

Professional Experience: EDU20053 Curriculum, Planning and Assessment – Practicum 2

Important information for Mentors and Pre-service Teachers

Required days: 20 days full time. Any missed days must be made up.
Required setting: Early Childhood Setting: Children aged 2-5 years.

Overview

This is the **second** Professional Experience Unit of the Bachelor of Education (Early Childhood) course. You are required to complete 20 days of supervised professional experience within the allocated teaching block. In preparation for their professional experience in services, PSTs will engage with unit materials focusing especially on curriculum, planning and assessment. Whilst on professional experience, PSTs are expected to involve themselves in the life of the service and reflect on their practice and performance in consultation with their Mentor. At the discretion of the mentor, PSTs will be introduced to teaching through individual and small group work, progressing to planning and teaching whole class lessons.

IT IS THE RESPONSIBILITY OF THE MENTOR AND PST TO FULFILL THE PLACEMENT EXPECTATIONS OUTLINED BELOW:

Preparation / prior to placement:

- Communicate prior to the commencement of placement
- Discuss arrival time and dates

Prepare to discuss expectations:

- Read the Swinburne Professional Experience Handbook.
- Familiarise yourself with the Australian Professional Standards for Teachers (APST) in the Professional Experience Report.
- PSTs Develop and maintain a neat and organised professional experience folder with evidence to support portfolio assignment.
- PSTs are to complete a minimum of 7.5 hours per day excluding breaks.

Arrange a plan for week 1 including:

- Complete a service induction
- PSTs to familiarise themselves with the service's policies and procedures.
- Mentor and PST to review Professional Experience Report prior to commencing professional experience. PST may inform the mentor teacher of any other assignments, however for all assignment related questions PSTs must contact their eLearning Advisor directly.

At all times:

- Understand and uphold the expectations for professional conduct (e.g. being punctual, dressing appropriately etc.)
- Establish and maintain professional relationships with children, staff and families.
- Actively participate in all aspects of the school life when appropriate (e.g. extra-curricular activities, staff meetings, etc.).
- Demonstrate initiative by asking for opportunities to assist where possible.
- Assist with daily routines and support teaching and learning of individual children and small groups

Support:

- Should you have any queries and/or concerns at any time throughout the practicum, please contact the Pre-service Teacher's eLearning Advisor directly. The Pre-service Teacher can provide contact details if required.

TEACHING EXPECTATIONS:

Throughout this practicum, PSTs are expected to undertake the specific teaching tasks which are outlined below, as a minimum requirement. Any additional teaching opportunities are at the discretion of the Mentor Teacher and in negotiation with the Pre-Service Teacher. As the PST progresses through the placement, they are expected to develop and build on the expectations in outlined in prior days.

	PST Expectations	Mentor expectations
Day 1 only	<ul style="list-style-type: none"> ▪ Establish a professional relationship with your Mentor, children, staff and families ▪ Familiarise yourself with the setting, including: expectations, timetables and policies ▪ Liaise with Mentor for planning and practicum goal setting ▪ Observe practice (plan to collect evidence) 	<ul style="list-style-type: none"> ▪ Welcome student ▪ Introduce Pre-service Teacher to children, families and staff ▪ Discuss practicum expectations with PST and establish practicum goals ▪ Discuss planning and preparation for week 1

<p>Days 2-5:</p>	<ul style="list-style-type: none"> ▪ Scaffold learning with individual children ▪ Support small group work ▪ Support the teaching of the whole group ▪ Observe and record the teaching and management strategies used by your Mentor ▪ Identify and record the individual needs of the children ▪ Establish a neat and organised professional experience folder ▪ Observe and discuss with Mentor, how pre-literacy and pre-numeracy experiences are included in the program. 	<ul style="list-style-type: none"> ▪ Discuss individual children’s development, interests, needs and relevant background information ▪ Discuss strategies for teaching children from diverse cultural backgrounds including Aboriginal and Torres Strait Islander children (this can be hypothetical if they are not represented in the class). ▪ Provide opportunities for the PST to scaffold learning with individual children, support small group work and support the planning/teaching of whole class lessons ▪ Schedule a meeting with the PST by the end of the first week to discuss progress and establish goals for the following week
<p>Days 5-10</p>	<ul style="list-style-type: none"> ▪ Plan and implement approximately three whole group sessions ▪ Trial a range of management strategies, as modelled by Mentor ▪ Provide feedback to children ▪ Actively participate in all aspects of the service life including extra curricula activities, professional learning etc. ▪ Continue to reflect on your practice and ask your Mentor for feedback about all aspects of your teaching practice including your planning and communication with children, staff and families ▪ Collaborate with your mentor to complete the Interim Progress Report on day 9 – 10. 	<ul style="list-style-type: none"> ▪ Provide opportunities for the PST to take increased responsibility for group sessions - Approximately three ▪ Support and guide the planning and development of planning, help to interpret observations, share knowledge, question PSTs intentions and discuss ideas. ▪ Provide constructive feedback on all aspects of teaching and set goals for the remaining two weeks ▪ Schedule a meeting with the Pre-service Teacher to complete the Interim Progress Report on day 9 – 10. Complete a Support Plan if required.
<p>Days 10-20:</p>	<ul style="list-style-type: none"> ▪ Plan and teach the group for a minimum 0.4 of a full-time load (Approx. 10-12 hours) Please plan and implement a pre-literacy and pre-numeracy experience in this time. ▪ Evaluate your second professional experience and set goals for future development ▪ Record critical reflections about professional strengths and challenges ▪ Negotiate and schedule any missed days 	<ul style="list-style-type: none"> ▪ Provide opportunities for the Pre-service Teacher to take increased teaching responsibility (a minimum 0.4 of a full time load) (Approx. 10-12 hours) in a range of Key Learning Areas (where possible) ▪ Negotiate and schedule any missed days ▪ Provide constructive feedback on all aspects of teaching and set goals for future development ▪ In collaboration with the PST complete the ‘Final Report’ on the last day of placement (Day 20). Save a copy of the final report for your personal records.

UNIT ASSESSMENT REQUIREMENTS:

Throughout the professional experience placement, the Pre-Service Teacher will be expected to work towards the following assessment tasks:

- Curriculum or program plans, including comments by the Mentor and Pre-Service Teacher.
- Reflective practice assignment, recording and evaluating the practicum experience.

Note: As a Mentor your feedback on teaching performance, written plans and reflective practice is important however you are not required, nor expected, to 'mark' written work

REPORTING RESPONSIBILITIES OF THE MENTOR:

We acknowledge the challenge and responsibility that comes with assessing PSTs. We are available to you to support mentor teachers as required via the pre-service Teacher's eLearning Advisor directly. We place great faith in the professional judgement of mentors and request an honest appraisal of the PSTs progress and final assessment. If a mentor feels that an unsatisfactory result is warranted, their decision will be supported by the University.

- **Day 10:** Discuss the Pre-Service Teacher's progress mid-way through the practicum. In collaboration with the PST the mentor must complete and submit the Interim Report form. If a Pre-Service Teacher is making **unsatisfactory** progress, the Mentor must also complete the Professional Experience Support Plan. If a student is marked as unsatisfactory progress, the pre-service Teacher's eLearning Advisor will be available directly to support you.
- **Day 20 (Final Day):** In collaboration with the PST, the mentor must complete and submit the Final Report form. The Mentor is required to provide an honest assessment of the PSTs performance, and sign off on the number of completed days. If a student is marked as unsatisfactory progress, the pre-service Teacher's eLearning Advisor will be available directly to support you.

Note: Whilst the Interim and Final Reports need to be completed collaboratively by both the PST and the mentor, the reports MUST be submitted by the mentor. Reports submitted by the PST will not be accepted.

Assessing Professional Practice

We place great faith in the Mentors professional judgement and request an honest assessment of the Pre-Service Teacher's (PSTs) progress and final assessment. Considering the level expected for the particular professional experience, Mentor teachers and the nominated supervisors are asked to make a professional judgement and assess the overall performance of the Pre-Service Teacher.

Practicum EDU20053 is the second practicum in the Bachelor of Education (Early Childhood). In order to satisfactorily complete this practicum, the Pre-Service Teacher is required to meet the relevant Australian Professional Standards for Teachers at Graduate stage (APST). To assist you in assessing the Pre-Service Teacher, examples from Project Evidence (2012) have been used or adapted and included below.

The reporting responsibility of the Mentor:

1. **Interim Report Form:** To complete and submit Interim Progress Report form in collaboration with the PST by mid-way through the professional experience (**Day 10**) directly to PSTs eLearning Advisor
2. **Cause for Form:** If the Pre-service Teacher receives a cause for concern result on the Interim Progress Report form, the Mentor will also need to complete the Professional Experience Support Plan. We are available to support mentor teachers as required via the pre-service Teacher's eLearning Advisor directly.
3. **Final Report Form:** To complete and submit the Final Report form in collaboration with the PST, on or the day after the final placement (Day 20) directly to the PSTs eLearning Advisor

The reporting responsibility of the Pre-Service Teacher is:

1. To make sure all required reports and assessments are completed in a timely manner and submitted by the required dates.
2. To participate in the interim & end of assessment reporting process.

Completing the Interim Report Form:

(This must be completed in collaboration with the PST and submitted via email directly to the pre-service Teacher's eLearning Advisor.

The purpose of the Interim Report Form is to assess the PSTs progress against each Domain of Teaching.

The Australian Professional Standards for Teachers are grouped into three broad Domains – Professional Knowledge (Standards 1 and 2), Professional Practice (Standards 3, 4 and 5) and Professional Engagement (Standards 6 and 7).

At the Interim Report stage, Pre-Service Teachers will be assessed as follows:

- SP - Satisfactory Progress: The student is making satisfactory progress towards this Domain at the level indicated.
- WT - Working Towards: The student is working towards satisfactory progress towards this Domain at the level indicated, or has not yet had a suitable opportunity to demonstrate competence in this Domain. In either case, this Domain may require attention in the second half of the placement (but no additional documentation is required).
- CC - Cause for Concern: The student is not making satisfactory progress towards this Domain at the level indicated. This Domain will require focused attention in the second half of the placement and a Support Plan must be submitted along with the Interim Report.

An example of the information required in the Support Plan is included at the conclusion of this document.

Based on the level achieved in the first phase of this placement, the Pre-Service Teacher is assessed at the following level of achievement (Please tick the appropriate box)				
<input type="checkbox"/>	Professional Knowledge: Demonstrates current professional knowledge and skills to begin planning for and managing learning programs.	SP <input type="checkbox"/>	WT <input type="checkbox"/>	*CC <input type="checkbox"/>
<input type="checkbox"/>	Professional Practice: Demonstrates a growing capacity to begin to plan, implement and assess for effective teaching and learning as well as maintaining a safe and supportive learning environment.	SP <input type="checkbox"/>	WT <input type="checkbox"/>	*CC <input type="checkbox"/>
<input type="checkbox"/>	Professional Engagement: Demonstrates the capacity to begin developing effective relationships with the school community to enhance learning opportunities.	SP <input type="checkbox"/>	WT <input type="checkbox"/>	*CC <input type="checkbox"/>
*IMPORTANT: If one or more CC results are indicated against the Domains of Teaching above, submission of this Interim Report must be accompanied by a completed Professional Experience Support Plan.				
When completing the above assessment of interim progress, please make a judgement based on the Pre-Service Teacher's achievement to date against the practical interpretations of each standard, situated in the shaded area underneath each.				

Completing the Final Report Form:

(This must be completed in collaboration with the PST and submitted via email directly to the pre-service Teacher's eLearning Advisor.

Level Achieved against each of the Australian Professional Standards for Teachers (Graduate)

For each of the standards, Pre-Service Teachers will be assessed as:

- **0 - Not demonstrated:** The student has not demonstrated the professional standard at a relevant level.
If a PST awarded a 0 for any of the standards they must receive an UNSATISFACTORY overall result.
- **1 - Demonstrated occasionally:** The student has been able to demonstrate the professional standard at a relevant level, albeit occasionally. It is accepted that Pre-Service Teachers enrolled in EDU10001, EDU20006, EDU20053 and EDU60008 may mostly reflect this level in their Interim and final assessments.
- **2 - Demonstrated regularly:** The student has demonstrated the professional standard regularly during their professional experience. It is accepted that Pre-service Teachers enrolled in EDU30003, EDU30015 and EDU70003 may mostly reflect this level in their Interim and final assessments.
- **3 - Demonstrated consistently** - The student has consistently demonstrated the Professional standard throughout their professional experience. It is accepted that Pre-service Teachers enrolled in EDU40005, EDU40006, EDU400012 and EDU80005 may mostly reflect this level in their Interim and final assessments.

The statements below, highlighted in grey are examples of evidence that may be used to demonstrate competence in this standard. PSTs are not expected to demonstrate all examples.

Standard 1- Know the children and how they learn [Professional Knowledge Domain]: (0-3 to be placed in column to indicate level of achievement)		0 – Not demonstrated 1 – Demonstrated occasionally 2 – Demonstrated regularly 3 – Demonstrated consistently
Focus areas		Level Achieved
1.1 Physical, social and intellectual development and characteristics of children		
1.2 Understand how children learn		
1.3 Children with diverse linguistic, cultural, religious and socio-economic backgrounds		
<i>Mentor comments:</i>		
<i>Nominated Supervisor (Optional if required)</i>		
Professional Knowledge	Examples of evidence	
1.1	<ul style="list-style-type: none"> Written observations, guided by the Mentor, demonstrate an understanding of the physical, social and intellectual development & characteristics of children. Educators will use the Early Years Learning Framework to guide their observations Identifies that all children learn in different ways. This is shown through their planning of a range of learning experiences Follows the modelling of the Mentor in catering for difference 	
1.2	<ul style="list-style-type: none"> Identifies that all children learn in different ways. This is shown through their planning of a range of learning experiences and consciousness of attention spans With Mentor guidance, observes individual children' needs in a targeted learning area. Evidence would be in written observations With the guidance of the Mentor, plans and delivers lessons that demonstrate an understanding of the variety of ways children learn Sets expectations for what the children will learn during the lesson Reflects on how children are learning 	
1.3	<ul style="list-style-type: none"> Written observations that focus on the EYLF's learning and development outcomes of Identity and Wellbeing Evidence of a learning experience that is responsive to a child from a diverse linguistic, cultural, religious or socioeconomic background. 	

Standard 2- Know the content and how to teach it [Professional Knowledge Domain]: (0-3 to be placed in column to indicate level of achievement)		0 – Not demonstrated 1 – Demonstrated occasionally 2 – Demonstrated regularly 3 – Demonstrated consistently
Focus areas		Level Achieved
2.1 Content and teaching strategies of the teaching area		
2.2 Content selection and organisation		
2.3 Curriculum, assessment and reporting		
2.5 Literacy and numeracy strategies		
<i>Mentor comments:</i>		

Nominated Supervisor (Optional if required)	
Professional Knowledge	Examples of evidence
2.1	<ul style="list-style-type: none"> • Identifies different strategies for teaching • Implements strategies developed and/or modelled by Mentor • Understands the importance of the association between content and strategy • Uses accurate language/terms/definitions and written resources • Content knowledge is evident in planning • Uses resources provided by the Mentor and shows initiative in sourcing additional resources • Responds to Mentor feedback and adjusts planning
2.2	<ul style="list-style-type: none"> • Implements a plan as modelled/developed by the Mentor • Identifies the importance of sequencing in planning and delivery by outlining the lesson purpose and structure, and uses a clear introduction and conclusion • Develops strategies/approaches for assessing student understanding during lessons • Identifies the context of content within a unit • Identifies and focuses on the key content • With the guidance of the Mentor, reflects upon and adjusts lesson plans • Begins to develop well-structured lesson plans by the end of the practicum
2.3	<ul style="list-style-type: none"> • Demonstrates knowledge of the relevant curriculum documents • Observes assessment and moderation • Willing to reflect on teaching practice and respond to feedback to influence future planning and teaching • Uses evaluation techniques/assessment items to gain relevant feedback on student learning (informal or formal) • Provides feedback in some form, as modelled by the Mentor
2.5	<ul style="list-style-type: none"> • Awareness of the curriculum documents and policies within the service • Awareness of importance of, and ability in, teaching/modelling of English language conventions • Awareness of importance of using numeracy and literacy in context with young children

Standard 3- Plan for and implement effective teaching and learning [Professional Practice Domain]: (0-3 to be placed in column to indicate level of achievement)	0 – Not demonstrated 1 – Demonstrated occasionally 2 – Demonstrated regularly 3 – Demonstrated consistently
Focus areas	Level Achieved
3.3 Use teaching strategies	
3.4 Select and use resources	
3.5 Use effective classroom communication	
Mentor comments:	

Nominated Supervisor's comments (Optional):

Professional Knowledge	Examples of evidence
3.3	<ul style="list-style-type: none"> Beginning to plan and use a range of strategies where appropriate - whole group, small group, individual Demonstrates an ability to reflect upon a learning experience and change/adapt strategies in response to a child's understanding/engagement and Mentor feedback Shows awareness of different learning styles and attempts to incorporate aural, visual and kinaesthetic learning experiences
3.4	<ul style="list-style-type: none"> Seeks advice on the use of most appropriate resources Locates and collects resources developed by the service Uses ready-made resources Beginning to source and develop own resources (where appropriate) Uses appropriate Internet resources Uses appropriate conventions regarding academic honesty/referencing, acknowledging of sources. Uses ICT to engage children
3.5	<ul style="list-style-type: none"> Shows an ability to relate to and work with children e.g. attempts to learn names, converses with individuals, listens, smiles Moves effectively within a learning space Body language is open, encouraging and 'safe' Uses appropriate: <ul style="list-style-type: none"> - volume - pitch - tone - language - forms of address - grammatical conventions - body language, eye contact, gestures (hands-up) Provides feedback to children Gives clear instructions so children know what to do

Standard 4- Create and maintain supportive and safe learning environments [Professional Practice Domain]: (0-3 to be placed in column to indicate level of achievement)	0 – Not demonstrated 1 – Demonstrated occasionally 2 – Demonstrated regularly 3 – Demonstrated consistently
Focus areas	Level Achieved
4.2 Manage classroom activities	
4.4 Maintain student safety	
4.5 Use ICT safely, responsibly and ethically	
Mentor comments:	

Nominated Supervisor's comments (Optional):

Professional Knowledge	Examples of evidence
4.2	<ul style="list-style-type: none"> Seeks advice in relation to time frames for learning experiences Plans and implements group experiences for children Writes up learning experiences plans Has simple routines for entering the room, distributing and using equipment, and transitions
4.4	<ul style="list-style-type: none"> Gains knowledge of service policies Discusses potential risks with Mentor Responds to potentially unsafe situations Documents what strategies/policies and legislation are relevant to service/children/educators Demonstrates independent reflective practices/capacity which they can translate to future actions
4.5	<ul style="list-style-type: none"> Follows service protocol in relation to ICT use Displays 'common sense' in relation to appropriate resources Demonstrates a broad range of issues/strategies for safe/ethical/responsible ICT use, within planning (e.g. inappropriate site/content/language etc.) Knows where and how to access/copy Knows and relates to service policies with regards to ICT use Follows the modelling and program of the Mentor

Standard 6 – Engage in professional learning [Professional Engagement]: (0-3 to be placed in column to indicate level of achievement)	0 – Not demonstrated 1 – Demonstrated occasionally 2 – Demonstrated regularly 3 – Demonstrated consistently
Focus areas	Level Achieved
6.3 Engage with colleagues and improve practice	
<i>Mentor comments:</i>	
<i>Nominated Supervisor's comments (Optional):</i>	
Professional Knowledge	Examples of evidence
6.3	<ul style="list-style-type: none"> Discusses with Mentor, areas for improvement Applies constructive feedback from Mentors to improve teaching practices Seeks feedback for improvement

Standard 7 – Engage professionally with colleagues, parents/carers and the community [Professional Standard 7]: (0-3 to be placed in column to indicate level of achievement)		0 – Not demonstrated 1 – Demonstrated occasionally 2 – Demonstrated regularly 3 – Demonstrated consistently
Focus areas		Level Achieved
7.1 Meet professional ethics and responsibilities		
7.3 Engage with the parents/carers		
Mentor comments:		
Nominated Supervisor's comments (Optional):		
Professional Standard	Examples of evidence	
7.1	<ul style="list-style-type: none"> Dresses, speaks and behaves in a professional manner Interacts with children, families and staff respectfully Familiar with service policies and the ECA Code of Ethics 	
7.3	<ul style="list-style-type: none"> Records reflections about how the Mentor communicates and maintains relationships with families With the support of the Mentor, applies strategies to communicate and establish professional relationships with families (e.g. greets and farewells parents by name on arrival and introduces self as a Pre-service Teacher when appropriate) 	

Mentor Comment Section

Summary and Comments of overall performance.

There is a section provided on the online report to record an accurate summary of the professional experience by the mentor and PST. It can also be a space to reflect on strengths and create goals for future improvement.

At the end of the professional experience, the mentor must assess the PST against their overall performance as below:

Overall Performance
<ul style="list-style-type: none"> ▪ Satisfactory - A teaching performance that is satisfactory in assuming the professional responsibilities of a graduating teacher for this stage of practice (The Pre-Service Teacher has received 1-3 for every standard). ▪ Unsatisfactory - A teaching performance that is not satisfactory in assuming the professional responsibilities of a graduating teacher for this stage of practice. The Pre-Service Teacher has received a 0 for any of the assessed Standards and/or is deemed by the Mentor to be not achieving the required level for the stage of practice. ▪ Not completed - Teaching performance has not yet reached a satisfactory level for this stage due to exceptional circumstances and will be dealt with on a case to case basis. (For examples of 'Result Deferred' refer to the practicum handbook).

Completing the Support Plan:

This form only requires completion if the Pre-Service Teacher receives a CAUSE FOR CONCERN (CC) result on the Interim Report. You will be prompted to complete the following sections should you grade a student as CC on the interim report:

Major areas of concern

Please identify which areas from the Australian Professional Standards for Teachers (Graduate) and/or any other areas of concern regarding teacher professional conduct that need to be improved on by the Pre-service Teacher.

- 1.
- 2.
- 3.

Actions required by the Pre-Service Teacher

- 1.
- 2.
- 3.

Support strategies to be implemented by the Mentor & Academic:

- 1.
- 2.
- 3.

**Professional Experience Interim Report
EDU20053 Curriculum, Planning and Assessment- Practicum 2**

Interim Report – Assessing Pre-service Teacher’s progress against each Domain of Teaching

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- **SP Satisfactory Progress** the student is making satisfactory progress towards this Domain at the level indicated.
- **WT Working Towards** the student is working towards satisfactory progress towards this Domain at the level indicated, or has not yet had a suitable opportunity to demonstrate competence in this Domain. In either case, this Domain may require attention in the second half of the placement (but no additional documentation is required).
- **CC Cause for Concern** the student is not making satisfactory progress towards this Domain at the level indicated. This Domain will require focused attention in the second half of the placement and a Support Plan must be submitted along with the Interim Report.

Pre-service Teacher :	Student number:	
Number of days completed in this phase: <i>Please note: Missed days should be made up in</i>	Missed days:	Days made up:
Mentor:	Principal/Director:	
Nominated Supervisor:	Year level/Age group:	
<p>Based on the level achieved in the first phase of this placement, the Pre-Service Teacher is assessed at the following level of achievement (Please tick the appropriate box)</p>		
<p>Professional Knowledge: Demonstrates current professional knowledge and skills to begin planning for and managing learning programs.</p>	<p>SP *CC</p>	<p>WT</p>
<p>Professional Practice: Demonstrates a growing capacity to begin to plan, implement and assess for effective teaching and learning as well as maintaining a safe and supportive learning environment.</p>	<p>SP *CC</p>	<p>WT</p>
<p>Professional Engagement: Demonstrates the capacity to begin developing effective relationships with the school community to enhance learning</p>	<p>SP *CC</p>	<p>WT</p>
Comments (Optional): Mentor Teacher		
Signatures		
Mentor:		
Pre-service Teacher:		
Nominated Supervisor:		
Date:		