



Professional Experience context:

These pre-service teachers are in their 1st year of a Bachelor of Education (Early Childhood) and it will be their 1st Professional Experience. In this Kindergarten placement pre-service teachers progress from planning for and teaching individual children and small group learning experiences to whole group experiences. This semester the pre-service teachers have focused on contemporary approaches to working with learners with a focus on examining the roles and practices of early childhood teachers; building respectful relationships with children, families, communities and colleagues; observing, documenting and assessing children’s learning; planning and implementing engaging play-based pedagogies to support and extend children’s learning; and critically reflecting on teaching, and links between the National Quality Standard and the Australian Professional Standards for Teachers.

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	Observing children, teaching and learning practices, learning environment, assessment for learning and feedback *	Working with individual children and groups	Attending meetings, centre activities, bus duty etc. These are as required by your supervising teacher’s roster and site requirements	Reflecting on observations, on your planning and teaching and assessing *	Discussing and engaging in regular discussions and professional learning conversations with your Supervising Teacher and University Partner	Planning learning experiences and associated resources must be planned and shared with your supervising teacher a min of 24 hours in advance of the teaching *	Maintaining your PEX Practice Folder. Should contain, observations, reflections, feedback, lesson plans, resources *	Teaching and assessing for children’s learning. Negotiate with your Supervising Teacher when the following will occur:		
									learning experience for an individual child (This may be planned within the small or whole group experience)	Small group learning experiences	Whole group learning experiences
Day 1	✓	✓	✓	✓	✓	✓					
Days 2 - 5	✓	✓	✓	✓	✓	✓	✓	✓	1 per day	1 per day	
Days 6 – 10		✓	✓	✓	✓	✓	✓	✓	1 per day	1 per day	2 per week
Days 11 – 15		✓	✓	✓	✓	✓	✓	✓	1 per day	1 per day	1 per day

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

Short episodes are usually repetitious in nature, eg show and tell, reading to class, transitioning to break time.