



## Placement Expectations – Bachelor of Education (Early Years)

Students enrolled in E330 from 2017 and beyond  
(115 DAYS OF PROFESSIONAL EXPERIENCE OVER 4 YEARS)

Year	Unit	Days	Expectations	Setting
Year 1	ECP128	15 days	<ul style="list-style-type: none"> <li>undertake an orientation to the service environment</li> <li>document observations of the routines and practices and children's engagement with the curriculum</li> <li>observe and analyse the nature and impact of social, cultural, religious, and gender aspects of the centre</li> <li>participate fully in the program and wider activities, such as outings, and meetings wherever appropriate</li> <li>interact and engage with small groups of children and individuals</li> <li>keep a teaching ePortfolio in which evidence of their planning, observations, participation in centre activities and teaching reflections are kept. Pre-service teachers will be expected to share their portfolio with their supervising teachers and appropriate University teaching staff. Data collected through portfolio activities will be used in unit assessment tasks</li> </ul>	0-2 years
Year 2	ECP227	20 days	<ul style="list-style-type: none"> <li>undertake an orientation to the service environment</li> <li>critically analyse the links between theory and professional practice and appraise the influence of different perspectives of teaching and learning</li> <li>develop professional knowledge about appropriate teaching and learning for children from 3-5 years and critically reflect on their own teaching competencies</li> <li>critically appraise their professional knowledge and competencies by teaching alongside other early childhood teachers</li> </ul>	3-5 years

			<ul style="list-style-type: none"> <li>• use assessment techniques to design and critically reflect on appropriate programs of learning for children from 3-5 years of age</li> <li>• construct understandings of the legislative, regulatory and curriculum documents as they relate to children aged 3-5 years</li> <li>• keep a teaching ePortfolio in which evidence of their planning, observations, participation in school activities and teaching reflections are kept. Pre-service teachers will be expected to share their portfolio with their supervising teachers and appropriate University teaching staff. Data collected through portfolio activities will be used in unit assessment tasks</li> </ul>	
	ECP228	20 days	<ul style="list-style-type: none"> <li>• undertake an orientation to the service environment</li> <li>• design, implement and evaluate their own curriculum innovations</li> <li>• plan and implement appropriate learning experiences for children from 3-5 years and critically reflect on their own teaching competencies</li> <li>• appraise their professional knowledge and competencies by teaching alongside other early childhood teachers</li> <li>• use assessment techniques to design and critically reflect on appropriate programs of learning for children from 3 - 5 years of age</li> <li>• attend meetings as appropriate and, be involved in centre activities and any opportunities for engagement with the broader centre community</li> <li>• keep a teaching ePortfolio in which evidence of their planning, observations, participation in school activities and teaching reflections are kept. Pre-service teachers will be expected to share their portfolio with their supervising teachers and appropriate University teaching staff. Data collected through portfolio activities will be used in unit assessment tasks</li> </ul>	3-5 years
<b>Year 3</b>	ECP410	10 days	<ul style="list-style-type: none"> <li>• undertake an orientation to the service environment</li> <li>• document children's learning to inform their understandings of the learning and development of children from birth to three years of age</li> <li>• engage in the program and critically reflect on their teaching</li> <li>• attend meetings, centre activities and any opportunities for engagement with the broader centre community</li> </ul>	0-3 years

			<ul style="list-style-type: none"> <li>engage with individuals and small groups of children</li> <li>keep a teaching ePortfolio in which evidence of their planning, observations, participation in school activities and teaching reflections are kept. Pre-service teachers will be expected to share their portfolio with their supervising teachers and appropriate University teaching staff. Data collected through portfolio activities will be used in unit assessment tasks</li> </ul>	
<b>Year 4</b>	ECP327	25 days	<p>ECP327a (10 days):</p> <ul style="list-style-type: none"> <li>undertake an orientation to the school environment</li> <li>keep a teaching ePortfolio in which evidence of their planning, observations, collected documents, participation in school activities and teaching reflections are kept. Pre-service teachers will be expected to share their portfolio with their supervising teachers and appropriate University teaching staff. Data collected through portfolio activities will be used in unit assessment tasks</li> <li>attend meetings, be involved in yard duty, school activities and any opportunities for engagement with the broader school community</li> <li>attend and participate in parent/teacher (/student) interviews</li> </ul> <p>ECP327b (15 days):</p> <ul style="list-style-type: none"> <li>demonstrate appropriate planning, incorporate and evaluate assessment principles in their pedagogical and curriculum practices</li> <li>ensure that the lessons reflect an integrated approach</li> <li>teach the whole class at least 1 to 2 lessons a day from the second week of Part A, leading to teaching for a continuous period of at least one whole day/consecutive days in the final week of Part B</li> <li>keep a teaching ePortfolio in which evidence of their planning, observations, collected documents, participation in school activities and teaching reflections are kept. Pre-service teachers will be expected to share their portfolio with their supervising teachers and appropriate University teaching staff. Data collected through portfolio activities will be used in unit assessment tasks</li> <li>attend meetings, be involved in yard duty, school activities and any opportunities for engagement with the broader school community</li> <li>attend and participate in parent/teacher (/student) interviews</li> </ul>	Primary school

ECP427	25 days	<ul style="list-style-type: none"> <li>• plan a unit of work/whole class program using an appropriate format for extended planning as discussed with supervising teachers</li> <li>• teach the whole class for at least two lessons a day leading to full control</li> <li>• teach whole class lessons in the area of their chosen specialisation</li> <li>• teach a class for a continuous period of a minimum of 10 consecutive full days</li> <li>• become fully involved in the life and operations of the school, as per a beginning teacher</li> <li>• attend and participate in parent/teacher (/student) interviews</li> <li>• critically reflect on their professional competencies in the context of primary aged children</li> <li>• critically reflect on the skills required to engage children with academic concepts through a variety of areas of learning</li> <li>• critically appraise the outcomes for learning and development through incorporating different social and cultural perspectives</li> <li>• develop professional knowledge about appropriate teaching and learning for children during the primary school years</li> <li>• critically reflect on their own teaching competencies</li> <li>• critically appraise their professional knowledge and competencies by teaching alongside other teachers and teach independently</li> <li>• keep a teaching ePortfolio in which evidence of their planning, observations, collected documents, participation in school activities and teaching reflections are kept. Pre-service teachers will be expected to share their portfolio with their supervising teachers and appropriate University teaching staff. Data collected through portfolio activities will be used in unit assessment tasks</li> </ul>	Primary school
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