



Placement Expectations – Master of Teaching (Primary and Early Childhood)

Students enrolled in E764 from 2016 and beyond
(95 DAYS OF SCHOOL EXPERIENCE)

Placement Structure

The three professional experience units consist of both academic and practicum components. Both components of each unit have to be passed before pre-service teachers can proceed to the next professional experience unit.

Stage	Unit	Days	Expectations	Setting
EARLY	EPR741	<u>Part A:</u> 1 x 10 day block	<ul style="list-style-type: none"> <u>Part A:</u> Observe and work alongside students in a range of contexts and settings from individual to small group and where appropriate whole class. This can be across disciplines, specialists and year levels. Where possible, can be involved in team teaching, but not expected to teach the whole class independently 	Primary school; both Part A and Part B in same class
		<u>Part B:</u> 1 x 10 day block <i>Cloud students:</i> 20 day placement		
MIDDLE	EPR722	25 day block	<ul style="list-style-type: none"> After initial orientation, teach a sequence of lessons or learning experiences building to teaching for one full day by the end of the placement. Participate in setting, delivering marking and then reflecting on the process of assessment. Participate fully in the life of the school and to work towards taking on many aspects of the role of the beginning teacher. 	Primary school

FINAL	EPR743 50 days total across three stages	<u>Stage 1:</u> 10 days	<p><i>Understanding quality provisions for 0-2 year olds</i></p> <ul style="list-style-type: none"> The expectations of this placement are that 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 olds. We are keen for our pre-service teachers to have opportunities to observe children and routines, but to also be active participants in the program, and to contribute as appropriate. Pre-service teachers 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. Pre-service teachers may also have unit tasks that they need to complete during the placement. 	<p>0-2 years</p> <p>Long Day Care Centre or Early Learning Centre</p>
		<u>Stage 2:</u> 25 days	<p><i>Practice teaching and assuming responsibility in preschool / kindergarten programs</i></p> <p>The expectations of this placement are that pre-service teachers:</p> <ul style="list-style-type: none"> Will 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, pre-service teachers will be expected to be observing and documenting children's development and learning as a basis for planning for individuals and small groups. 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. 	<p>3-5 years</p> <p>Preschool/ Kindergarten program, under the supervision of an appropriately qualified Early Childhood teacher</p>

- Will also 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 also 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.

Stage 3:
15 days

Continuing professional development as a teacher in childcare settings

The expectations of this placement are that pre-service teachers will:

- Actively participate in all aspects of the program with particular emphasis on understanding teaching and learning in a childcare context
- From 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, and will take on responsibility for teaching, as appropriate.
- A particular focus on understanding diversity, inclusion and provision for additional needs in the centre and community context

3-5 years

Preschool program in a childcare setting, under the supervision of an appropriately qualified Early Childhood teacher.

Deakin ATA - Authentic Teacher Assessment in EPR743

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.

