



Placement Expectations – Master of Teaching (Early Childhood)

Students enrolled in E761 from 2017 and beyond
(70 DAYS OF PROFESSIONAL EXPERIENCE OVER 2 YEARS)

The Early Childhood strand in the Master of Teaching emphasises the developmental and educational needs of young children and examine teaching and learning practices appropriate for children from birth to five years of age. Course content covers all areas of program preparation, professional understandings, experience and skills required of early childhood educators.

Unit	Days	Expectations	Setting
EPR711 <i>Planning for Learning in Professional Experience</i>	10 days	<ul style="list-style-type: none">During these days pre-service teachers will have opportunities to develop an understanding of learners and their contexts. This includes students understanding the importance of teachers knowing and understanding children, and the importance of relationships. They are also expected to develop an understanding of quality provisions for 0-2 year oldsWe are keen for our students to have opportunities to observe children and routines, but to also be active participants in the program, and to contribute as appropriateStudents are expected to develop and maintain an Early Childhood Practicum Portfolio. This portfolio needs to be made available to you as the supervising educator. It will form a basis for discussion and evaluation of their progress in the placement. Students may also have unit tasks that they need to complete during the placement	0-2 years In a childcare setting
EPR712 <i>Managing Teaching in Professional Experience</i>	25 days	<ul style="list-style-type: none">actively participate in all aspects of the programmefrom the beginning of the placement will be expected to be observing and documenting children's development and learning as a basis for planning for individuals and small groups	3-5 years In a childcare setting, under the supervision of an appropriately qualified Early Childhood teacher

		<ul style="list-style-type: none"> • particular emphasis on developing the knowledge and skills relevant to teaching in preschool programs in childcare centres • will be expected to become familiar with organisational and administrative requirements of childcare programs and the range of roles and responsibilities of teachers in childcare settings, including that of 'educational leader' • should contribute to weekly program planning by sharing observational information gathered about children's development and interests • should contribute to the general management of the program by sharing in the supervision of the room, play area, and all sessions and/or transitions including the children's arrival and departure, and participate fully as a staff member • in the last two weeks of the placement, the student should be taking on responsibilities for planning, teaching, setting-up, documentation, etc. as a member of the teaching team, as evidence of progress towards the Graduate Teacher Standards 	
EPR713 <i>Reflecting on Practice in Professional Experience</i> Stage 1 of 2 <i>Understanding learners in the early years of primary school</i>	10 days	<ul style="list-style-type: none"> • from the beginning of the placement, pre-service teachers will be expected to be actively observing and documenting children's development and learning in the context of the early years classroom • observe and reflect upon the implementation of the Australian Curriculum in a primary classroom, particularly in the areas of literacy and numeracy • familiarise themselves with the types of assessment used in primary classrooms • particular emphasis on understanding children's experience of primary school and the primary classroom • pre-service teachers will be expected to become familiar with school and classroom procedures and routines • participate fully in the life of the classroom and assist with teaching activities where appropriate 	5-8 years Early Years Primary classroom under the supervision of an appropriately qualified Primary teacher
EPR713 <i>Reflecting on Practice in Professional Experience</i>	25 days	<ul style="list-style-type: none"> • actively participate in all aspects of the program with particular emphasis on developing the knowledge and skills relevant to leading and running a preschool/kindergarten program • from the beginning of the placement will be expected to be observing and documenting 	3-5 years Preschool or Kindergarten program, under the supervision of an appropriately

Stage 2 of 2	<p>children's development and learning as a basis for planning for individuals and small groups</p> <ul style="list-style-type: none"> • will take on increasing responsibility for the program during Weeks 1- 4, aiming for full control by Week 5. This will include observation, planning and teaching for individual children, small groups and whole groups, including planning for focus children • will be expected to take on other responsibilities and activities wherever possible and when appropriate. This can include administration and management tasks, and communication families and other professionals, and experiences such as attendance at Management Committee meetings • will be undertaking the Deakin Authentic Teacher Assessment (Deakin ATA) during this placement • should contribute to weekly program planning by sharing observational information gathered about children's development and interests • should contribute to the general management of the program by sharing in the supervision of the room, play area, and all sessions and/or transitions including the children's arrival and departure, and participate fully as a staff member 	qualified Early Childhood teacher
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Deakin ATA - Authentic Teacher Assessment in EPR713

Pre-service teachers will be undertaking the Deakin Authentic Teacher Assessment (Deakin ATA) during this placement. Pre-service teachers will be required to actively participate in planning and teaching from the beginning of the placement, building up to taking significant responsibility for planning a week's program with their 'focus' four-year-old group, in collaboration with centre staff. Pre-service teachers will request permission to videotape teaching episodes as part of the evidence of their teaching. If this is not possible, other documentation methods will be used. Further information about the ATA and the videotaping task will be provided to centres closer to the time of placement. Any videotaping will be seen and assessed only by the by University staff member examining the ATA.