator, assess the student's learning of the VEYLDF Practice Principals and the AITSL Australian Professional Standards for Teachers at the mid-point and the end of placement

- keep a written record of supervision and evaluate with students their field education performance at regular intervals and at the end of the placement.

- give feedback on the student's level of skills during the placement and provide summative comments at the conclusion. The supervisor will not have the sole responsibility to deem competency (A qualified SCEI-HE teacher/assessor will visit and assess the students in the workplace against the VEYLDF Practice Principals and the AITSL Australian Professional Standards for Teachers).

The role of SCEI-HE Placement Coordinator

The SCEI (Higher Education) liaison person is expected to:

- support and guide both the student and the mentor teacher

- Communicate to the Early Childhood facility and the mentor teacher the policies and objectives of the placement

- Liaise with the Early Childhood mentor teacher and student during placement and assist in resolving any issues which may develop during placement

- Make regular phone and email contact to the student and the mentor teacher to track student progress and identify and manage any issues. Must include a minimum of three visits per student for each placement.

- Provide educational consultation and facilitate the learning process occurring on placements.

- Assist in the formative assessment of the student's performance in conjunction with mentor teacher and student.

- Record all contact and visits with the mentor teacher and the student

- Following mid placement review advise the BECE Course Coordinator of students' progress and in particular students at risk of failing and details of interventions arranged.

- Each student must have at least two liaison visits during the course of each placement

- Perform, in liaison with the mentor teacher, summative assessment of the student's professional readiness against the VEYLDF Practice Principals and the AITSL Australian Professional Standards for Teachers.

VEYLDF Practice Principles

The Practice Principles are based on contemporary international evidence about the best ways to support children's learning and development. They are interrelated and designed to inform each other. The Practice Principles were developed in the context of:

- the pedagogy of the Early Years Learning Framework for Australia
- the Australian Professional Standards for Teachers (AITSL, 2013)
- the Australian Professional Standard for Principals and the Leadership Profiles (AITSL, 2014).

Formative assessment of the Practice Principles

The SCEI-HE Placement Supervising Teacher, with the class supervising teacher (Mentor Educator), will look for student teacher engagement with the Practice Principles as they progress through the six scheduled placements; this is referred to as Formative Assessment.

Summative assessment of the Practice Principles

At the conclusion of the course, during the last professional placement, the student will be assessed on their 'achievement' of the Practice Principles; this is Summative Assessment. As the sixth professional placement opportunity is SCEI-HE's last opportunity to assess the student's professional readiness, the student is expected to obtain an 'achieved' assessment against the Practice Principles.

VICTORIAN EARLY YEARS LEARNING AND DEVELOPMENT FRAMEWORK
Practice Principles

Effective practice is strengthened when early childhood professionals:	
Reflective practice	commit to having high expectations for every child's learning and development
	show sensitivity to the messages they convey about the child's and family's unique abilities
	notice and actively avoid the negative effects of low expectations, prejudice and low levels of attention to any child's learning and development
	value children's strengths and differences and communicate high expectations to them
	ensure that every child experiences success and is motivated to accept new challenges through which to learn and grow
	recognise that every child learns from birth, but some children require different opportunities, spaces and specific supports, in order to learn effectively and thrive
	work with all families, in particular those experiencing vulnerability and disadvantage, to promote the importance of having high expectations for their children

	expect and ensure that children express their views and contribute to decisions that affect them, including children who are not able to communicate with words.
Early childhood professionals:	
Partnerships with families	show respect in their relationships with families, adopting an open, non-judgemental and honest approach that is responsive to a family's situation
	understand that consensus with families is not always possible or desirable
	create a welcoming and inclusive environment where all families are encouraged to participate in and contribute to experiences that enhance children's learning and development
	listen to each family's understanding, priorities and perspectives about their child with genuine interest to inform shared decision-making and promote each child's learning and development
	actively engage families and children in planning for ongoing learning and development in the service, at home and in the local community
	establish partnerships where information sharing supports families' confidence, identifies what families do well, and recognises the family's critical importance in their child's life
Early childhood professionals:	
High expectations for every child	commit to having high expectations for every child's learning and development
	show sensitivity to the messages they convey about the child's and family's unique abilities
	notice and actively avoid the negative effects of low expectations, prejudice and low levels of attention to any child's learning and development
	value children's strengths and differences and communicate high expectations to them
	ensure that every child experiences success and is motivated to accept new challenges through which to learn and grow
	recognise that every child learns from birth, but some children require different opportunities, spaces and specific supports, in order to learn effectively and thrive
	work with all families, in particular those experiencing vulnerability and disadvantage, to promote the importance of having high expectations for their children
	expect and ensure that children express their views and contribute to decisions that affect them, including children who are not able to communicate with words.

Early childhood professionals:	
Respectful relationships and responsive engagement	demonstrate sensitivity and initiate warm, trusting and reciprocal relationships with children and their families
	support families' choices and decision making
	ensure that children experience safe and stimulating learning environments
	help children to establish secure attachments and develop self-regulation
	develop learning programs that are responsive to each child and build on their culture, strengths, interests and knowledge
	support sustained shared thinking
	listen to, hear and take into account the views and feelings of each child
	recognise when a child learns something significant and apply this knowledge to strengthen learning relationships
	recognise and deepen their understandings about other people and how values and beliefs influence their own world view
	demonstrate respect for and understanding of the views of other professionals and families when communicating and interacting across cultures

Early childhood professionals:	
Equity and diversity	promote cultural awareness in all children, including greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being
	nurture children's evolving capacity to learn from birth, regardless of circumstance or ability
	support all children to develop a sense of place, identity and a connection to the land and the natural world
	engage in sustained shared conversations with children to explore equity and diversity, to promote each child's sense of identity
	ensure that the interests, abilities and culture of every child and their family are understood and valued
	ensure that all children have equitable access to resources and opportunities to demonstrate their learning
	maximise opportunities for all children to do well and learn from others, including opportunities to experience diversity and difference in ways that nurture positive attitudes, and care and respect for others
	identify and implement the type and level of support or intervention that is required to demonstrate and improve children's learning and development

	recognise multilingualism as an asset and support children to maintain their first language, learn English as an additional language, and learn languages other than English
	are committed to equity and avoid practices that directly or indirectly contribute to gender inequality, prejudice and discrimination

Early childhood professionals assess children in ways that:

Assessment for learning and development	are authentic and responsive to how all children can best demonstrate their learning and development
	are receptive to and include children's views of their own learning
	include information from a wide range of sources to help them assess and plan effectively
	reveal each child's specific strengths and capabilities and any gaps in achievement that may benefit from additional early intervention
	include the perspectives, knowledge, experiences and expectations of families
	provide families with information and ideas to support the child's learning at home and in other services
	value the culturally specific knowledge about children and their identity, wellbeing, learning and development that is embedded in their communities
	are transparent, giving all adults close to the child access to best 'next steps' in promoting a child's learning and development

Early childhood professionals use integrated teaching and learning approaches to:

Integrated teaching and learning approaches	encourage all children from birth to explore, solve problems, communicate, think, create and construct ideas and understandings
	create environments that provide children with socially mediated learning opportunities with a range of adults and peers
	promote each child's capacity for establishing friendships and encourage children to learn from and with each other
	share strategies with families and other adults to support learning in the home and other settings
	make decisions about what concepts to introduce to children and when, what is important for them to know and understand, and how to go about building on children's existing knowledge
	use intentional teaching strategies that are always purposeful and may be pre-planned or spontaneous, to support achievement of well considered and identified goals
	reflect carefully on whether, when and how to intervene in children's learning, making purposeful and deliberate choices about when to observe rather than participate

	teach children explicit subject matter (e.g. mathematical, literary, musical, scientific, artistic) and associated skills to deepen and extend their knowledge, understanding and values
	create physical and social environments that expose children to learning experiences and physical activity, both indoors and outdoors in the natural world.
Early childhood professionals work in partnership to:	
Partnerships with professionals	research, share information and plan together to ensure holistic approaches to children's learning and development
	respect each others' practice, skills and expertise
	collate and use the evidence of children's prior and current learning and development to build continuity in learning and development
	continue to learn and deepen their expertise in order to best support children's learning and development
	acknowledge the significance of transitions in early childhood services and schools, and work in partnership to ensure that families and children have an active role in transition processes
	work to improve the continuity of practice between settings, including the daily transitions for children and their families
	foster engagement in early years learning communities, where individuals mentor, coach and learn from each other
	develop and promote collaborative partnerships in early years networks
	provide accountable leadership for learning and development outcomes and support research-based practice in learning networks

PRACTICE PRINCIPLES FOR CHILDREN'S LEARNING AND DEVELOPMENT

https://www.education.vic.gov.au/Documents/childhood/providers/edcare/veyldframework.pdf

Graduate Teacher Standards (AITSL Australian Professional Standards for Teachers)

The Graduate Teacher Standards make explicit the professional expectations of those graduating from initial teacher education programs. They describe the professional knowledge, professional practice and professional engagement at the first of the four career stages defined in the Australian Professional Standards for Teachers.

Formative assessment of the GTS

The SCEI-HE Placement Supervising Teacher, with the class supervising teacher (Mentor Educator), will look for student teacher engagement with each standard as they progress through the six scheduled placements; this is referred to as Formative Assessment.

Summative assessment of the GTS

At the conclusion of the course, during the last professional placement, the student will be assessed on their 'achievement' of each Graduate Teacher Standard; this is Summative Assessment.' As the sixth professional placement opportunity is SCEI-HE's last opportunity to assess the student's professional readiness, the student is expected to obtain an 'achieved' assessment against each Graduate Teacher Standard.

Graduate Teacher Standard	Evidence that student teacher is engaging with the standard **(Formative assessment)**	Evidence that student teacher has achieved the standard **(Summative assessment)**
1 **Know students and how they learn**	**The pre-service educator student…**	
1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	• Seeks knowledge of students' specific physical, social and intellectual learning needs in an appropriate manner • Identifies achievable learning goals for students • Demonstrates a developing awareness of differences in students' learning styles and needs • Responds to differences in students' learning styles and needs through approaches to lesson planning and teaching	• Identifies students' specific physical, social and intellectual learning needs • Communicates and interacts in ways appropriate to students' development stages • Makes modifications to delivery depending on students' physical, social and intellectual development • Considers and makes modifications to the learning environment depending on physical, social and intellectual development • Uses a variety of resources to account for the learning style and needs of students • Plans differentiated work for students (modified and extension)
1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	• Identifies current research into how students learn and the implications for teaching	• Applies knowledge of current research to inform teaching strategies • Applies knowledge of research on how students' skills, interests and prior achievements affect learning

1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	• Shows an awareness of the need to differentiate teaching strategies based on student diversity • Is aware that schools have programs and policies relating to inclusivity • Begins to incorporate global issues into lessons and unit planning • Displays cultural sensitivity	• Uses effective questioning or other techniques to engage students from diverse backgrounds • Plans for and respects the diversity of all students within the classroom • Uses culturally sensitive resources, language and strategies in teaching practice • Presents controversial issues in a sensitive manner • Encourages students to express and explore their values and attitudes in a sensitive manner
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	• Acknowledges and is respectful of diversity in students of Aboriginal and Torres Strait Islander backgrounds	• Selects strategies to provide for relevant experiences appropriate to students from Aboriginal and Torres Strait Islander backgrounds, aiming for engagement and significance • Integrates culturally sensitive resources, language and strategies in teaching practice
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	• Is aware of the need to differentiate teaching to meet the different learning needs of all students • Develops lessons that meet the different needs of all students	• Develops teaching and learning programs and/or lesson plans with a variety of teaching and learning activities and resources that link to syllabus outcomes /objectives and which meet the specific learning needs of students across the full range of abilities • Develops teaching and learning programs and/or lesson plans with differentiated tasks to meet the learning needs of individual students and groups of students • Develops teaching activities resulting from collaborative planning or consultation with specialist student support staff
1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	• Is aware of and discusses disability legislative requirements • Discusses how the learning needs of students with different disabilities could be met • Seeks advice and support from appropriate personnel to develop lessons that support the learning of students with different disabilities	• Seeks advice and support from appropriate personnel in developing and implementing effective teaching/learning strategies that aim to meet students' diverse learning needs • Develops a sequence of learning experiences that support the learning of all students with a disability • Complies with disability legislative requirements

		• Complies with disability legislative requirements	• Encourages a respectful and collegial classroom environment where all students are valued and provided with equitable access to learning opportunities
		• Encourages a respectful and collegial classroom environment where all students are valued and provided with equitable access to learning opportunities	
2	**Know the content and how to teach it**	**The pre-service educator student…**	
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	• Clearly articulates and accurately explains the content of the lesson • Accurately answers content-related questions from students • Explores teaching and learning strategies that link to syllabus outcomes /objectives that are suitable for the learning context	• Prepares teaching and learning programs and/or lesson plans with a variety of teaching and learning strategies; differentiated curriculum, collaborative learning, ICT, higher order thinking) that link to syllabus outcomes/objectives • Demonstrates appropriate knowledge of the central concepts of subject(s) through lesson planning, explanation and linking of content and outcomes to syllabus documents
2.2	Organise content into an effective learning and teaching sequence.	• Plans individual lessons clearly and logically • Demonstrates a developing ability to deliver content within a coherent, well-sequenced teaching and learning program	• Develops and delivers logical lesson sequences that reflect curriculum requirements and are constructed to develop understanding of content • Selects teaching strategies to provide for relevant and engaging learning experiences appropriate to a range of students
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	• Uses the school program as a basis for designing effective lesson plans and assessment of learning • Accesses information about curriculum documents and other resources and designs learning sequences and lesson plans accordingly	• Designs assessments which show clear links to the teaching and learning program and reporting cycle • Develops assessment activities, criteria and marking rubrics that illustrate how assessment relates to curriculum and learning outcomes
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	• Acknowledges, and is respectful of, Aboriginal and Torres Strait Islander students and their heritage, demonstrating this in approaches to teaching, learning and student interactions	• Chooses content and learning activities that demonstrate a broad knowledge, understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages

2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	• Uses professional dialogue about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' literacy achievement • Uses professional dialogue about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' numeracy achievement	• Develops lesson plans, observation notes and discussion about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' literacy and/or numeracy achievement • Works collaboratively, when given the opportunity, with support teachers, such as EAL/D teachers, to meet students' literacy and/or numeracy needs
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	• Develops teaching and learning programs and/or lesson plans which show the integration of ICT into activities to make content more meaningful • Can incorporate ICT resources into lessons to enhance students' learning	• Develops teaching and learning lesson plans/programs that link to syllabus outcomes/objectives taking into account available resources, with a broader variety of ICT teaching and learning activities (eg project-based learning, web-based research, Web 2.0 tools, subject/KLA/stage appropriate software)
3	**Plan for and implement effective teaching and learning**	**The pre-service educator student…**	
3.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	• Identifies clear and appropriate learning goals with respect to syllabus documentation and specific learning needs • Reflects on and seeks feedback from their supervising teacher on the effectiveness of learning goals in providing achievable challenges for students	• Prepares/plans appropriate learning goals with respect to syllabus documentation and specific learning needs and/or varying abilities • Differentiates curriculum in lesson plans • Knows when students have or have not attained a learning goal
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	• Writes lesson plans detailing objectives/outcomes, content, pedagogy and assessment, as well as sequencing in consultation with the supervising teacher • Seeks to match learning outcomes, content and teaching strategies to class level in consultation with the supervising teacher • Reflects with their supervising teacher on lesson planning and student learning • Begins to assign appropriate time/weighting to achieve learning outcomes and lesson plans • Takes into account the supervising teacher's feedback in	• Implements lesson plans detailing objectives and outcomes, specifying content, pedagogy and assessment, as well as sequencing in consultation with the supervising teacher • Utilises the host school's scope and sequences and content overviews to plan appropriate lessons • Reflects with their supervising teacher on lesson/unit delivery to enhance student learning • Draws upon previous lesson delivery to plan and implement relevant, engaging and significant learning experiences • Takes into account the supervising teacher's feedback in

		relation to content and student management to plan future student learning	relation to content and student management to plan future learning
3.3	Include a range of teaching strategies.	• Plans and incorporates a range of teaching strategies • Includes a basic range of teaching strategies	• Draws upon learnt pedagogical knowledge to adapt, improvise and inform the teaching of content and outcomes, as well as class management • Demonstrates the ability to plan and incorporate a range of teaching strategies • Includes an extended range of teaching strategies
3.4	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	• Shows knowledge of a range of appropriate and engaging materials and resources and a capacity to incorporate these into teaching practice to enhance students' learning • Uses current and relevant resources in consultation with their supervising teacher to ensure accurate content is presented in lessons • Selects current and relevant teaching resources to improve lesson/unit planning in consultation with the supervising teacher	• Uses a range of appropriate and engaging materials and resources and demonstrates the capacity to incorporate these into teaching practice • Uses a variety of technologies to engage students • Uses resources appropriate to student developmental levels and manages resources professionally • Accesses and uses curriculum support materials effectively
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	• Uses effective oral and written communication skills, including the promotion of standard Australian English • Implements the use of vocabulary and metalanguage to develop conceptual understanding • Employs a range of questioning techniques such as open/closed questioning • Begins to acknowledge and develop student responses in an inclusive manner • Develops voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage • Demonstrates and models nonverbal forms of communication, in consultation with the supervising teacher	• Uses effective oral and written communication skills, including the promotion of standard Australian English • Effectively uses vocabulary and metalanguage to develop conceptual understanding • Employs a range of questioning techniques such as open/closed questioning to elicit prior understanding • Acknowledges and logically develops student responses in an inclusive manner • Uses voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage • Demonstrates effective use of nonverbal forms of communication, such as teacher presence, pausing, circulating throughout the environment, eye contact and varying gestures, for

			student engagement and management
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	- Shows understanding and achievement of outcomes as demonstrated through appropriately linked assessment or data (eg observational data) - Develops a range of strategies to cater for the diverse range of learners within the class - Accesses assessment criteria in consultation with the supervising teacher - Reflects on lessons to inform future planning and to improve pedagogy - Describes broad strategies that can be used to evaluate teaching to improve student learning	- Ensures assessment is an integral part of the teaching and learning cycle and that lesson planning indicates appropriate links between outcomes and assessment - Employs a range of strategies to assess student achievement and participation, catering for the diverse range of learners within the class - Informs students by accessing and deconstructing explicit quality criteria for assessment - Reflects on lesson to inform future planning and improve pedagogy - Demonstrates a broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning
3.7	Describe a broad range of strategies for involving parents/carers in the educative process.	- Communicates effectively with parents/carers in the classroom - Consults with the supervising teacher in order to understand school–home connections (eg the school homework policy) - In consultation with the supervising teacher, draws on established school partnerships and local resources to enhance learning significance - Explores established structures in the school to encourage parents/carers to be involved in school or classroom activities - Acts professionally, and with the appropriate confidentiality, when communicating with parents/ carers - Describes strategies for involving parents/carers in the educative process	- Encourages parents/carers to visit the classroom and school - Interacts professionally and respectfully with parents/carers - Connects school learning to the home context - Draws on resources within the community to enhance lesson/unit content - Promotes established structures in the school to encourage parents/carers to be involved in school or classroom activities - Acts professionally, and with the appropriate confidentiality, when communicating with parents/ carers - Describes strategies for involving parents/carers in the educative process

4	Create and maintain supportive and safe learning environments	The pre-service educator student…	
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	• Discusses strategies with the classroom teacher • Communicates value and respect for students as individuals and learners • Trials and reflects upon the success of strategies to support student engagement	• Contributes to an inclusive classroom where all students are acknowledged as individuals • Models an enthusiastic and positive attitude towards teaching and learning • Demonstrates effective strategies for engaging students
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	• Has learnt and uses students' names • Records observations and discusses classroom routines • Records observations and discusses techniques that teachers use to support student time spent on learning tasks • Trials and reflects upon the implementation of classroom management strategies	• Employs classroom routines consistently to maximise student learning • Plans and delivers lessons that are timed and sequenced to meet the needs of the students • Delivers lessons that articulate clear directions, that have been well prepared and resourced, and are responsive to student learning goals/outcomes
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour.	• Remains calm and fair • Discusses student management techniques that are appropriate and consistently applied • Discusses possible strategies to be employed to improve classroom management and is keen to trial different approaches • Understands the need to establish and work within an identifiable welfare/classroom management system	• Plans engaging learning activities that motivate and engage students • Demonstrates an understanding of situations that trigger challenging behaviour • Applies student management techniques that are fair, appropriate and consistent • Handles challenging behaviour quickly, fairly and respectfully, applying judgement based on the context • Demonstrates a range of strategies to refocus students
4.4	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	• Discusses specific requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection • Trials and reflects upon practices for student well-being after discussion with the supervising teacher	• Discusses and follows specific requirements, including planning that supports school policies for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection • Demonstrates the management of student behaviour and safety in accordance with mandatory policies

4.5	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	• Discusses strategies which promote safe, responsible and ethical use of ICT in teaching and learning (e.g. awareness of cyber bullying, harassment, appropriate use of text messaging, plagiarism, referencing conventions and copyright law)	• Designs lessons that include explicit teaching and learning strategies to promote safe, responsible and ethical use of ICT in teaching and learning • Produces assessment tasks that include clear guidelines to students about plagiarism, referencing conventions and copyright law • Responds appropriately when there is evidence of unethical student use of ICT
5	**Assess, provide feedback and report on student learning**	**The pre-service educator student…**	
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	• Trials and reflects upon a variety of assessment strategies after consultation with the supervising teacher • Records and uses assessment information informally (eg. observations of student learning and/or work samples) to monitor student learning	• Designs and delivers a wide variety of formative and summative assessment activities to formally monitor student learning • Analyses student work samples to recognise diagnostic information to be used and how it informs differentiation and future assessment strategies and tasks
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	• Gives constructive and purposeful feedback to students about their learning progress • Provides appropriate encouragement to students	• Builds appropriate reinforcement and feedback into lesson plans • Gives timely, balanced and targeted feedback to enhance student performance and provides direction for future learning (goal setting)
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	• Collaborates in producing assessment plans, tasks, marking criteria and marking rubrics • Develops from their supervising teacher an understanding about school or system assessment and moderation policies	• Understands the process of moderation and the principle of ensuring consistent teacher judgement • Produces assessment plans, tasks, marking criteria and marking rubrics that demonstrate the school or system policy for the moderation of assessment activities • Collects student work samples showing assessment feedback that demonstrates the school or system policy for the moderation of assessment activities
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	• Considers the types of evidence required to effectively evaluate student learning • Reflects upon ways of modifying teaching practice as a result of assessment data after	• Bases lesson reflections on the evidence gathered through assessment tasks

		consultation with the supervising teacher	• Explains how assessment data has been applied to their planning and teaching practice
5.5	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	• Discusses student achievement with the supervising teacher • Is familiar with the school's reporting procedures and policies	• Demonstrates an effective approach to collecting, organising and storing assessment data consistent with school policies and procedures • Employs a variety of methods to record evidence gathered through assessment activities
6	**Engage in professional learning**	**The pre-service educator student…**	
6.1	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	• Is familiar with the Australian Professional Standards for Teachers and how they frame teaching practice • Engages in self-reflection about aspects of professional knowledge, practice and engagement • Identifies personal learning goals in relation to the standards	• Develops a professional portfolio of evidence supporting claims against each of the Australian Professional Standards for Teachers at Graduate level • Identifies personal learning goals in relation to the standards
6.2	Understand the relevant and appropriate sources of professional learning for teachers.	• Seeks opportunity within the school for professional learning through discussions with staff • Attends professional meetings	• Contributes to staff and curriculum meetings where appropriate • Participates in professional teams
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	• Sets short-term teaching goals in discussion with their supervising teacher • Receives constructive feedback in a positive and professional manner • Acts promptly in applying feedback to improve teaching practices	• Receives constructive feedback in a positive and professional manner, and acts upon it promptly • Sets realistic short- and long-term goals with their supervising teacher • Realistically analyses the extent to which they have achieved their learning goals
6.4	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	• Participates in discussions about the benefits of ongoing professional learning and collegial sharing of knowledge and resources • Reflects on own teaching and seeks advice on ways to develop professionally and improve performance	• Engages innovatively within the limits of their responsibilities and capabilities • Demonstrates a commitment to teaching and to continuous improvement of their practice • Recognises that teachers are agents of their own professional learning • Reflects on own teaching and seeks advice on ways to develop professionally and improve performance

7	Engage professionally with colleagues, parents/ carers and the community	The pre-service educator student…	
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	• Behaves ethically and respects the confidentiality of student and school information • Communicates effectively and interacts professionally with colleagues • Reflects on personal and professional ethical practice	• Demonstrates knowledge of the relevant codes of ethics that underpin their educational context • Reflects critically on personal and professional practice • Communicates effectively and interacts professionally with colleagues
7.2	Understand the relevant legislative, administrative and organisational polices and processes required for teachers according to school stage.	• Seeks out and discusses evacuation procedures and WHS, and the school and system discipline and welfare policies • Describes relevant legislative, administrative and organisational policies and processes	• Complies with relevant legislative, administrative, organisational and professional requirements such as child protection, duty of care, etc • Demonstrates an understanding of evacuation procedures, WHS and the school and system discipline and welfare policies
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/ carers.	• Employs appropriate and respectful professional communication with school staff, visitors, parents and carers • Describes strategies for working effectively with parents/carers	• Establishes respectful collaborative relationships through the use of appropriate language, tone and body language • Uses appropriate language, written and oral, that is sensitive to the backgrounds and needs of students, families and parents/carers • Describes strategies for working effectively with parents/carers
7.4	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	• Shows willingness to participate with school staff in a range of activities • Describes how external professionals and community representatives can help to enhance teachers' knowledge and practice	• Shows willingness to participate with school staff, external professionals and community representatives in a range of activities and programs • Demonstrates awareness of appropriate professional organisations and how they can contribute to professional development

General Information

Placement Hours

Students are required to complete a minimum of 85 days of professional practice in fieldwork placements, scheduled as six placements of no more than twice in each year. The duration of each day is equivalent to the full-time hours of an early childhood educator; being the usual hours for the host facility, for example 9am to 5pm with a minimum half hour (30 minute) lunch break during the day. Students may not count lunch or other breaks towards placement hours.

Recording of attendance

Students are required to keep an accurate record of their placement hours and to ensure that they have evidence of completion of the full 85 days (640 hours). Students should use the Record of Attendance form to record their placement hours and ensure the facility mentor teacher signs off on your attendance at the end of each day.

Absences during placement

Students may take up to three single (i.e. non-consecutive) days of sick leave without a medical certificate during their 85 days of professional practice placement. All hours taken for sick leave must be made up.

For sick leave of more than two consecutive days or more than a total of three days during the overall placement, students must submit a medical certificate to the mentor teacher and the SCEI (Higher Education) liaison person.

Students must:

- advise their mentor teacher and the SCEI-HE liaison of any days they are unable to attend placement due to illness
- make up the days absent by adding the same number of days to the end of the placement

Working within agency policy

All students are expected to adhere to the working conditions of the facility in which they are placed and to work the normal hours of the facility.

Insurances

SCEI-HE has appropriate insurance coverage for all students whilst on professional practice placement.

Teaching and learning schedule

Students will liaise with both the SCEI-HE placement coordinator and mentor teacher to sketch out an activity schedule for the duration of the professional practice placement. This will consist of a) formal assessments already assigned to the student teacher from their co-requisite course subjects, to be implemented during placement, and b) duties and learning activities scheduled by the mentor teacher and SCEI-HE placement coordinator in order that they may have opportunity to be assessed against the VEYLDF Practice Principles and Graduate Teacher Standards.

The Teaching and learning schedule should be referred to and amended as necessary throughout the placement. It forms the basis for assessing a student's progress and performance on placement and should assist to identify any additional learning needs.

Mid-placement Report and review

Mentor teachers should continually monitor and review student performance throughout the placement and provide feedback to the student as required. Issues of concern should be raised with students and the SCEI-HE placement coordinator as soon as possible.

Mid-way through a placement, the student and mentor teacher should meet to:

1. Formally review the student's performance and progress towards completing the tasks and meeting the learning outcomes specified in the learning plan
2. Complete the mid-placement report, including comments and ratings

The mid-placement report and the review process should identify student progress and/or areas in need of improvement for the second half of placement.

Where a student is at risk of failing the placement, the SCEI-HE placement coordinator should be notified immediately and a very clear plan should be developed with the student to attempt to resolve the issues and achieve successful completion of the placement.

Placement Rating Criteria

A rating scale is used to assist students and mentor teachers to assess / evaluate the student's performance during placement.

RATING	LEVEL	DESCRIPTORS
EXCEEDS EXPECTATIONS FOR THIS STAGE	4	Performance beyond level expected of newly qualifying practitioner. High levels of independence. Engages strongly in critical reflexivity. Exhibits ethical fluency. Generates new understandings or practices.
MEETS EXPECTATIONS	3	Performance at level expected of a pre-service educator at this stage. Requirements integrated into practice. Can perform independently. Demonstrates adaptability and critical appreciation of own/others' practice.
PARTIALY MEETS EXPECTATIONS	2	Working towards a basic capability, more needed.
DOES NOT MEET EXPECTATIONS	1	Performance not at basic level expected. Poor understanding of requirements. Practice unsafe or inappropriate. Knowledge or skills undeveloped. Little application to learning.
UNABLE TO BE ASSESSED	0	The work has either not been undertaken, or the supervisor has not had an opportunity to assess competence in this level

Final Placement Report and review

Towards the end of a placement, the student and mentor teacher should meet to:

1. Formally review the student's performance and progress towards completing the tasks and meeting the learning outcomes.
2. Complete the final placement report, including comments and ratings.

Appeals and Complaint Process

When a student receives an unsatisfactory outcome for their professional practice placement and/or is concerned about other aspects of their placement, they have the right to appeal in accordance with the Student Complaints and Grievance Policy and Procedure.

Termination of Placement

Termination of placement is considered:

- if the mentor teacher and the SCEI-HE placement coordinator believe that the student has consistently performed at a 'not capable' level and when there appears to be no other resolution to the problem
- if the student becomes too ill or has a personal matter which means the placement is unable to continue.

When a placement is terminated, SCEI-HE will discuss with the student their future placement options. Fieldwork guidelines state that no placement can be shorter than ten (10) days; 70 hours.

In the event the student fails placement, the student is required to enrol again in the subject to undertake another placement, which will impact on course progress and lengthen course duration.

Student Declaration

> **Student declaration**
>
> I have been advised of the professional practice placement requirements and SCEI-HE staff has clearly explained to me the following:
> - will be required to attend scheduled placement as per the allocation. Full attendance is mandatory.
> - SCEI-HE will endeavour to arrange placement for students with consideration for student's specific requests and mode of transport, however this is not always possible. Should a student refuse the placement or leave the placement prior to completion (without extenuating circumstances), SCEI-HE will not be responsible for sourcing alternative placement.
> - Any travel, accommodation and associated costs with placement activity are the responsibility of the student.
> - Take all professional practice placement documents to placement and be responsible for:
>   - filling in all relevant sections including signing and dating and presenting my placement documents daily to the mentor teacher for assessing, documenting my attendance and overall placement assessment.
>   - Report any absence to the SCEI-HE placement coordinator and to the mentor teacher immediately.
>
> By completing the following you are declaring your agreement and understanding of specific obligations and requirements in the program listed in this document.
>
> I, ………………………………………………………………… hereby declare that I have been made fully aware of specific obligations and requirements of the community services work placement. I acknowledge that I have read and fully understand my responsibilities in preparation for work placement. I accept the conditions as outlined above.
>
> Date: …….. - …….. - …………….
>
> Student signature: ………………………………….

Confidentiality Undertaking

Confidentiality Undertaking

I _____ (student full name) agree to protect confidential information which may be disclosed to me in relation to the Professional Practice Placement and agree to the following conditions.

1. I understand that during my placement at_____ (host agency name), I may have access to confidential and private information for the purpose of carrying out my duties.

2. I accept the importance of confidentiality in the workplace and undertake to regard any information obtained from confidential documents, or orally, as strictly confidential. I will not discuss such information with, or mention to, anyone else except on an official work basis.

3. I understand that maintaining confidentiality is an essential part of my placement and that a breach of that condition may, if sufficiently serious, entitle _____ _____ (host agency name) to suspend my placement immediately and/or initiate formal action.

Student name		Signature	
Date:			
In the presence of:			
Course Coordinator		Signature	
Date:			

Record of Attendance

Student Name:

Students are required to complete __ hours per week over __ weeks to make up a total of 85 full days on field placement with the Early Childhood Education and/or care organisation.

Enter the number of hours spent on field placement each day

Mark sickness with an S

Mark absence for any other reason with an A

Week Commencing	Mon	Tue	Wed	Thu	Fri	Total no. hours	Mentor teacher's signature

Total of field placement hours:

Length of field placement: day(s)

Length of sickness/absence: day(s)

It is the student's responsibility to ensure that this attendance record is signed and kept up to date and to report sickness/absences to mentor teacher and SCEI-HE placement coordinator.

Student Self-Appraisal

Upon completion of the placement, reflect and provide comments regarding achieving goals, completing tasks and receiving final assessment outcome from mentor teacher and SCEI-HE placement coordinator.

Did you achieve your goals and complete the tasks that you identified before commencing placement? Yes / No

Explain how?

_____

_____

_____

_____

_____

_____

_____

_____

What are your strengths for this area of work?

_____

_____

_____

_____

_____

_____

_____

_____

Are there any areas that you feel you may require extra work on?

_____

_____

_____

_____

_____

_____

_____