

## 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 learning experiences to teaching half days. This semester the pre-service teachers have focussed on contemporary approaches to working with learners in diverse educational contexts 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/class(es)	Observing children/students, routines, teaching and learning practices, learning environments, assessment for learning and feedback *	Working with individual children/students and 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 and University Partner	Planning learning experiences/lessons 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, 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	Whole group learning experiences	Half/ Full Day
Day 1	✓	✓	✓	✓	✓	✓						
Days 2 – 5	✓	✓	✓	✓	✓	✓	✓	✓	1 per day	1 per day	1by the end of day 5	
Days 6 – 10		✓	✓	✓	✓	✓	✓	✓	1 per day	1 per day	2 per week	1 half day
Days 11 - 15		✓	✓	✓	✓	✓	✓	✓	1 per day	1 per day	3 per week	1 half day and 1 full day

\* 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.