



EDU60053: Child Play with
Literacy and Creative
Pedagogy
- Graduate Diploma of Early
Childhood Teaching

Placement Expectations and requirements

Required days: 15 days
Required setting: 0-2-year-olds





Overview

This placement expectations and requirements pack will outline the expectations for the unit of study the pre-service teacher (PST) is undertaking. During this placement, PSTs are expected to engage and act professionally, whilst building their capacity as aspiring Early Childhood Teachers (ECT). This pack will provide key information surrounding overall expectations as well as a week-to-week breakdown of expected activities that the PST will engage with and discuss with the supervising teacher/mentor.

EDU60053 is the **second** placement unit for PSTs in the Graduate Diploma of Early Childhood Teaching, this is often the first time PSTs have utilised their skills in a 0–2-year-old classroom. Over the course of 15-days they will be consolidating transference of knowledge of children’s learning and development and building on their teaching pedagogies to support infant learning.

Photos and videos

ACECQA in partnerships with all governments, have developed the National Model Code and Guidelines to promote child safe culture when it comes to taking, sharing and storing images or videos of children in early childhood services.

Some key points from the National Model Code:

- Only service-issued electronic devices should be used for taking, sending, or storing images or videos of children.
- Personal electronic devices (e.g., tablets, phones, digital cameras, smart watches) and storage media (e.g., SD cards, USB drives) should not be used or carried while providing care. Exceptions are only for limited, essential purposes that are authorised in writing by the approved provider and do not impede active supervision of children.

PST conduct

PSTs must engage respectfully with children, families, educators and Swinburne Online staff at all times and must ensure that confidentiality is always maintained. This includes conducting themselves in a way that is reflective of the early childhood sector and expectations of students within Swinburne Online both inside and outside the placement setting.

PSTs must utilise feedback from supervising teachers/mentors to improve their practices, this should not be dismissed by the PST as the supervising teacher/mentor is supporting the development of teaching practice. The supervising teacher/mentor is responsible for observing PST practices and ensuring that they meet the minimum expectations outlined within the final report, in correspondence with the placement expectations and requirements for each week and reporting any breaches of any of the codes of conducts that PSTs are required to maintain.

PSTs are expected to conduct themselves in line with [Swinburne Student Charter](#), the [Early Childhood Australia Code of Ethics](#) and the [Victorian Teaching Profession’s Code of Conduct and Code of Ethics](#). You must ensure that you understand the mandatory reporting requirements and Child Safe Standards as well.



Difficulties during placement

If you experience during placement, the **first** person you should speak to is the person involved. If the issue is with the supervising teacher/mentor, then you should talk to them first. You may contact your Unit Convenor (UC) or Online Learning Advisor (OLA) for further guidance if you are unable to resolve the issue. It is important that any issues that do arise are dealt with in a timely manner, do not wait until your final day of placement. Conflict commonly arises when there is miscommunication and can often be resolved through discussing the concerns with the person involved honestly and openly.

Illness during placement

If you are ill at any time during your placement you must notify the Swinburne Online student advisors, OLA and your setting prior to your placement shift commencing. You must obtain a medical certificate for any missed days and negotiate make up days with your setting and let the student advisors know the final day of your placement.

Questions or other concerns

Should you have any queries and/or concerns at any time throughout the placement, please contact the Online Learning Advisor (OLA) via canvas or email for students, for supervising teachers/mentors reply to the welcome email that was sent to the setting contact details.

Alternatively, if you cannot locate the OLA contact details, you can contact the Swinburne Online student advisors via:

Email: help@swinburneonline.com

Calling from within Australia: 1300 937 765

Australian citizens calling from overseas: +61 3 9956 0777

International students calling from overseas: 800 8001 1222

Prior to commencing placement

A maximum of 5 days prior to the start date of your placement experience, PSTs must contact the setting to organise a pre-placement meeting.

In this meeting PSTs must:

- Discuss start and finish times for their placement days with a minimum of 7.5 hours (excluding lunch breaks) required each day,
- Complete setting induction requirements,
- Discuss the settings dress code expectations,
- Discuss planning and non-contact time arrangements to negotiate non-contact time to complete observations, learning plans and curriculum plans.
- Discuss any policies and procedures around arrival and departure of the PST, i.e. if visitor book is required to be signed as well as how the PST will gain entry to the setting.
- Allow the supervising teacher/mentor to review the professional experience placement expectations and requirements packs and review the final report to understand the expectations of the placement,
- Discuss any specific child requirements for the room. I.e. allergies, group behaviour guidance expectations as well as individual behaviour plans etc...

- Discuss requirements for observation of children, including parent permission forms, and focus child/ren's requirements
- Discuss setting expectations around safe storage of children's documentation, including phone storage, taking images and use of children's names in observations.
- Organise a folder which will store PSTs observations, reflections, learning and curriculum plans.
- Find out any occupational Health and Safety policy information that is relevant to the placement.
- Show and if required provide a copy your Working with Children Check card to the Centre Director/Manager and hand in your Emergency Contact envelope to the Centre Director/Manager on your first day.

Placement information for supervising teachers/mentors & PSTs

Description

This is the second placement of four and will build PSTs understanding of infants learning and development. This placement PSTs will increase their understanding of teaching pedagogies and will take on increasing responsibility for teaching the class and taking the lead as a PST to demonstrate their skills as a developing ECT.

Prior experience

This placement is the PSTs second placement. They have completed 10-day placement with 3–5-year-olds in EDU60052. They have been introduced to the planning cycle, including observation as well as building positive relationships with children and educators, with exposure to leading group experiences as well as group experiences under the support and supervision of the supervising teacher/mentor.

Aims and purpose of this placement

For PSTs to demonstrate their understanding of working with 0–2-year-old children and the nuances that occur within this age group. PSTs will tailor their interactions and learning experiences to suit children's age and stage of development and create meaningful relationships with children, educators and families.



Week-by-week teaching expectations

Throughout your placement you will need to demonstrate the following overarching concepts in addition to the weekly requirements:

- Always ensure consistent **active supervision** of children. Remember, this means do not have your back to children at any time and continually complete head counts. Check with educators if any children arrived or left when you come back from breaks.
- You should always be supervised by a staff member and should not be left alone unless you are currently employed by that setting.
- Ensure that you are actively upholding the Child Safe Standards.
- Ensure that you are using professional, strengths-based language when talking to children and about children with educators and families.
- Ensure you uphold professional standards and conduct. I.e. Swinburne student charter, ECA Code of Ethics, UN rights of the child, AITSL professional standards for teachers, NQS as well as legislation, law and centre policies.
- Please note that you may be required to complete routine cleaning just as an ECT would. This is a requirement of all educators and an integral part of upholding health and hygiene requirements, but this should not be all that you are doing.

Week 1 (days 1-5)		
Area	Task	Documentation to submit
Professional Knowledge	<ul style="list-style-type: none"> □ With the support of your supervising teacher/mentor(s), identify three 'focus children' and seek consent from their parent/caregiver to observe the children throughout the placement. Consent Forms are available on Canvas. □ Discuss the room program with your supervising teacher/mentor. □ Record the daily room routine, including any incursions or excursions set for specific days. □ In the first two days observe and record the room set-up: What kind of toys are available? Where are they located? What activities are set up? Can children access them by themselves? What else do you notice? Draw a diagram of the room, showing the learning experiences that are set up for your own reference. □ Discuss with the supervising teacher/mentor regarding the current interests and program in the room as well as individual children's routines. 	<p>Documentation will be submitted to your mentor teacher for feedback. These are the minimum expectations and your mentor teacher may request additional documentation.</p> <ul style="list-style-type: none"> • Consent forms for the three (3) focus children • 9 x fully completed observations (3 for

	<ul style="list-style-type: none"> □ Discuss with the supervising teacher/mentor any children with additional needs, allergies or intolerances or settling techniques for individual children. □ Complete a minimum of three observations for each focus child. Observations should detail what the children were doing and/or saying (where appropriate) and then analyse their learning against developmental theory knowledge and the EYLF. Include follow up experiences to develop the child's learning. 	<p>each child)</p> <ul style="list-style-type: none"> • 6 x learning experience plans, ready for week 2 implementation • Discussion notes with your mentor on children's needs and room routines, including pedagogical strategies
<p>Professional Practice</p>	<ul style="list-style-type: none"> □ Proactively introduce yourself to staff, families and children. □ Be involved in healthy choices including assisting with cleaning the room, supporting children with hand washing, ensuring you engage in appropriate hygiene procedures. □ In the first half of the week, engage with current or plan one finger play, song and/or music experience for a small group of children per day. □ During the second half of the week take responsibility key routines and transitions. □ On day 4 or 5, plan 1 learning experiences for each focus child (3 in total) to be implemented in week 2 based off the observations of them. Use the Swinburne Planning Template. Consider the EYLF planning cycle, NQS standards, AITSL standards and child development when creating the learning plans, in line with the child's interests and needs. These plans must be shown to your Mentor teacher before you implement them. <p>Your learning plans must include a minimum of one indoor, one based outdoor and one transition.</p> <ul style="list-style-type: none"> □ Discuss with your supervising teacher/mentor how they manage emergencies (including incident reporting), child safe standards and mandatory reporting. 	<ul style="list-style-type: none"> • Professional reflection that considers how families are engaged and how information is shared in the setting. • Consider your role as the PST and appropriate ways to gather information about your focus children.
<p>Professional Engagement</p>	<ul style="list-style-type: none"> □ Show your Working with Children Check card to the Centre Director/Manager and hand in your Emergency Contact envelope to the Centre Director/Manager on your first day. 	

	<ul style="list-style-type: none"> □ Place your introductory notice at the entrance to the room or at the sign in book (template in Canvas). □ Discuss with your supervising teacher/mentor how they engage with and share information with families within their setting. What are the expectations for placement student engagement with families? □ On your first day, discuss with your supervising teacher/mentor(s): <ul style="list-style-type: none"> ○ The best way to communicate with your supervising teacher/mentor and arrange a suitable, regular time to meet with them to gain feedback on your documentation and interactions. Ensure that you keep your documentation up to date. ○ How you can contribute to the daily reflection. This may be done online, or in a special book placed near the sign-in desk at the entrance of the room. ○ What their policies and expectations are around PSTs. ○ How to collect information regarding policies, procedures and regulations □ Engage in collegial conversations with centre staff regarding personal philosophies of practice and professional identity. □ Organise a time to meet with your supervising teacher/mentor to discuss your interim report and upload this to InPlace and your Canvas unit. Set achievable goals for the remainder of your placement. 	
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Week 2 (days 6-10)

Area	Task	Documentation to submit
Professional Knowledge	<ul style="list-style-type: none"> □ Utilising some guidance and feedback from your Mentor Teacher(s) on your learning plans, implement the 6 learning plans for your focus children. Ensure you gather feedback from the Mentor Teacher &/or educators in the room and document follow ups to be implemented days 11-15. 	<ul style="list-style-type: none"> - 9 x detailed observations (3 for each of your focus children)

	<ul style="list-style-type: none"> □ Critically reflect on the experiences and how the child/ren responded to them. Did they meet the learning objective goals? □ Gain feedback from your supervising teacher/mentor around teaching strategies you have been utilising when interacting with children in the room curriculum and how they support children's engagement. □ Continue to take a minimum of 3 observations per focus child throughout the week. Ensure these follow the same steps for your observations outlined in week 1. □ Complete a minimum of 4 group observations that you will utilise to provide follow up experiences for your full control days in week 3. 	<ul style="list-style-type: none"> - 4 x group observations - 1x follow up learning plan for each focus child (3 in total) to implement in week 3 based off your evaluation of the children's learning from your focus children's learning plans - A reflection on your half day of teaching responsibility for days 8,9, and 10 - Document discussion notes with your mentor and plan integrating feedback into practice
<p>Professional Practice</p>	<ul style="list-style-type: none"> □ Utilise relevant teaching strategies that have been modelled to support children's learning in individual, small and whole group experiences. □ Implement half days of teaching responsibility days 8, 9 and 10. The timing of these are to be negotiated with your supervising teacher/mentor based on the needs of the room. This may be split into a 3-hour block or 2x 1.5-hour blocks or any combination to meet the minimum hours. □ Continue to assist with hygiene and health policies and procedures, including discussions with children around healthy lifestyle habits (informally or formally) □ Support children's agency using prompts, questions and knowledge of the room routine. □ Utilise age-appropriate techniques to help settle children when upset and escalate issues to room educators around children's illness and injury if required. □ Supports children to navigate challenges between peers. □ On day 8, 9 or 10, discuss with your mentor a plan for you to take on the responsibility of the room leader role for the final 5 days. You need to work with the room leader to add your follow up experiences from your focus children and ideas from the group observations to the room curriculum plan for your final week. □ Reflect on your learning plans after their implementation and create a follow up 	

	experience to implement for each focus child for days 11-15. This will create a total of 6 learning plans.	
Professional Engagement	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss with your supervising teacher/mentor how staff are structured within the setting, including how educators and staff communicate with one another professionally. <input type="checkbox"/> Discuss with your supervising teacher/mentor about the setting's Quality Improvement Plan and how educators are involved within this. <input type="checkbox"/> Engage with families to tell them about their child's day (if permitted by setting policy). Provide families with a positive thing that you saw their child engage with each day. 	
Week 3 (days 11-15)		
Area	Task	Documentation to submit:
Professional Knowledge	<ul style="list-style-type: none"> <input type="checkbox"/> With some support from your supervising teacher/mentor, commence the room leader role, including supporting other educators in understanding what to do. This should be completed based off the practices you have observed in days 1-10. <input type="checkbox"/> Implement your 3 follow up experiences for your focus children to demonstrate your understanding of the planning cycle and ability to analyse children's learning. <input type="checkbox"/> Critically reflect on the learning experiences within the room with the supervising teacher/mentor. Have they met the learning objectives and supported children's development? <input type="checkbox"/> Gain feedback from your supervising teacher/mentor around teaching strategies you have been utilising when interacting with children in the room curriculum and how they support children's engagement. <input type="checkbox"/> Continue to take a minimum of 3 observations per focus child and 3 group observations throughout the week. 	<ul style="list-style-type: none"> - Reflections on your experience of full control within the room. Consider how you have engaged with children, educators and families. What areas could you strengthen? - 9 x detailed observations (3 for each of your focus children)

Professional Practice	<ul style="list-style-type: none"> □ Continue to assist with hygiene and health policies and procedures, including discussions with children around healthy lifestyle habits (informally or formally) □ Support children’s agency using prompts, questions and knowledge of the room routine. □ Utilise age-appropriate techniques to help settle children when upset and escalate issues around children’s illness and injury if required. □ Supports children to navigate challenges between peers. 	<ul style="list-style-type: none"> - 4 x group observations - Reflect on the learning plans you implemented with your focus children - Discussion notes from mentor feedback and professional discussions
Professional Engagement	<ul style="list-style-type: none"> □ Discuss with your supervising teacher/mentor how staff are structured within the setting, including how educators and staff communicate with one another professionally. □ Discuss with your supervising teacher/mentor about the setting’s Quality Improvement Plan and how educators are involved within this. □ Engage with families to tell them about their child’s day (if permitted by setting policy). Provide families with a positive thing that you saw their child engage with each day. □ Organise a time to meet with supervising teacher/mentor to discuss your final report, ensure that this is sent by your supervising teacher/mentor to your OLA. 	

Professional Experience Final Report

Placement Stage: Consolidating (Second placement)

Assessing Professional Practice

We place great faith in the supervising teacher/mentor's professional judgement and request an honest assessment of the pre-service teacher's final assessment. Considering the level expected for this particular professional experience, supervising teachers/mentors are asked to make a professional judgement and assess the performance of the pre-service teacher.

The reporting responsibility of the supervising teacher/mentor:

1. Interim Progress report – Submit this on Day 5 of the placement.

Satisfactory Progress (SP): *The PST is making satisfactory progress towards this Quality Area (QA) at the level indicated.*

Working Towards (WT): *The PST is working towards satisfactory progress towards this QA at the level indicated or has not yet had a suitable opportunity to demonstrate competence in this QA. In either case, this QA may require attention in the second half of the placement (but no additional documentation is required).*

Cause for Concern (CC): *The PST is not making satisfactory progress towards this QA at the level indicated. This QA will require focused attention in the second half of the placement and a Support Plan must be submitted along with the Interim Report.*

2. Professional Experience Support Plan - If the pre-service teacher receives one or more CAUSE FOR CONCERN result on the Interim Report, the supervising teacher/mentor is required to advise the Professional Experience Office and complete the Professional Experience Support Plan through providing explicit steps that can be taken to support the PST to have a successful placement. (Please note: Where possible, the University will contact the Supervising Teacher/Mentor to offer further support to the Supervising Teacher/Mentor and PST to take steps towards a successful placement.)

3. Final Report Form - Complete and submit the Final Report on the final placement day (Day 15). The report has been sent together in the confirmation email with the student's details.

The reporting responsibility of the pre-service teacher is:

- To ensure that the final report has been sent by the supervising teacher/mentor to the OLA. OLAs will utilise the email address provided on the acceptance of placement form (AOPF) that was completed by the PST upon enrolment into the unit.

Please see the reporting areas below. Students will be assessed against each area within all units, students within EDU60052 would be expected to be developing with some met, EDU60053 would be mostly met and some developing, EDU60054 would be mostly met with some exceeding and EDU60055 would be mostly exceeding with some met. This will show the progression of PSTs learning and application of the placement expectations and requirements as they build PSTs theoretical understanding from the unit content from entry to a ready to teach level.

Observation, Planning and Assessment

Criteria	NE	Not met	Developing	Met	Exceeding
Uses observation techniques effectively	<input type="checkbox"/>	<input type="checkbox"/> Limited use or understanding of observation techniques	<input type="checkbox"/> Uses basic observation techniques with some accuracy	<input type="checkbox"/> Selects and applies appropriate techniques to gather meaningful data	<input type="checkbox"/> Integrates multiple techniques and interprets data with deep insight
Example/ clarification	PST utilises a range of observation techniques to follow the EYLF planning cycle, or state/territory equivalent.				
Links to: NQS: 1.1.1, 1.1.2; APST: 1.1, 1.2, 1.3					
Applies theories relevant to development and learning	<input type="checkbox"/>	<input type="checkbox"/> Missing or very little reference to theories relevant to development and learning	<input type="checkbox"/> Identifies basic links to theories relevant to development and learning	<input type="checkbox"/> Analyses observations using relevant theories	<input type="checkbox"/> Synthesises theory and observation to inform practice
Example/ clarification	PST identifies relevant theorists within children's learning and development and can utilise strategies to support learning.				
Links to: NQS: 1.2.1, 1.2.2; APST: 2.1, 2.2					
Recognises individual child's needs	<input type="checkbox"/>	<input type="checkbox"/> Generalised view of children's development	<input type="checkbox"/> Identifies some individual child's needs in development and learning	<input type="checkbox"/> Recognises and responds to individual child's diverse needs in development and learning	<input type="checkbox"/> Deeply understands and adapts to individual child's learning profiles
Example/ clarification	PST utilises observations and general observations of the room dynamics to understand and adapt their teaching strategies to suit the needs of the learners.				
Links to: NQS: 1.2.3, 3.2.1; APST: 1.1, 1.2, 2.2, 2.3					
Differentiations for diverse learners	<input type="checkbox"/>	<input type="checkbox"/> Plans and practices are generalised and do not consider children's needs	<input type="checkbox"/> Some differentiation in planning (for/and) in practice evident	<input type="checkbox"/> Plans tailored to individual child's needs and backgrounds	<input type="checkbox"/> Highly responsive and inclusive planning for all learners
Example/ clarification	PST adapts their teaching practices to suit children's individual needs and provide adaptations to learning experiences they plan to support the diverse needs of children.				
Links to: NQS: 3.2.1, 3.2.2; APST: 1.3, 1.4, 1.5, 1.6					
Designs intentional learning experiences	<input type="checkbox"/>	<input type="checkbox"/> Plans lack intentionality or connection to learning outcomes in frameworks	<input type="checkbox"/> Plans show some intentionality and relevance with learning objectives related to the experience/s	<input type="checkbox"/> Plans are purposeful, linked to EYLF outcomes and children's interests with clear learning objectives	<input type="checkbox"/> Plans are meaningful, innovative, inclusive, and extend learning with explicit learning objectives.
Example/ clarification	PST utilises observations to plan experiences related to the children's needs/interests with well thought out adapted learning objectives/goals.				
Links to: NQS: 1.1.3, 1.2.1; APST: 1.5, 2.1, 2.2, 3.1, 3.2					
Assesses children's learning outcomes with reflective practice	<input type="checkbox"/>	<input type="checkbox"/> Limited assessment in relation to understand children's development/	<input type="checkbox"/> Uses basic assessment methods to identify children's current progress	<input type="checkbox"/> Applies formative and summative assessment effectively to extend children's	<input type="checkbox"/> Uses assessment to support children's ongoing learning/

		learning with minimal reflection or insight	in development/learning with basic reflection	learning with thoughtful reflection to inform future practice	development and planning with critical reflection that leads to transformative practice
Example/ clarification	PST utilises knowledge of children's development and uses a range of assessment strategies to plan and create future experiences and goals.				
Links to: NQS: 1.3.1, 1.3.2; APST: 5.1, 5.2, 5.3					
Uses data to inform planning	<input type="checkbox"/>	<input type="checkbox"/> Planning not informed by assessment	<input type="checkbox"/> Some links between assessment and planning	<input type="checkbox"/> Uses assessment data to refine planning and extend learning	<input type="checkbox"/> Continuously adapts planning based on rich assessment insights
Example/ clarification	PST uses information gathered from observations to inform learning plans and/or curriculum plans.				
Links to: NQS: 1.1.1, 1.2.2, 1.3.1, 1.3.2; APST: 2.3, 3.1, 3.2, 3.3					

Teaching strategies and implementation

Criteria	NE	Not met	Developing	Met	Exceeding
Engages children in learning	<input type="checkbox"/>	<input type="checkbox"/> Limited engagement in practice	<input type="checkbox"/> Uses basic strategies to engage children	<input type="checkbox"/> Actively engages children through responsive interactions	<input type="checkbox"/> Inspires deep engagement and inquiry through dynamic interactions
Example/ clarification	PST engages with children in an age-appropriate teaching strategies within the learning environment.				
Links to: NQS: 1.2.2, 5.1.1; APST: 2.1, 3.3, 3.4, 3.5, 4.1, 4.2					
Cultural awareness and respect	<input type="checkbox"/>	<input type="checkbox"/> Limited understanding of Aboriginal and Torres Strait Islander cultures and perspectives; minimal or inappropriate inclusion of cultural perspectives.	<input type="checkbox"/> Demonstrates basic awareness of Aboriginal and Torres Strait Islander cultures and perspectives; attempts inclusion but may lack depth or authenticity.	<input type="checkbox"/> Shows respect and understanding of Aboriginal and Torres Strait Islander cultures and perspectives; includes cultural perspectives in planning and interactions.	<input type="checkbox"/> Demonstrates deep respect and understanding of Aboriginal and Torres Strait Islander cultures and perspectives. Embeds cultural perspectives authentically and respectfully in all aspects of practice.
Example/ clarification	PST understands and can create meaningful learning experiences (where appropriate) relating to Indigenous perspectives or other relevant cultural areas.				
Links to: NQS: 6.1.2; APST: 1.4, 2.4					
Creates supportive learning environments	<input type="checkbox"/>	<input type="checkbox"/> Environments created lack structure and/or responsiveness	<input type="checkbox"/> Basic management of learning environments with some responsiveness	<input type="checkbox"/> Creates safe, engaging, and inclusive environments	<input type="checkbox"/> Proactively adapts environments to enhance children's

					learning and wellbeing
Example/ clarification	PST utilises relevant intentional teaching strategies to support children's learning and development.				
Links to: NQS: 1.2.2, 2.1.1, 3.2.1, 3.2.2; APST: 3.4, 4.2					
Promotes positive behaviour	<input type="checkbox"/>	<input type="checkbox"/> Relies on reactive strategies	<input type="checkbox"/> Uses basic guidance techniques to guide children's behaviours	<input type="checkbox"/> Applies consistent, positive behavioural guidance strategies	<input type="checkbox"/> Models and fosters emotional regulation and respectful relationships
Example/ clarification	PST utilises supportive behavioural guidance strategies consistent with early childhood expectations.				
Links to: NQS: 1.2.1, 5.1.1, 5.1.2, 5.2.2; APST: 4.2, 4.3					

Child safety and health

Criteria	NE	Not met	Developing	Met	Exceeding
Supervision of children	<input type="checkbox"/>	<input type="checkbox"/> Requires reminders to stay attentive; supervision is inconsistent Maintains active supervision	<input type="checkbox"/> Demonstrates basic supervision with occasional lapses Maintains active supervision	<input type="checkbox"/> Maintains active supervision	<input type="checkbox"/> Maintains consistent, active supervision and awareness
Example/ clarification	PST ensures they are continually scanning the room and positions themselves in an area where they can actively supervise children.				
Links to: NQS: 2.2.1; APST: 4.4					
Responds to children's needs and behaviours	<input type="checkbox"/>	<input type="checkbox"/> Limited or delayed responsiveness to children's behavioural cues	<input type="checkbox"/> Demonstrates some initiative in response to children's behavioural cues with support of educators	<input type="checkbox"/> Responds appropriately to children's cues and guides behaviours	<input type="checkbox"/> Responds sensitively and promptly, fostering secure relationships
Example/ clarification	PST utilises appropriate behaviour guidance strategies to support a range of behavioural challenges.				
Links to: NQS: 5.1.1, 5.2.1, 5.2.2; APST: 1.1, 3.3, 3.5, 4.3					
Understands safety procedures and policies	<input type="checkbox"/>	<input type="checkbox"/> Requires detailed guidance to follow safety protocols	<input type="checkbox"/> Follows basic safety procedures with some independence	<input type="checkbox"/> Follows safety procedures and policies independently	<input type="checkbox"/> Independently applies safety policies and identifies hazards
Example/ clarification	PST understands the safety policies relating to OH&S requirements and can follow these, including emergency evacuation/drill requirements.				
Links to: NQS: 2.2.1, 2.2.2 (incident), 3.1.1, 3.1.2; APST: 4.4, 7.1					
Maintains safe physical environment	<input type="checkbox"/>	<input type="checkbox"/> Needs reminders to check for hazards	<input type="checkbox"/> Identifies and addresses basic safety concerns	<input type="checkbox"/> Proactively maintains a safe and inclusive environment	<input type="checkbox"/> Demonstrates leadership in promoting safety and wellbeing
Example/ clarification	PST actively scans and checks the environment for any safety concerns, or concerns where some children may be marginalised.				
Links to: NQS: 3.1.1, 3.1.2, 3.2.1; APST: 3.4, 4.4, 7.1, 7.2					
Knowledge of health practices and	<input type="checkbox"/>	<input type="checkbox"/> Demonstrates limited	<input type="checkbox"/> Demonstrates partial	<input type="checkbox"/> Demonstrates sound	<input type="checkbox"/> Demonstrates

procedures		understanding; requires support to apply basic health and safety procedures.	understanding; inconsistently applies health and safety procedures.	understanding and applies most health and safety procedures appropriately.	comprehensive understanding of health, hygiene, nutrition, and safety procedures.
Example/ clarification	PST actively supports children to wash their hands at appropriate times of the day and assists with maintaining a hygienic environment.				
Links to: NQS: 2.1.2, 7.1.2; APST: 1.5, 4.4					
Promotion of healthy lifestyles	<input type="checkbox"/>	<input type="checkbox"/> Rarely promotes healthy habits; limited integration into practice.	<input type="checkbox"/> Attempts to promote healthy habits but lacks consistency or depth.	<input type="checkbox"/> Promotes healthy lifestyles through planned activities and interactions.	<input type="checkbox"/> Actively promotes physical activity, emotional wellbeing, and healthy eating through integrated curriculum and role modelling.
Example/ clarification	PST promotes active movement experiences with children as well as discusses relevant healthy eating habits where appropriate.				
Links to: NQS: 2.1.2, 2.1.3; APST: 3.4, 4.1					

Professionalism and governance

Criteria	N E	Not met	Developing	Met	Exceeding
Professional reflection & growth	<input type="checkbox"/>	<input type="checkbox"/> Rarely reflects on own teaching	<input type="checkbox"/> Reflects occasionally with limited depth	<input type="checkbox"/> Regularly reflects to improve practice	<input type="checkbox"/> Deeply reflective and committed to ongoing growth
Example/ clarification	PST reflects on their teaching and interactions with children with the view to continually improve their practices.				
Links to: NQS: 4.2.1, 7.2.1, 7.2.3; APST: 6.1, 6.2, 7.3					
Collaborates with others	<input type="checkbox"/>	<input type="checkbox"/> Limited collaboration with educators working directly with	<input type="checkbox"/> Participates in basic collaboration	<input type="checkbox"/> Responsively collaborates with educators	<input type="checkbox"/> Proactively collaborates with educators
Example/ clarification	PST discusses room practices and experiences with educators to enhance learning opportunities.				
Links to: NQS: 4.2.1, 7.1.3; APST: 6.3, 6.4, 7.4					
Demonstrates professionalism utilising relevant policies and standards	<input type="checkbox"/>	<input type="checkbox"/> Inconsistent professional behaviour	<input type="checkbox"/> Generally professional with some guidance	<input type="checkbox"/> Consistently professional and ethical	<input type="checkbox"/> Exemplifies professionalism and leadership in practice
Example/ clarification	PST ensures they dress appropriate and conduct themselves within the requirements of Swinburne's student code of conduct, VIT code of conduct, ECA code of ethics etc...				
Links to: NQS: 4.2.2, 7.1.3; APST: 7.2					
Understanding of sustainable practices	<input type="checkbox"/>	<input type="checkbox"/> Limited understanding or application of sustainability concepts.	<input type="checkbox"/> Shows basic understanding; includes sustainability sporadically.	<input type="checkbox"/> Includes sustainability in planning and practice.	<input type="checkbox"/> Embeds sustainability into daily routines and curriculum.
Example/ clarification	PST understands the setting's sustainable practices and can support children within these.				

Links to: NQS: 3.2.3; APST: 2.6, 3.4					
Professional engagement with staff	<input type="checkbox"/>	<input type="checkbox"/> Communication is hesitant or informal	<input type="checkbox"/> Communicates respectfully with some support	<input type="checkbox"/> Communicates respectfully with peers and mentor	<input type="checkbox"/> Engages professionally and respectfully with peers and mentor
Example/ clarification	PST communicates respectfully with educators within the setting.				
Links to: NQS: 4.2.1; APST: 6.3, 7.4					
Seeks and responds to feedback	<input type="checkbox"/>	<input type="checkbox"/> Reluctant to seek feedback or resistant to suggestions	<input type="checkbox"/> Accepts feedback with support, but applies it inconsistently	<input type="checkbox"/> Actively seeks feedback and applies it to improve practice	<input type="checkbox"/> Reflects deeply on feedback and uses it to drive growth
Example/ clarification	PST utilises feedback from educators to improve their teaching practices.				
Links to: NQS: 4.2.1, 7.2.3; APST: 6.3, 6.4, 7.4					
Understanding staffing arrangements	<input type="checkbox"/>	<input type="checkbox"/> Limited understanding of educator roles and/or ratios	<input type="checkbox"/> Identifies basic staffing roles and ratios	<input type="checkbox"/> Demonstrates awareness of staffing roles and ratios	<input type="checkbox"/> Understands and explains staffing arrangements and responsibilities
Example/ clarification	PST understands the legislative requirements of staffing and how this is supported within the setting.				
Links to: NQS: 4.1.1, 4.1.2, 7.1.2, 7.1.3; APST: 7.1, 7.4					
Recognises the importance of continuity and collaboration	<input type="checkbox"/>	<input type="checkbox"/> Unaware of continuity practices	<input type="checkbox"/> Acknowledges the value of consistent staffing	<input type="checkbox"/> Understands how staffing supports continuity of care	<input type="checkbox"/> Advocates for collaborative staffing practices that enhance learning
Example/ clarification	PST understands how rooms may be organised with staffing to support children's learning continuity.				
Links to: NQS: 4.1.1, 4.1.2; APST: 6.3, 7.4					
Understands the service philosophy	<input type="checkbox"/>	<input type="checkbox"/> Struggles to understand the service philosophy	<input type="checkbox"/> Begins to implement some service philosophy values	<input type="checkbox"/> Demonstrates alignment and respect for service philosophy	<input type="checkbox"/> Critically reflects on and contributes to philosophical discussions
Example/ clarification	PST is aware of the setting's philosophy and how aspects of the philosophy are integrated into the practices of educators at the setting.				
Links to: NQS: 7.1.1; APST: 7.2					
Knowledge of child protection laws and responsibilities	<input type="checkbox"/>	<input type="checkbox"/> Limited awareness of child protection laws or mandatory reporting	<input type="checkbox"/> Basic understanding of legal responsibilities with support	<input type="checkbox"/> Identifies legal obligations	<input type="checkbox"/> Demonstrates clear understanding of mandatory reporting and legal frameworks
Example/ clarification	PST knows and understands the mandatory requirements of educators and themselves as a mandatory reporter.				
Links to: NQS: 2.2.3; APST: 4.4, 7.1					
Understanding of child safe standards	<input type="checkbox"/>	<input type="checkbox"/> Limited or vague understanding. <input type="checkbox"/> Rarely considers child safety in decisions	<input type="checkbox"/> Can describe key standards and their intent. <input type="checkbox"/> Applies standards with support.	<input type="checkbox"/> Understands the purpose of Child Safe Standards. <input type="checkbox"/> Consistently applies standards to	<input type="checkbox"/> Connects standards to practice and service policies. <input type="checkbox"/> Demonstrates leadership in implementing and reviewing

				ensure safe environments	child safe practices
Example/ clarification	PST demonstrates an understanding of the child safe standards and how they impact services practices and policies.				
Links to: NQS: 2.2.3, 7.1.2, 7.2.1; APST: 7.1, 7.2					
Responding to concerns and reporting	<input type="checkbox"/>	<input type="checkbox"/> Unaware of service or legal reporting pathways	<input type="checkbox"/> Can describe basic reporting steps with support	<input type="checkbox"/> Knows reporting procedures	<input type="checkbox"/> Follows correct procedures and knows who to report to
Example/ clarification	PST asks the settings reporting requirements and what they should do if they view something out of the ordinary.				
Links to: NQS: 2.2.3; APST: 7.1, 7.2					

Working with families and community

Criteria	N E	Not met	Developing	Met	Exceeding
Maintains confidentiality and professionalism	<input type="checkbox"/>	<input type="checkbox"/> Requires reminders about confidentiality and professional conduct	<input type="checkbox"/> Understands and applies confidentiality with support	<input type="checkbox"/> Maintains confidentiality and professional conduct	<input type="checkbox"/> Models' ethical behaviour and supports others in maintaining professional standards
Example/ clarification	PST actively maintains confidentiality and does not discuss children, families or educators in a negative light.				
Links to: NQS: 4.2.2, 7.1.2; APST: 7.1, 7.2					
Engages respectfully with families and community	<input type="checkbox"/>	<input type="checkbox"/> Hesitant or inconsistent communication	<input type="checkbox"/> Communicates respectfully with guidance	<input type="checkbox"/> Builds trust and communicates effectively with families	<input type="checkbox"/> Leads and models respectful, culturally responsive engagement with families
Example/ clarification	PST engages respectfully with families to discuss what their child has been learning at the setting as well as ask about their child's weekend/night.				
Links to: NQS: 6.2.1, 6.2.2; APST: 1.6, 7.3					