

Professional Experience context: These pre-service teachers are in their 2nd year of a Bachelor of Education (Early Childhood) and it will be their 2nd Professional Experience. In this Birth – 2 placement pre-service teachers progress from planning for and implementing learning experiences for an individual child to planning and implementing a full day. This semester the pre-service teachers have focussed on contemporary approaches in prior-to-school settings and have explored early childhood curriculum, learning environments, pedagogical approaches, and the importance of relationships in teaching children aged birth-2 years. Aboriginal and Torres Strait Islander knowledges and perspectives on early education and care are embedded throughout this unit.

Required experiences: Throughout this Professional Experience placement, it is expected that the pre-service teacher will have daily experience in the following areas (unless otherwise stated). Literacy and numeracy standards as well as professional ethics and conduct as required by the profession are an inherent requirement of this Professional Experience placement.

Timing in Professional Experience	Required experiences											
	Orientating to site, environment, individual learning spaces/ class(es)	Observing Children/ students, routines, teaching & learning practices, learning environments, assessment for learning & feedback *	Working with individual children/ students & small groups	Attending Meetings, centre/school admin. duties, playground duty, centre/school activities, bus duty, etc. These are as required by your Supervising teacher's roster and site requirements	Reflecting on observations, on your planning, teaching practice and assessing for teaching and learning *	Discussing and engaging regularly in professional learning conversations with your Supervising Teacher & University Partner	Planning learning experiences/ lessons & associated resources must be planned & shared with your Supervising teacher a min of 24 hours in advance of the teaching *	Maintaining your PEx Practice Folder, it should contain, observations, reflections, feedback, learning experiences/ lesson plans and resources *	Teaching and assessing for children/students learning. Negotiate with your Supervising Teacher when the following will occur:			
									Learning experience for an individual child	Small group learning experiences	Transition experiences	Half / Full Day
Day 1	✓	✓	✓	✓	✓	✓						
Days 2 – 5	✓	✓	✓	✓	✓	✓	✓	✓	1 per day	1 per day	1 per day	2 x half days over the week
Days 6 – 10		✓	✓	✓	✓	✓	✓	✓	2 per day	2 per day	2 per day	1 x half + 1 x full day over the week

* To be recorded and kept in Professional Experience Practice Folder and shared and discussed with Supervising Teacher.

Short episodes are usually routine in nature, e.g., reading to group/class, transitioning to meal/break time.