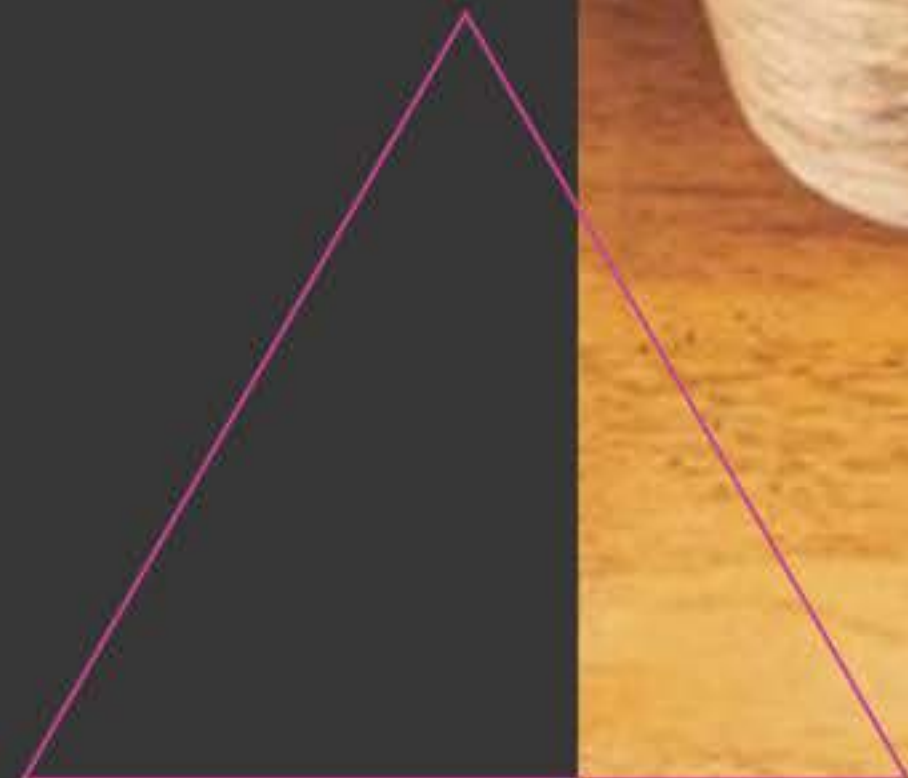


Professional Experience Placement Handbook

Bachelor of Early
Childhood Education
E333



► About This Guide

This guide is designed to support both preservice teachers (PSTs) and mentors through the Professional Experience stages embedded within the Bachelor of Early Childhood Education (E333).

It provides a clear overview of the structure, expectations, and purpose of Professional Experience, helping everyone to understand how each placement fits within the course and how mentors can best support PSTs development as education professionals.

Professional Experience is a partnership between PSTs, mentors, and the University. Together, we aim to create learning environments that are inclusive, reflective, and grounded in the Australian Professional Standards for Teachers (Graduate level), ensuring that PSTs graduate confident, capable, and ready to enter the early childhood education and care profession.

For PSTs, this guide provides a clear picture of what you should be doing at each stage of your placement and how to make the most of the experience.

For mentors, this guide offers practical tips and insights to help guide your PSTs with confidence and clarity.





► Understanding the Professional Experience Framework

Professional Experience at Deakin is designed to support you grow from a beginning PST to a confident, classroom-ready professional.

Our approach aligns with the Australian Professional Standards for Teachers (APSTs) as outlined by the Australian Institute for Teaching and School Leadership (AITSL). These standards describe what teachers should know and be able to do at different career stages. During your course you will work towards demonstrating the APSTs at the Graduate Level.

Within the Graduate Level, Deakin recognises three developmental stages that represent your growth across the course: Emerging, Consolidating, and Accomplished.

These levels describe how your practice develops within the Graduate Level APSTs as you move towards becoming a confident, capable early childhood teacher.

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Developmental Stages of Professional Experience

Stage	Description	Connection to Australian Professional Standards for Teachers , Graduate Level
Emerging	Beginning to understand the teacher's role and how children learn. Observing, engaging, and linking theory to practice.	Demonstrating early progress toward key elements of the APSTs with guidance , conversation and reflection.
Consolidating	Building confidence and independence in planning, teaching, and assessment. Applying theory more consistently in practice.	Demonstrating capability across multiple APST domains with feedback and growing autonomy.
Accomplished	Demonstrating readiness for the profession through independent planning, leadership in practice, and reflective decision-making.	Meeting all APST descriptors consistently and independently.



► Understanding the Professional Experience Framework

► Australian Professional Standards for Teachers

The APSTs as outlined by AITSL are aligned with three domains:

Professional Knowledge
► Understanding children and how they learn, and knowing the content and how to teach it effectively.

Professional Practice
Planning, teaching, assessing, and creating safe, inclusive learning environments.

Professional Engagement
Reflecting on practice, working collaboratively with colleagues and families, and acting ethically and professionally.

At Deakin, these domains are assessed through five interconnected areas:

Section 1: Planning for Learning and Teaching

Section 2: Teaching Effectively

Section 3: Creating and Maintaining Supportive Learning Environments

Section 4: Assessing and Providing Feedback for Learning

Section 5: Demonstrating Professional and Ethical Conduct



Where to find examples of the APSTs in practice

General information about how to demonstrate and evidence the APSTs required for each Professional Experience Placement are contained in *Appendix 1.1 General Placement Expectations*

Specific information about how to demonstrate and evidence the APSTs specific to each individual placement can be found via your placement unit sites.



► Online Placement Report and Supervision Payment

The online assessment is the final, summative record of a PST's performance on placement. It is completed by the mentor upon completion of the placement days. The report captures how the PST has demonstrated and evidenced the APSTs for their placement.

Although it's submitted at the end, the quality of this final report depends on ongoing feedback and early communication throughout the placement.

- 1 Access link via email sent to PST Coordinator/Centre Director with login details
- 2 Mark each standard as Met, Not Encountered or Not Met
- 3 Once submitted, a link to the claim form for completion will arrive in the Coordinator or Business Managers email that you have entered
- 4 Placement report is released to student after 7 business days

Understanding Assessment Terms

Mentors are asked to assess each standard using one of three ratings:

Met The PST has demonstrated or clearly explained how they would meet the standard. Evidence may come from classroom practice or from a professional discussion showing sound understanding.

Not Encountered The opportunity to demonstrate or discuss this standard did not arise during the placement. This may occur when certain teaching contexts or student needs were not present.

Not Met The PST had the opportunity to demonstrate or discuss the standard but did not yet meet the expected level of understanding or practice.

Practical Tips for Submitting

For Mentors

- Final reports should be submitted on the last day of placement
- Check details – ensure the PST's name, placement dates, and setting are correct at the top of the form.
- Discuss the final comments with the PST before submission. This helps avoid confusion and ensures shared understanding.
- Be specific and evidence-based. Provide examples that show how the PST demonstrated each domain in the report comment boxes.
- Submit once only. Once submitted, reports are locked and can't be edited, so double-check before pressing submit.

For PSTs

- Schedule a time with your mentor to discuss the report before submission. This is an important learning opportunity
- Save the emailed PDF copy for your records and upload it to your PEP.



Tip for mentors: If the PST could explain confidently what they would do in a given situation, this can be considered Met. If the situation never came up, select Not Encountered rather than Not Met.

'Placements are honestly one of the most rewarding parts of the course as you get to put all of your classroom work and study into practice. Deakin also really supports its students whilst on placement.'

Emily McNiece Master of Teaching graduate



► Professional Experience Portfolio (PEP)

Collect your learning, share your story.

The Professional Experience Portfolio (PEP) helps you collect, reflect, and showcase your development as a teacher. It brings together artefacts across your placements, creating a clear record of your growth throughout your course.

The PEP supports you to reflect on your practice, set goals, and align your learning with the APSTs, Graduate Level. It's both a learning and evidence tool, designed to help you make connections between your coursework, placements, and emerging teaching identity.

For **mentors**, the PEP provides a shared reference point to guide conversations, feedback, and goal setting.

For **PSTs**, the PEP is a place to demonstrate progress and readiness for the profession.

Keep your PEP organised and up to date, and use it to track how your confidence, capability, and professional identity develop over time.

Detailed information about the PEP can be found in the PEP Guidelines on the BECE Hub.



► Academic Liaison Team (ALT)

On-Site Visits and Support

ALT placement visits are designed to support learning and strengthen the partnership between the University, mentor and PST.

When visits happen

Each course includes one designated placement unit where every PST receives a visit from an ALT, either in person or online depending on location. This unit will be marked on the Unit Overview page within this handbook.

Across other placements, support is provided responsively rather than routinely. The University intentionally directs academic resources where they are most needed. An academic visit is one possible support option and may be arranged following a PULSE or PlaceMate submission, or where a mentor, school/centre, or preservice teacher indicates additional assistance would be helpful.

Purpose of the visit

The visit is collaborative and developmental. It aims to:

- support the PST's progress toward the standards
- provide mentors an opportunity to ask questions or clarify expectations
- identify strengths and next steps
- address small concerns early before they become larger issues
- ensure the placement experience is positive and manageable for all parties

The discussion typically involves the mentor teacher, PST, and ALT together.



PST Tip:

Check your Deakin email regularly when on placement with a dedicated visit. Your ALT will reach out via email to arrange a mutually suitable time to meet.



ALT visits are a check-in, not a judgement. They are intended to help mentors and PSTs work together, confirm expectations, and ensure the placement stays on track.



Electronic Devices and Images in Early Childhood Settings

As of 26 September 2025, all ECEC settings, staff and PSTs across Australia must comply with the National Model Code for Taking Images or Videos of Children.

Key requirements

- Personal electronic devices (phones, smartwatches, tablets, cameras, USBs) must not be used or carried while working with children.
- Only service-issued devices may be used to take images or videos, and only for approved educational purposes.
- Images or videos of children must never be uploaded to or stored on personal devices or removed from the settings.
- Photos, videos or identifiable information about children cannot be included in university assessments or the PEP.
- Use pseudonyms or de-identified descriptions when referring to children in written work.

Limited exceptions

Photos of the environment or learning materials may be taken on a personal device only after children have left the setting and with mentor permission.

If unsure

Check the service's digital technology policies and confirm expectations with your mentor.

Why this matters

These requirements align with National Child Safety regulations and failure to follow them can lead to serious consequences for the service and your placement.

In short: no personal devices around children, no identifiable images in university work, and always follow the setting's policies.



► Attendance Requirements

It is a Victorian Institute of Teaching (VIT) requirement that you complete the necessary number of days for each placement.

Each day, you should aim to work the same hours as your mentor teacher with a minimum requirement of 7.5 hours of daily attendance (including lunch/breaks). If your mentor teacher does not work 7.5 hours a day, you will need to make up this time with planning to ensure you meet the 7.5 hour requirement.

You are required to do the majority of your planning in collaboration with your mentor and/or other teachers/educators within the setting. Ensure you discuss these work arrangements with your mentor teacher prior to commencing placement and make sure you have the timesheet completed (ECE placements only) and signed as a record of meeting your placement attendance requirements.



► Your role as a Preservice Teacher (PST)

Before Placement

✓ Check your details

- Confirm your placement dates, host site, and mentor contact
- Contact your mentor to introduce yourself and confirm arrival details, including expected attendance, at least 1 week before start date.
- Where possible, a pre-placement visit should be organised

✓ Get prepared

- Review your Placement Expectations and Requirements (Emerging / Consolidating / Accomplished)
- For general examples of placement expectations see *Appendix 1.1 General Placement Expectations*
- For unit specific placement requirements, see *Unit Specific Requirements on your unit site*
- Read this Course PEX Handbook carefully
- Review the VIT Code of Conduct and ECA Code of Ethics and know how to conduct yourself in a professional manner
- Make travel and childcare arrangements early to avoid absences

✓ Professional readiness

- Dress and act as a teacher from Day 1
- Bring your planning templates, and required ID/WWCC and Mandatory Training certificates



Remember

You are a guest in your school or centre and a representative of Deakin University.

Show initiative, professionalism, and gratitude.



► Your role as a Preservice Teacher (PST)

During Placement

✓ Be proactive

- Arrive on time, prepared, and ready to engage.
- Ask questions, seek feedback, and reflect daily.

✓ Take responsibility

- Attend placement for minimum 7.5 hours per day (including breaks and planning time)
- Complete attendance timesheet daily
- Work the same schedule as your mentor
- Keep your attendance accurate and communicate any absences with the centre in a timely manner and make up any missed days.
- If you are absent for more than 4 days, you must advise the PEO and provide a medical certificate or supporting documentation.

✓ Seek and use feedback

- Ask for regular feedback from your mentor.
- Reflect on what you've learned and apply advice in future lessons.
- Feedback is part of your learning, not a sign of failure.

✓ Professional conversations

- Early: clarify expectations and goals.
- Mid: ask for feedback and adjust based on advice.
- Final: reflect on growth and next steps.



► Your role as a Preservice Teacher (PST)

Placement Assessment

✓ Understand what you are being assessed on

- You are responsible for knowing the placement expectations and requirements in accordance with the APSTs that you will be assessed on for your stage.

✓ Take accountability for your learning

- Ask questions early if you are unsure about what is expected.
- Keep records of your lesson plans, reflections, and feedback to show evidence of your growth.

✓ Understand how you are assessed

- Your mentor completes a final online report at the end of placement.
- You will receive a copy of your report via your Deakin email once finalised.

✓ Act early if concerns arise

- Discuss any concerns directly with your mentor first.
- If issues continue or you need help, contact the PEO via PlaceMate.



► The Mentor Role in Supporting Placement

Before Placement

✓ Confirm details

- Check placement dates and the PSTs year level.
- Reach out to Deakin's PEO if you have not heard from your PST at least one week prior to placement starting

✓ Get ready

- Provide timetable and teaching context.
- Set expectations for attendance, dress, and communication.

✓ Know your role

- Review the Placement Expectations (Emerging / Consolidating / Accomplished) *See Appendix 1.1 General Placement Expectations*
- Ask the PST to inform you of *specific placement requirements* (available to PSTs via their unit site)
- Review the Assessment Report so you know what evidence you'll need.



► The Mentor Role in Supporting Placement

During Placement

✓ Support and guide

- Start with small experiences and gradually increase teaching.
- Give feedback every day- short, specific, and actionable.

✓ Schedule key check-ins

- Early: goals and expectations
- Mid: progress and next steps
- Final: reflection and future focus

✓ Address issues early

- Speak with the PST first.
- If concern continues, submit a PULSE to the Professional Experience Office (PEO).

Remember:

You are not expected to “fix” every challenge. Your role is to guide, observe, and assess.
Early contact with Deakin helps us support both you and your student effectively.



► The Mentor Role in Supporting Placement

Assessment and Reporting

✓ Complete the online report

- Complete the report together as part of the concluding discussion with the PST
- Use the link emailed from Deakin's PEO.
- Submit by the due date.

✓ Be evidence-based

- Assess against the placement expectations.
- Ensure your comments match the feedback given throughout the placement.

✓ Need help submitting?

- Email: peo-placementsupport@deakin.edu.au
- Phone: (03) 9244 5658



► Support whilst on Placement

Deakin PULSE *for mentors*

- Short online check-in anytime during placement
- Use the traffic-light system : Green (on track), Yellow (needs support), Red (urgent concern)
- Helps identify early successes or challenges so we can offer timely support
- *Not a report*- just a simple snapshot to guide next steps and strengthen progress



Deakin PlaceMate *for PSTs*

- Your go-to tool for support while on placement
- Reach out for help or flag a concern in just a few clicks
- Get connected with the right Deakin team quickly and confidentially
- Access key information, contacts and wellbeing support anytime
- Designed to help you stay safe, supported and focused on your learning



Placement made easier with
connected, on-demand support



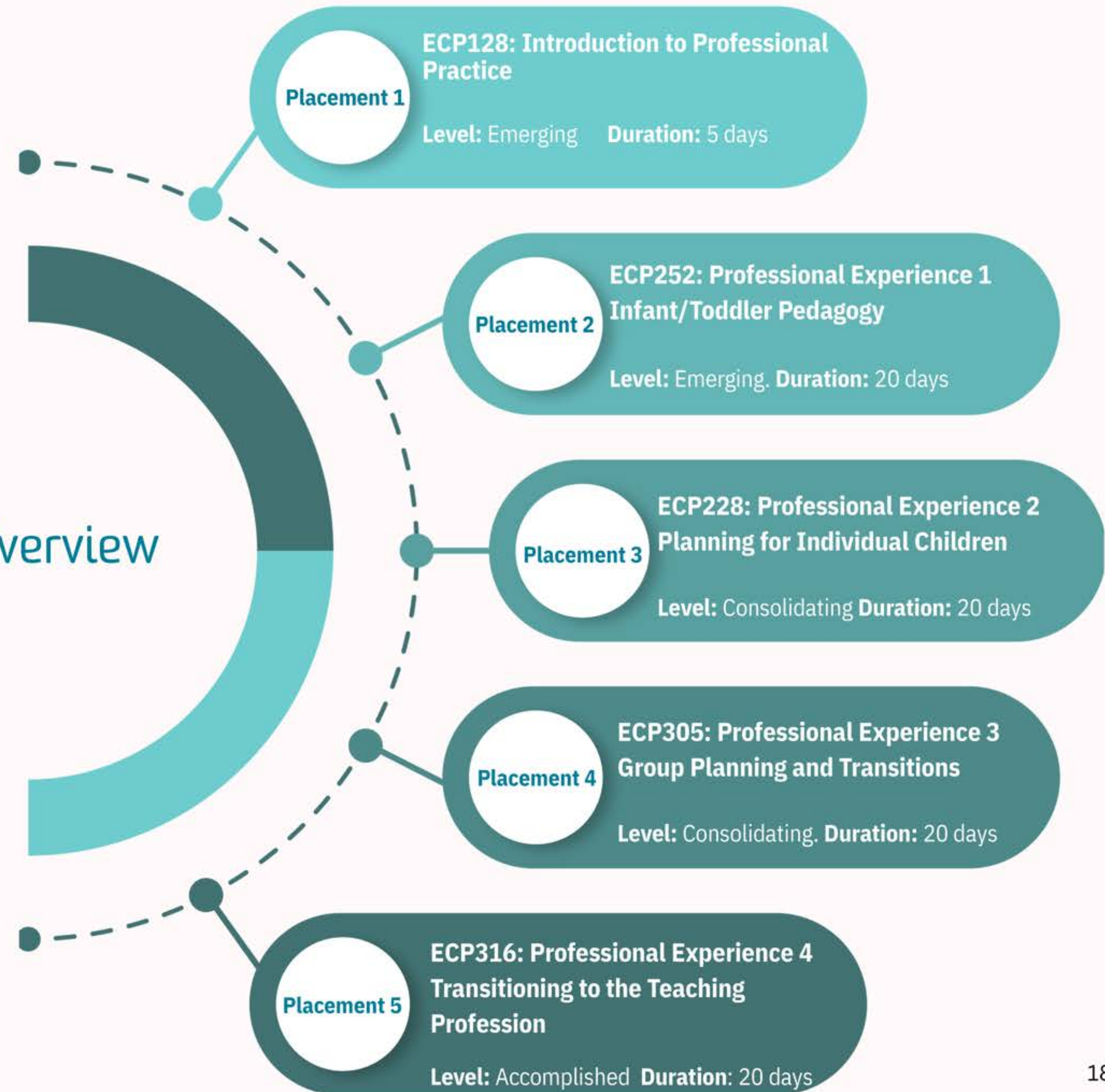
Mentor–PST Conversations Across the Placement Journey

Building connection, reflection, and growth- one chat at a time.

The table below is provided as a guide only. It is intended to support professional conversations and may be adapted to suit the context of the placement.

When	Purpose	Conversation Focus	What You Might Explore Together
1 Week Before Placement	Connect early and prepare	• Exchange introductions and expectations • Discuss hopes for the placement and any access needs • Share how you both like to communicate and receive feedback	• Placement goals and priorities • Routines, arrival times, and daily structure • What support or adjustments might help the PST feel confident
Day 1	Build rapport and orientation	• Walk through the setting together and meet key staff • Talk about how each of you works best when learning and teaching • Set up regular check-ins that suit both of you	• What professional behaviour looks like in your setting • Communication style (verbal feedback, written notes, reflection chats) • Questions either of you might have
End of Week 1	Reflect and adjust	• Take time to share first impressions — what’s working and what feels challenging • Review expectations and goals together • Identify small steps for the next week	• Highlights from the first week • Clarifying tasks, routines, or timing • Agreed focus areas for improvement
Mid-Placement	Deepen reflection and growth	• Have a reflective chat — each person shares one thing they’ve learned or are proud of • Exchange feedback that focuses on progress and next steps • Co-plan opportunities to try new teaching experiences	• Strengths that have emerged • Areas to stretch or refine • How to apply feedback in upcoming lessons
Pre-Final Week	Build confidence and prepare for assessment	• Review progress together using examples of growth • Discuss any remaining standards to demonstrate • Agree on final goals for the placement	• Evidence and examples for the final report • What still feels uncertain or needs more practice • How both of you can support a strong finish
Final Week	Reflect and celebrate	• Celebrate growth and talk about next steps • Share honest, balanced reflections — what worked well and what could be different next time • Express appreciation for the shared learning journey	• Key takeaways from the experience • Advice for future placements or career goals • Acknowledgements and closure
After Placement (Optional)	Stay connected	• Keep in touch if appropriate — a short note or check-in can mean a lot • Reflect on the ongoing impact of the experience • Explore future collaboration or mentoring opportunities	• How the placement influenced future goals • Invitations to reconnect or share updates • Potential reference or networking support

► Your Professional Experience Overview



► ECP128

Introduction to Professional Practice

Unit overview

In this unit, students will undertake their first Professional Experience Placement (5 days) with children aged Birth-2 years (5 days) in an infant and toddler setting. In preparation for this, students will explore professional practice in early childhood education, with a focus on infant and toddler pedagogy.

They will examine the Australian Professional Standards for Graduate Teachers and begin to curate and reflect on placement experiences in their Professional Experience Portfolio.

Students will refer to key Australian early childhood education and care documents and begin to develop strategies for communicating and collaborating with colleagues in the professional context. Students will learn and engage in the process for professional growth conversations as they will be conducted in future Professional Experience Placement units.

Professional Experience Portfolio (PEP)

PSTs: You are expected to collect artefacts and observations for your PEP during placement. These will help you make connections between theory and practice and will be used in later assessments. Detailed guidelines for your PEP can be found on the BECE Hub.

Mentors: PSTs collect examples and artefacts for their portfolio to support reflection and future assessments. These are not part of the placement assessment and should not impact the final report, though they may help guide your feedback discussions.

Hurdle Placement & Assessment Report

This placement is assessed against the APSTs at the **Emerging level**.

The final placement assessment focuses on how the PST has demonstrated and evidenced the emerging level APSTs through their teaching practice.

General information about how the APSTs might be demonstrated at the emerging level are provided in *Appendix 1.1 General Placement Expectations* in this handbook.

Specific information recommending ways to demonstrate the APSTs in this specific placement are provided in *ECP128 Professional Experience Placement Specific Requirements*, available via the unit site. It is PSTs responsibility to provide this information to mentors before the commencement of the placement.

Age Group: Birth -2 years

Duration: 5 days (7.5 hours per day)

Level: Emerging

Trimester 2

Expected Teaching Participation

At the Emerging level, PSTs are not expected to teach full lessons. Instead, the focus is on building confidence, understanding classroom routines, and actively engaging in the learning environment.

PSTs are encouraged to participate in ways that feel comfortable and appropriate to their stage of development. This might include:

- Observing a range of teaching strategies and classroom guidance/management approaches
- Supporting small groups or individual learners
- Assisting with classroom routines, transitions, and activities
- Co-planning or assisting with lesson preparation
- Gradually taking on short teaching moments as confidence builds

Mentors and PSTs should work together to shape opportunities that are supportive yet gently challenging, allowing PSTs to build readiness for more independent teaching in future placements.

Assessment Tasks

AT1: Professional Practice Reflection | 1600 words or equivalent | 40% | Week 5

AT2: Professional Growth Conversation | 15mins + 600w (equiv.) supporting documentation | 60% | 1-3 weeks post placement completion

Hurdle requirements

The completion of Professional Experience Placement is required as part of the minimum requirements for ACECQA and VIT registration.

Satisfactory completion of this Professional Experience Placement and unit assessment tasks are compulsory for the PST to pass the unit and progress onto the next Professional Experience Placement.



► ECP252
Professional Experience 1 Infant/Toddler
Pedagogy

Unit overview

In this unit, students will connect theory to practice by undertaking their first 20 day Professional Experience Placement, with children aged Birth-2 years. In preparation for this, students will explore strategies for engaging with and planning for children, with a focus on the unique context of working with infants and toddlers. Students will explore content and resource selection, age-appropriate teaching strategies and planning and assessment using the planning cycle.

Students will further develop skills and strategies for engaging professionally and collaboratively during placement and will select and justify artefacts in their Professional Experience Portfolio, with reference to key documents and the Australian Professional Standards for Graduate Teachers. Students will engage in Professional Growth Conversations as a way of demonstrating the learnings associated with this stage of their course, their most recent placement and progress towards the APSTs.

Professional Experience Portfolio (PEP)

- PSTs:** You are expected to collect artefacts and observations for your PEP during placement. These will help you make connections between theory and practice and will be used in later assessments. Detailed guidelines for your PEP can be found on the BECE Hub.
- Mentors:** PSTs collect examples and artefacts for their portfolio to support reflection and future assessments. These are not part of the placement assessment and should not impact the final report, though they may help guide your feedback discussions.

Hurdle Placement & Assessment Report

- This placement is assessed against the APSTs at the **Emerging level**.
- The final placement assessment focuses on how the PST has demonstrated and evidenced the emerging level APSTs through their teaching practice.
- General information** about how the APSTs might be demonstrated at the emerging level are provided in *Appendix 1.1 General Placement Expectations* in this handbook.
- Specific information** recommending ways to demonstrate the APSTs in this specific placement are provided in *ECP252 Professional Experience Placement Specific Requirements*, available via the unit site. It is PSTs responsibility to provide this information to mentors before the commencement of the placement.

Age Group: Birth -2 years
Duration: 20 days (7.5 hours per day)
Level: Emerging

Trimester 1

Expected Teaching Participation

At the Emerging level, PSTs are not expected to teach full lessons. Instead, the focus is on building confidence, understanding classroom routines, and actively engaging in the learning environment.

- PSTs are encouraged to participate in ways that feel comfortable and appropriate to their stage of development. This might include:
- Observing a range of teaching strategies and classroom guidance/management approaches
 - Supporting small groups or individual learners
 - Assisting with classroom routines, transitions, and activities
 - Co-planning or assisting with lesson preparation
 - Gradually taking on short teaching moments as confidence builds

Mentors and PSTs should work together to shape opportunities that are supportive yet gently challenging, allowing PSTs to build readiness for more independent teaching in future placements.

Assessment Tasks

- AT1: Safer Learners**
- AT2: Professional Practice Reflection** | 1600 words or equivalent | 40% | Week 5
- AT3: Professional Growth Conversation** | 15mins + 600w (equiv.) supporting documentation | 60% | 1-3 weeks post placement completion

Hurdle requirements

The completion of Professional Experience Placement is required as part of the minimum requirements for ACECQA and VIT registration.

Satisfactory completion of this Professional Experience Placement and unit assessment tasks are compulsory for the PST to pass the unit and progress onto the next Professional Experience Placement.



► ECP228

Professional Experience 3 Planning for Individual Children

Unit overview

In this unit, students will connect theory to practice by undertaking their first Professional Experience Placement (20 days) in a kindergarten setting with children aged 3-5 years. Students will review and synthesise knowledge and skills in working with the planning cycle to plan for and undertake intentional teaching, guided play, and adult and child-led learning for individuals and small groups.

Students will link planning to the Australian National Quality Framework. Students will collaborate with their placement mentor and colleagues to engage in professional practices aligned with the Australian Professional Standards for Graduate Teachers, with deliberate consideration of various cultural perspectives. Students will contribute further to their Professional Experience Portfolio, demonstrating advancements in teaching philosophy, pedagogical principles and practices and commitment to continuous improvement.

Students will further develop skills and strategies for engaging professionally and collaboratively during placement. Students will engage in assessment circles as a way of demonstrating the learnings associated with this stage of their course, their most recent placement and progress towards the standards.

Professional Experience Portfolio (PEP)

PSTs: You are expected to collect artefacts and observations for your PEP during placement. These will help you make connections between theory and practice and will be used in later assessments. Detailed guidelines for your PEP can be found on the BECE Hub.

Mentors: PSTs collect artefacts for their portfolio to support reflection and future assessments. These are not part of the placement assessment and should not impact the final report, though they may help guide your feedback discussions.

Hurdle Placement & Assessment Report

This placement is assessed against the APSTs at the **Consolidating** level.

The final placement assessment focuses on how the PST has demonstrated and evidenced the consolidating level APSTs through their teaching practice.

General information about how the APSTs might be demonstrated at the consolidating level are provided in *Appendix 1.1 General Placement Expectations* in this handbook.

Specific information recommending ways to demonstrate the APSTs in this specific placement are provided in *ECP228 Professional Experience Placement Specific Requirements*, available via the unit site. It is PSTs responsibility to provide this information to mentors before the commencement of the placement.

Age Group: 3-5 years old
Duration: 20 days (7.5 hours per day)
Level: Consolidating

Trimester 2

Expected Teaching Participation

At the Consolidating level, PSTs are expected to take a more active role in planning and facilitating learning experiences while continuing to build confidence, consistency, and professional judgement. The focus is on strengthening practice across play-based learning, routines, and intentional teaching.

- PSTs are encouraged to participate in increasingly responsible teaching and educator tasks that align with their developing capability. This might include:
- Planning and facilitating learning experiences for individuals and small groups
 - Leading play-based experiences with guidance from the mentor educator
 - Supporting daily routines, transitions, and wellbeing practices with growing independence
 - Observing, documenting, and reflecting on children’s learning using service approaches
 - Using mentor feedback to refine practice and extend children’s learning

Mentors and PSTs should collaborate to gradually increase responsibility, ensuring expectations remain clear and support is provided. The aim is to consolidate foundational educator skills and strengthen readiness for increased responsibility in future placements.

Assessment Tasks

AT1: Professional Practice Reflection | 1600 words or equivalent | 40% | Week 5

AT2: Professional Growth Conversation | 15mins + 600w (equiv.) supporting documentation | 60% | 1-3 weeks post placement completion

Hurdle requirements

The completion of Professional Experience Placement is required as part of the minimum requirements for ACECQA and VIT registration.

Satisfactory completion of this Professional Experience Placement and unit assessment tasks are compulsory for the PST to pass the unit and progress onto the next Professional Experience Placement.



► ECP305

Professional Experience 3 Group Planning and Transitions

Unit overview

In this unit, students will further develop their professional practice, with a focus on planning for groups and transitions for children aged 3-5 years. In collaboration with their Professional Experience Placement mentor, students will demonstrate proficiency in applying all elements of the planning cycle, utilising key documents for planning for learning outcomes, and critically reflecting on practice.

Key focus areas for the unit include consideration of Indigenous knowledges, histories and perspectives, application agency and professionalism to build collegial relationships and seek feedback, and progression toward the Australian Professional Standards for Teachers for Graduate Teachers as evidenced in the Professional Experience Portfolio.

Professional Experience Portfolio (PEP)

PSTs: You are expected to collect artefacts and observations for your PEP during placement. These will help you make connections between theory and practice and will be used in later assessments. Detailed guidelines for your PEP can be found on the BECE Hub.

Mentors: PSTs collect artefacts for their portfolio to support reflection and future assessments. These are not part of the placement assessment and should not impact the final report, though they may help guide your feedback discussions.

Hurdle Placement & Assessment Report

This placement is assessed against the APSTs at the **Consolidating** level.

The final placement assessment focuses on how the PST has demonstrated and evidenced the consolidating level APSTs through their teaching practice.

General information about how the APSTs might be demonstrated at the consolidating level are provided in *Appendix 1.1 General Placement Expectations* in this handbook.

Specific information recommending ways to demonstrate the APSTs in this specific placement are provided in *ECP305 Professional Experience Placement Specific Requirements*, available via the unit site. It is PSTs responsibility to provide this information to mentors before the commencement of the placement.

Age Group: 3-5 years old
Duration: 20 days (7.5 hours per day)
Level: Consolidating

Trimester 1

Expected Teaching Participation

At the Consolidating level, PSTs are expected to take a more active role in planning and facilitating learning experiences while continuing to build confidence, consistency, and professional judgement. The focus is on strengthening practice across play-based learning, routines, and intentional teaching.

PSTs are encouraged to participate in increasingly responsible teaching and educator tasks that align with their developing capability. This might include:

- Planning and facilitating learning experiences for individuals and small groups
- Leading play-based experiences with guidance from the mentor educator
- Supporting daily routines, transitions, and wellbeing practices with growing independence
- Observing, documenting, and reflecting on children’s learning using service approaches
- Using mentor feedback to refine practice and extend children’s learning

Mentors and PSTs should collaborate to gradually increase responsibility, ensuring expectations remain clear and support is provided. The aim is to consolidate foundational educator skills and strengthen readiness for increased responsibility in future placements.

Assessment Tasks

AT1: Professional Growth Conversation | 20 minutes + 600w (equiv.) supporting documentation | 60% | 1-3 weeks post placement completion

AT2: Professional Practice Reflection | 1600 words or equivalent | 40% | 1 week post professional growth conversation

Hurdle requirements

The completion of Professional Experience Placement is required as part of the minimum requirements for ACECQA and VIT registration.

Satisfactory completion of this Professional Experience Placement and unit assessment tasks are compulsory for the PST to pass the unit and progress onto the next Professional Experience Placement.



► ECP316

Professional Experience 4 Transitioning to the Teaching Profession

Unit overview

In this unit, students will synthesise the connection between theory and practice by undertaking their final Professional Experience Placement (20 days), in a kindergarten setting with children aged 3-5 years. As the capstone Professional Experience Placement, students will take full responsibility for all aspects of the kindergarten program and explore elements of centre management and leadership.

Students will apply informed, ethical and inclusive practice and demonstrate respectful collaborative and collegial relationships with colleagues and other professionals during the placement. Students will engage in a final assessment circle as a way of demonstrating completion of a comprehensive Professional Experience Portfolio addressing all of the Australian Professional Standards for Graduate Teachers.

Professional Experience Portfolio (PEP)

- PSTs:** You are expected to collect artefacts and observations for your PEP during placement. These will help you make connections between theory and practice and will be used in later assessments. Detailed guidelines for your PEP can be found on the BECE Hub.

Mentors: PSTs collect artefacts for their portfolio to support reflection and future assessments. These are not part of the placement assessment and should not impact the final report, though they may help guide your feedback discussions.

Hurdle Placement & Assessment Report

- This placement is assessed against the APSTs at the **Accomplished** level.

The final placement assessment focuses on how the PST has demonstrated and evidenced the accomplished level APSTs through their teaching practice.

General information about how the APSTs might be demonstrated at the accomplished level are provided in *Appendix 1.1 General Placement Expectations* in this handbook.

Specific information recommending ways to demonstrate the APSTs in this specific placement are provided in *ECP316 Professional Experience Placement Specific Requirements*, available via the unit site. It is PSTs responsibility to provide this information to mentors before the commencement of the placement.

Age Group: 3-5 years old
Duration: 20 days (7.5 hours per day)
Level: Accomplished

Trimester 2

Expected Teaching Participation

At the Accomplished level, PSTs are expected to demonstrate a high level of independence and professional capability within an Early Childhood Education and Care setting. The focus is on applying practice confidently, refining professional judgement, and functioning as a near-graduate educator.

PSTs are expected to engage in sustained teaching and professional responsibilities appropriate to the service context. This might include:

- Planning, facilitating, and evaluating learning experiences aligned to the EYLF
- Leading learning experiences across play-based and routine contexts
- Using observations and documentation to inform planning and extend learning
- Demonstrating responsiveness to children’s interests, strengths, and needs
- Working collaboratively with educators, families, and service staff in a professional manner

Mentors and PSTs should work together to ensure expectations are appropriately challenging while remaining supportive. The goal is for students to demonstrate readiness for graduate practice.

Assessment Tasks

- AT1: Professional Growth Conversation** | 20 minutes + 600w (equiv.) supporting documentation | 60% | 1-3 weeks post placement completion

AT2: Professional Practice Reflection | 1600 words or equivalent | 40% | 1 week post professional growth conversation

Hurdle requirements

The completion of Professional Experience Placement is required as part of the minimum requirements for ACECQA and VIT registration.

Satisfactory completion of this Professional Experience Placement and unit assessment tasks are compulsory for the PST to pass the unit and progress onto the next Professional Experience Placement.





Supporting
Resources

Standard 1 : Know students and how they learn

1.1 Physical, social and intellectual development and characteristics of children

Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of children and students and how these may affect learning

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
Engage and communicate with student in age-appropriate ways and/or take on feedback from mentors to make adjustments (e.g. follows age-appropriate expectations and routines)	E
Use strength-based language to discuss students' strengths, interests, and learning needs	E
Ask respectful questions about students' strengths, interests and development that demonstrate curiosity and openness	E
Engage and communicate with student in age-appropriate ways and/or take on feedback from mentors to make adjustments (e.g. follows age-appropriate expectations and routines)	C
Use respectful strengths-based language to discuss student strengths, interests, and learning needs	C
Demonstrate developing understanding of differentiated children/student development within individual, small and whole group planning	C
Demonstrate respectful age- and developmental appropriate engagement with, and dialogue about, students/children in all aspects of the program, including use of strengths-based language, and the importance of understanding development in planning for learning.	A
Differentiates learning experiences based on knowledge of individual students/children's physical, social and intellectual development.	A

Standard 1 : Know students and how they learn

1.2 Understand how students learn

Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
• Build positive relationships with students through conversation, interactions and observations	E
• Demonstrate active engagement with student ideas and interests using open-ended questioning	E
• Use observation and documentation of students’ learning behaviours, processes, engagements and related teaching practices to inform individual and group planning, or conversations with mentor/staff	E
• Discussions with mentor about student learning (e.g. when students appear most engaged or disengaged and possible reasons, how structure and routines impact student learning and engagement)	E
• Build positive relationships with students/children through engagements that foster agency, curiosity and interests	C
• With the guidance of your mentor (and any required permissions), select 2-4 focus learners. Use a range of strategies to collect background information about your focus learners (e.g., observation, existing data, conversation with students/children and teachers. For Early Childhood and Primary include conversations with families)	C
• Observe and develop one or more forms of documentation/formative assessment for each of your focus students/children for each week of your placement (e.g., annotated work sample, anecdotal record, or an approach used by teachers in the school	C
• Identify and document some overall interests of the whole group of students/children. What knowledge about these interests are students demonstrating?	C
• Interact with children in play-based experiences by adopting various sociodramatic roles and using different teaching strategies. Use this as an opportunity to model and foster learning dispositions such as creativity, curiosity, conflict resolution, turn-taking, empathy, teamwork, critical thinking, synthesising, reflection, agency and transdisciplinary thinking.	A
• Collaboratively reflect with children on the artefacts that they individually and collectively create.	A

Standard 1 : Know students and how they learn

1.3 Children with diverse linguistic, cultural, religious and socioeconomic backgrounds

Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of children from diverse linguistic, cultural, religious and socioeconomic backgrounds.

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
• Orientation to the school/school and classroom – ask questions about student diversity	E
• Demonstrate respect for diversity in language, culture and backgrounds through conversations and actions with teachers, educators, children and families	E
• Demonstrate awareness of bias and stereotypes and use inclusive/participatory education strategies to support professional practices and engagements.	E
• Orientate yourself to the setng using a range of appropriate sources for your setng (e.g. My School, ACARA, AEDC, ICSEA, AIATSIS). Research the following: ◦ Location of Setting management type/ratng of Setting philosophy ◦ Socioeconomic factors in the community ◦ Cultural and linguistic diversity in the community (e.g. % of families born overseas) ◦ Traditional owners of the land/local Indigenous groups and their connection to the setingg/ important local Indigenous sites ◦ Other important community relationships/ features important to the context (e.g. geography, community history)	C
• Write some notes and a reflection on the above research that focuses on the following: ◦ An overarching 'picture' of the setting and its community ◦ The influence of the overarching picture on the philosophy of the setting	C
• Demonstrate respect for diversity in language, culture and backgrounds through conversations and actions with educators, students/children and families	C
• Demonstrate respect for diversity and equity through valuing and reflecting the practices and beliefs of students/children and families	C
• Demonstrate awareness of anti-bias education and actively support students/children to feel comfortable and accepting of difference and provide children with the tools to respond to bias and stereotypes	C
• Include strategies that accommodate diverse linguistic and cultural backgrounds in planning	C

Standard 1 : Know students and how they learn

1.3 Children with diverse linguistic, cultural, religious and socioeconomic backgrounds

Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of children from diverse linguistic, cultural, religious and socioeconomic backgrounds.

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
• Demonstrate a disposition of respect for culture and diversity in all engagements and professional conduct.	A
• Embed culturally responsive teaching practices by integrating diverse perspectives, texts, and examples relevant to students' backgrounds.	A
• Acknowledge and respect students' cultural and linguistic identities by incorporating their lived experiences into learning activities.	A
• Demonstrate sensitivity to the impact of socioeconomic factors on learning by ensuring all students can access learning materials and participate fully in class activities.	A
• Collaborate with mentor teachers and support staff to identify and implement strategies that meet the needs of diverse learners.	A
• Encourage students to share their cultural knowledge and experiences in a way that promotes mutual respect and belonging.	A
• Engage in self-reflection and professional learning to strengthen cultural competence and understanding of systemic inequities in education.	A

Standard 1 : Know students and how they learn

1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
• Not assessed at Emerging Level	E
• Not assessed at Consolidating Level	C
• In collaboration with mentors and other teaching staff design teaching and learning experiences that incorporate equitable, inclusive and individualised strategies and assessments to meet the specific learning needs of all students/children across the full range of abilities.	A
• Differentiate learning experiences to ensure multisensory learning and creative environments that emphasise students’ access and participation.	A
• Implement effective participatory education strategies and learning experiences to reduce barriers to student participation.	A

Standard 1 : Know students and how they learn

2.2 Content selection and organisation

Organise content into an effective teaching and learning sequences and/or experiences

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
Take a proactive approach to learn about teacher's/educator's current program planning methods, familiarise yourself with the classroom layout (i.e., draw a map of the room and outdoor space)	E
Demonstrate understanding of the value of daily routines for embedding learning (e.g. give time and careful attention to supporting children in daily routines)	E
Work with mentor to set up and implement one or more learning experiences as per the planned programme or as initiated by the PST	E
Demonstrate understanding of age- and developmentally appropriate content	C
Demonstrate understanding of appropriate sequencing of content within planning for focus learners, small and whole group learning experiences	C
Use an integrated approach to weave multiple disciplines of learning, such as literacy, numeracy, and wellbeing together in learning experiences	C
Demonstrate understanding that routines are an opportunity for meaningful engagement, learning and supporting student's/children's wellbeing.	A
Design and implement a structured sequence of lessons or learning experiences that build on prior knowledge and scaffold student understanding.	A
Demonstrate flexibility in lesson organisation, adapting sequences in response to student needs and engagement levels.	A
Reflect on the effectiveness of lesson sequencing and content organisation, seeking feedback from the mentor teacher and refining approaches accordingly.	A
Organise teaching and learning into planned and spontaneous experiences that adopt a range of intentional teaching practices within a play-based curriculum.	A

Standard 1 : Know students and how they learn

2.3 Curriculum, design and reporting

Use curriculum, assessment and reporting knowledge to design learning sequences, experiences and lesson plans.

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
• Show interest in developing an understanding of students' prior knowledge and experiences	E
• Demonstrate awareness of and/or interest in assessment and reporting strategies for students	E
• Use formative assessment in planning and teaching – this can include conversatons about activities with the teacher rather than teaching, but could also include team teaching, small group activities, or whole class.	E
• Demonstrate understanding of the planning cycle as indicated in the Vic Curriculum (EYLF for Early Childhood) or other approved learning framework – apply the planning cycle in planning for focus students/children, small and whole group learning experiences	C
• Demonstrate understanding of age- and developmentally appropriate assessment and reporting strategies for students/children	C
• Ensure designed learning experiences and planning are contextual, relevant and effectively communicated to other staff in a timely manner	C
• Demonstrate competence using the planning cycle and curriculum documents to plan, assess and report for individual, small group, and whole group learning.	A
• Use the planning cycle to design well-structured learning sequences and experiences that align with curriculum frameworks (e.g., Victorian Curriculum, EYLF, VEYLDF, VCE, VCAL).	A

Standard 1 : Know students and how they learn

2.5 Literacy and numeracy strategies

Know and understand literacy and numeracy teaching strategies and their application in and across teaching areas

Emerging

Consolidating

Accomplished

E

C

A

Examples	Level
Not assessed at Emerging level	E
Demonstrate a range of strategies for promoting literacy and numeracy development through different teaching areas (eg., literacy, numeracy, wellbeing)	C
Facilitate and model connectons to literacy and numeracy	C
Demonstrate a range of strategies for promoting literacy and numeracy development, such as reading aloud, storytelling, singing, cueing, gestures, facial expressions, visual-aids, and rhyming games	C
Facilitate and model connections to literacy and numeracy development in play-based learning experiences, such as sociodramatic play, loose parts and creative arts	C
Explicitly incorporate literacy and numeracy strategies within all learning areas, ensuring students develop essential skills across the curriculum.	A
Use evidence-based strategies such as phonics instruction, vocabulary development, guided reading, and comprehension strategies to support literacy development.	A
Implement numeracy strategies such as hands-on manipulatives, problem-solving approaches, and real-world applications to enhance mathematical understanding.	A
Analyse students'/children's data to identify literacy and numeracy needs and adjust teaching strategies accordingly.	A
Collaborate with mentor teachers and literacy/numeracy specialists to implement best practices in teaching literacy and numeracy skills	A

Standard 1 : Know students and how they learn

3.1 Establish challenging learning goals

Set learning goals that provide achievable challenges for students of varying abilities and characteristics.

Emerging E
Consolidating C
Accomplished A

Examples	Level
• Not assessed at Emerging Level	E
• Not assessed at Consolidating Level	C
• Design tasks with multiple entry points to ensure students of varying abilities can engage meaningfully while being appropriately challenged.	A
• Implement scaffolding techniques such as modelling, guided practice, and questioning to support students in reaching challenging learning goals.	A
• Provide targeted feedback that encourages a growth mindset by reinforcing effort, strategies, and perseverance in achieving goals.	A
• Adjust learning goals and expectations in response to student/children progress and engagement, ensuring continuous challenge and development.	A
• Use developmental observations and documentation (e.g., learning stories, anecdotal records, checklists) to set appropriate, individualised learning goals for children.	A
• Co-construct learning goals with children where appropriate, using child-led discussions to encourage agency and engagement in their learning.	A
• Plan play-based and intentional teaching experiences that provide opportunities for children to extend their thinking and skills through open-ended challenges.	A

Standard 1 : Know students and how they learn

3.2 Plan, structure and sequence learning programs

Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
• Not assessed at Emerging Level	E
• Reflect on and evaluate (written or verbal) all planned and implemented learning experiences – use these reflections to inform future/follow up experiences. Seek and critically reflect on feedback from your mentor.	C
• In consultation with your mentor, and using your observations, plan and implement: ◦ 1-3 learning experiences for focus children (per week of placement) ◦ 1-3 small group experiences (across whole placement) ◦ 1-3 whole group experiences (across whole placement)	C
• Take full responsibility for planning and leading the program for the equivalent of at least 3 days (this can include ½ days and non-consecutive days). Your level of responsibility should increase with each placement.	C
• Design lesson sequences that follow a logical progression, ensuring concepts build on prior knowledge and support deeper understanding over time.	A
• Use a range of teaching strategies (e.g., explicit instruction, inquiry-based learning, hands-on experiences, collaborative activities) to engage diverse learners.	A
• Plan for differentiation by adjusting content, process, and learning goals to cater to varied abilities, learning styles, and backgrounds.	A
• Ensure lesson sequences incorporate opportunities for students to develop critical thinking, problem-solving, and self-regulation skills.	A
• Balance structured and flexible learning experiences to allow for both educator-guided instruction and student-led exploration.	A
• Use the planning cycle (observe, assess, plan, implement, reflect) to create intentional and play-based learning experiences that build on children's interests and developmental needs.	A
• Design sequences of learning experiences that support skill progression, such as moving from sensory exploration to fine motor skill development in early writing activities.	A
• Incorporate literacy, numeracy, and social-emotional learning into everyday routines and play experiences to ensure holistic development.	A

Section 2: Teaching Effectively

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students

Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander background

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
Not assessed at Emerging Level	E
Demonstrate, through discussion with your mentor and other educators, understanding of the impact of generational trauma on students/children from Aboriginal and Torres Strait Islander backgrounds	C
Ask your mentor about students/children from Aboriginal and Torres Strait Islander backgrounds in the setting	C
Discuss specific strategies for teaching Aboriginal and Torres Strait Islander students/children	C
Be open to new ideas and ways of thinking about Aboriginal and Torres Strait Islander knowledges, culture and experience	C
Demonstrate an awareness of the impact of generational trauma on learning and wellbeing by using trauma-informed teaching strategies such as predictable routines, culturally safe spaces, and positive reinforcement.	A
Discuss with your mentor teacher the strengths, learning needs, and backgrounds of Aboriginal and Torres Strait Islander students to better understand how to support them in the classroom.	A
Use culturally responsive teaching strategies such as embedding Aboriginal and Torres Strait Islander perspectives in lesson content, acknowledging and valuing students' cultural identities, and incorporating Indigenous pedagogies (e.g., yarning circles, storytelling, kinship connections).	A

Section 2: Teaching Effectively

2.1 Content and teaching strategies of the teaching area

Demonstrate knowledge and understanding of the concepts, substance and structure of the content relating to a broad range of teaching area

Emerging E
Consolidating C
Accomplished A

Examples	Level
• Demonstrate knowledge through discussion, reflection, teaching or planning of: ◦ how curriculum and learning frameworks guide teaching and planning. ◦ how different teaching strategies support subject-specific learning and student engagement. ◦ how different subjects are integrated into classroom learning.	E
• Make appropriate links to the Victorian Curriculum (and EYLF for Early Childhood) or other approved learning framework in planning for focus children, and whole group learning experiences.	C
• Discuss with your mentor teacher the key concepts and structure of the curriculum in your teaching area and how they inform lesson planning.	C
• Observe and reflect on how your mentor teacher sequences content and selects teaching strategies to support student/child learning in a specific subject or learning area.	C
• Seek feedback from your mentor on the effectiveness of different teaching strategies you have used to teach key concepts and adjust your approach based on their advice.	C
• Align lesson plans with the Victorian or Australian Curriculum (EYLF for Early Childhood), ensuring learning objectives and activities are grounded in relevant content descriptions and achievement standards.	A
• Demonstrate an understanding of key discipline-specific concepts by structuring learning sequences that progressively build knowledge and skills within a subject area.	A
• Engage in reflective discussions with mentor teachers and colleagues about effective content delivery and innovative teaching strategies to enhance student learning.	A

Section 2: Teaching Effectively

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

Emerging E
Consolidating C
Accomplished A

Examples	Level
• Demonstrate interest in learning about approaches to understanding, respecting, and planning for integrating Aboriginal and Torres Strait Island perspectives in the program (e.g. ask how this is implemented in practice)	E
• Learn who the Aboriginal and/or Torres Strait Islander custodians of the local area are, their histories, knowledges, and cultures – write half a page about what you learnt	E
• Identify important local Aboriginal and Torres Strait Islander sites	E
• Learn who the Aboriginal and/or Torres Strait Islander custodians/sites of the local area are, their histories, knowledges, and cultures	C
• Demonstrate curiosity about how to develop relationships with Aboriginal and Torres Strait Islander communities	C
• Ask your mentor how the school/centre embeds cultural perspectives (including Aboriginal and Torres Strait Islander) in the program	C
• Observe and document how Aboriginal and Torres Strait Islander perspectives are integrated into lessons and classroom environments, such as through visual displays, language use, or cultural protocol	C

Section 2: Teaching Effectively

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

Emerging E
Consolidating C
Accomplished A

Examples	Level
• Engage in discussions with your mentor teacher and school/centre staff about how Aboriginal and Torres Strait Islander perspectives are embedded in the curriculum and broader learning environment.	A
• Research the local Aboriginal and Torres Strait Islander community, including the Traditional Custodians of the land, and explore how their histories, cultures, and languages can be respectfully incorporated into teaching.	A
• Plan and implement learning experiences that authentically embed Aboriginal and Torres Strait Islander knowledges, perspectives, and ways of learning, ensuring cultural sensitivity and relevance.	A
• Use Indigenous-authored resources, texts, and storytelling as part of learning experiences in literacy, history, the arts, science, and other curriculum areas.	A
• Acknowledge and respect Indigenous ways of learning by incorporating oral traditions, yarning circles, connection to Country, and holistic learning approaches in lessons.	A
• Critically reflect on your own understanding and biases related to Aboriginal and Torres Strait Islander histories and cultures, seeking professional learning to deepen your cultural competence.	A

Section 2: Teaching Effectively

2.6 Information and Communication Technology (ICT)

Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

Emerging E
Consolidating C
Accomplished A

Examples	Level
• Not assessed at Emerging level	E
• Include the use of ICT in planning for focus students and whole group learning experiences, where appropriate	C
• Demonstrate an understanding of the role of technology in Early Childhood education	C
• Include the use of ICT in planning for play-based and intentional learning situations for focus children, small and whole group learning experiences, where appropriate	C
• Discuss the possible benefits and disadvantages of using ICT in Early Childhood education.	C
• Integrate ICT purposefully into lesson planning by using digital tools (e.g., interactive whiteboards, educational apps, online collaboration platforms) to enhance student engagement and learning outcomes.	A
• Use a variety of ICT tools available in the setting to differentiate instruction and support diverse learning needs.	A
• Model the effective and ethical use of ICT in the classroom, including online safety, appropriate research practices, and responsible social media use (where applicable).	A
• Collaborate with mentor teachers and colleagues to explore new ways of integrating ICT into learning sequences across different curriculum areas.	A

Section 2: Teaching Effectively

3.3 Use teaching strategies

Include a range of teaching strategies.

Emerging E
Consolidating C
Accomplished A

Examples	Level
• Initiate and respond collaboratively to daily interactions and conversations with students/children	E
• Use reciprocal language to scaffold student/children language and understanding	E
• Create supportive environments and transitions through the day that demonstrate respectful relationships with students/children and mentors/team	E
• Engage in a range of intentional teaching practices that support children's learning	E
• Demonstrate understanding of a range of teaching strategies including scaffolding, intentional teaching, guided play and child-initiated learning	C
• Engage with children in play-based experiences, demonstrating the ability to take on different roles, including supervisor, observer, player and mediator	C
• Design and implement learning experiences that incorporate a variety of teaching strategies (e.g child/student-initiated, scaffolding, intentional teaching, guided play (ECE), guided inquiry, explicit teaching and teacher-led learning) to engage all learners effectively.	A
• Balance student/child-initiated and teacher-led learning experiences, ensuring opportunities for exploration while also providing structure and guidance.	A
• Use intentional teaching strategies, such as modelling, questioning, prompting, and thinkalouds, to extend student's/children's learning.	A
• Incorporate guided play and hands-on learning to support active engagement and deepen understanding of key concepts.	A
• Scaffold learning by providing step-by-step support, gradually releasing responsibility to foster students'/children's independence.	A

Section 2: Teaching Effectively

3.4 Select and use resources

Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.

Emerging E
Consolidating C
Accomplished A

Examples	Level
• Demonstrate understanding of age- and developmentally appropriate resources for use in school/centre	E
• Support students'/children's understanding of balanced technology learning	E
• Support mentor to set up learning experiences using age-appropriate resources, including a range of ICT resources such as digital cameras, CD players, remote control cars, walkie-talkies, stopwatches etc.	E
• Discuss with your mentor teacher how to choose learning resources that align with curriculum outcomes and student/child needs.	C
• Observe and reflect on how different resources, including ICT, are used in the learning environment to engage children/students.	C
• Explore digital tools and interactive resources that support student/child engagement and discuss their benefits with your mentor.	C
• Select age and stage appropriate learning resources that consider children's strengths, interests and safety	C
• Demonstrate understanding of the value of loose parts, open-ended, natural and recycled materials, giving consideration to the ethical sourcing of resources and materials	C
• Demonstrate understanding of the environment as the third teacher	C

Section 2: Teaching Effectively

3.4 Select and use resources

Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
• Include a rich and diverse range of age- and developmentally appropriate resources in all planning. In choosing resources consider student/children safety, engagement and wellbeing.	A
• Select a variety of high-quality, developmentally appropriate resources (e.g., books, manipulatives, digital tools, real-world materials) to enhance student engagement and learning outcomes.	A
• Critically evaluate resources for age-appropriateness, curriculum alignment, and student safety, considering risks such as choking hazards in early childhood or cybersafety in ICT use.	A
• Use open-ended resources (e.g., loose parts play in early childhood, manipulatives in mathematics, interactive simulations in science) to encourage student exploration and inquiry.	A
• Reflect on the effectiveness of resources in engaging students and seek feedback from mentor teachers on resource selection and implementation	A
• In choosing resources consider students'/children's safety, the promotion of active playbased learning and exploration, opportunities for repetition and increased challenge and for calm, reflective, sensory, quiet experiences to support students'/children's self-regulation skills and varying skills and interests.	A

Section 2: Teaching Effectively

3.5 Use effective classroom communication

Demonstrate a range of verbal and non-verbal communication strategies to support student engagement

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
• Use a variety of communication techniques, including verbal and non-verbal where appropriate	E
• Demonstrate active listening to students/children by giving full attention, attending to their feelings and verbal and non-verbal cues, maintaining eye contact, and responding in ways that are respectful, age-appropriate, and meaningful to each student/child	E
• Demonstrate actively listening to students/children by giving full attention, attending to their feelings and verbal and non-verbal cues, maintaining eye contact, and responding in ways that are respectful, age- and developmentally appropriate and meaningful to each student/child	C
• Demonstrate understanding of the value of open-ended questioning and questioning that extends students/children’s ideas and thinking	C
• Engage in regular critical reflection to ensure the broad range of communication strategies used are consistent, respectful, inclusive and responsive to all children	C
• Engage in reciprocal, respectful, collaborative dialogue with children and teachers/educators/the team	C
• Demonstrate a range of communication strategies that are respectful and facilitate student engagement, including (but not limited to) verbal and non-verbal, open-ended questioning and instructions that empower student agency.	A
• Evaluate all classroom communication strategies, discuss with mentor and make adjustments where necessary.	A
• Use a variety of verbal and non-verbal communication strategies (e.g., tone, pace, gestures, facial expressions, body language) to enhance clarity and engagement in teaching.	A
• Employ open-ended questioning techniques to encourage deeper thinking, discussion, and student agency in learning.	A
• Provide clear, concise, and structured instructions, checking for understanding by asking students to repeat or demonstrate key steps.	A
• Use active listening skills (e.g., paraphrasing, eye contact, acknowledging student contributions) to create a respectful and supportive classroom environment.	A

Section 2: Teaching Effectively

3.6 Evaluate and improve teaching programs

Demonstrate a range of verbal and non-verbal communication strategies to support student engagement

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
• Not assessed at Emerging level	E
• Not assessed at Consolidating level	C
• Engage in reflective discussions with mentor teachers and colleagues to analyse the effectiveness of lesson sequences and make evidence-based improvements.	A
• Use student/children feedback and observations of engagement levels (e.g., student work samples, classroom participation, exit tickets) to assess the impact of teaching strategies and refine lesson planning.	A
• Critically evaluate the effectiveness of different teaching approaches (e.g., inquiry-based learning, explicit instruction, collaborative learning) and adapt future lessons accordingly.	A
• Engage with theoretical perspectives on teaching and learning to inform practice and shape professional identity.	A
• Trial and refine differentiation strategies based on student progress, ensuring lessons cater to a diverse range of learning needs.	A
• Document reflections on teaching successes and challenges in a professional journal, linking to research and best-practice pedagogies.	A

Section 2: Teaching Effectively

3.7 Engage parents/carers in the educative process

escribe a broad range of strategies for involving parents/carers in the educative process

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
• Not assessed at Emerging level	E
• Not assessed at Consolidating level	C
• Participate in parent-teacher meetngs, student-led conferences, or school events (where permitted) to observe how educators engage families in the educative process.	A
• Reflect on strategies used to engage parents/carers and seek feedback from the mentor teacher on how to improve communication and collaboration with families.	A
• Communicate regularly with parents/carers (where appropriate and in collaboration with the mentor teacher) to share student progress, learning goals, and classroom experiences.	A
• Use a variety of communication methods (e.g., newsletters, emails, student learning journals, class websites, digital platforms like Seesaw or Google Classroom) to keep parents informed and engaged.	A
• Support home-school partnerships by suggesting strategies for extending learning at home, such as reading together, reinforcing numeracy skills, or discussing class topics.	A

Section 3: Creating and Maintaining Supportive Learning Environments

1.6 Strategies to support full participation of students with disability

Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
• Not assessed at Emerging level	E
• Consider inclusive education strategies to support access, participation and outcomes of students/children with a disability in planning for focus children, small and whole group learning experiences (differentiated whole group experiences)	C
• Demonstrate awareness of the regulatory and legislative requirements relating to students/children with disability	C
• Ask questions about support services for students/children with disabilities e.g. National Disability Insurance Scheme (NDIS), Learning and Support Officers (Primary and Secondary), Preschool field officers and Kindergarten Inclusion Support (KIS) (Early Childhood)	C
• Consider strategies to support participation of students with disability in planning for focus children, small and whole group learning experiences (differentiated whole group experiences)	A
• Demonstrate awareness of legislative requirements relating to students/children with disability	A
• Ask questions about support services for children with disabilities e.g. Learning Support Officers, National Disability Insurance Scheme (NDIS), Preschool field officers, Kindergarten Inclusion Support (KIS) etc.	A

Section 3: Creating and Maintaining Supportive Learning Environments

4.1 Support student participation

Identify strategies to support inclusive student participation and engagement in learning experiences

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
• Orientation to service – note down daily established routines	E
• Take note of strategies used by mentor/other educators to support student/children participation – ask questions to clarify strategies used, intended aims, and possible alternative strategies	E
• Show interest and curiosity in children’s individuality and diversity – ask questions (of children and mentors) in a respectful and caring manner	E
• Discuss with your mentor possible strategies to support student/children participation and engagement in learning experiences	C
• Observations and planning documents are responsive, strengths-focused, purposeful and recognise the individuality of each student/child	C
• Set differentiated goals and teaching approaches for your focus students that will support their access, participation and engagement in planned and spontaneous experiences.	A
• Plan for both structured and flexible learning experiences that allow students/children to engage in ways that suit their strengths and needs.	A
• Encourage student/children agency and voice by incorporating opportunities for choice in activities, goal setting, and decision-making.	A
• Modify teaching approaches in real time by responding to student/children engagement levels, using strategies such as breaking tasks into smaller steps, offering movement breaks, or using alternative modes of communication.	A

Section 3: Creating and Maintaining Supportive Learning Environments

4.2 Manage classroom activities

Demonstrate the capacity to organise learning experiences and provide clear directions

Emerging E
Consolidating C
Accomplished A

Examples	Level
• Ask meaningful questions about the set up and management of the learning environment (indoors and outdoors)	E
• Demonstrate initiative and be responsive and supportive of the room/classroom and group transitions and routines e.g., Assist in communicating daily routines to students, set and pack up the learning environment	E
• Observe and reflect on how your mentor teacher organises learning activities and provides clear instructions to students/children.	C
• Plan and lead a small group learning experience, ensuring clear expectations and structured transitions.	C
• Use visual supports (e.g., schedules, timers, task lists) to help children/students understand routines and expectations.	C
• Ask your mentor for feedback on your ability to organise and facilitate learning experiences, and adjust based on their advice.	C
• Experiment with different grouping strategies (e.g., pairs, small groups, whole class) to manage activities effectively.	C
• Develop and implement a structured plan for the final week of placement, incorporating lesson sequences, routines, and transitions to ensure smooth daily operations.	A
• Collaborate with the mentor teacher and co-educators to coordinate activities, ensuring alignment with curriculum goals and student needs.	A
• Provide clear, concise directions and expectations for students/children to support engagement and minimise disruptions during learning activities.	A
• Use visual schedules, timers, and other organisational tools to support smooth transitions between activities and maintain classroom flow.	A
• Demonstrate proactive classroom management techniques, such as positive reinforcement, clear expectations, and strategies for guiding prosocial behaviour.	A
• Communicate effectively with co-educators and support staff to ensure consistency in managing classroom routines and student needs.	A

Section 3: Creating and Maintaining Supportive Learning Environments

4.3 Manage challenging behaviour

Demonstrate knowledge of practical approaches to manage challenging behaviour

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
• Not assessed at Emerging level	E
• Not assessed at Consolidating level	C
• Implement proactive behaviour management strategies such as setting clear expectations, providing consistent routines, and reinforcing positive behaviours.	A
• Use positive language and non-verbal cues (e.g. calm tone, gestures, facial expressions) to guide students' or children's behaviour and maintain a supportive classroom environment.	A
• Demonstrate an understanding of behaviour as communication by observing students or children, identifying potential triggers, and responding with appropriate strategies.	A
• Support students or children in developing self-regulation skills by modelling calming techniques, providing sensory breaks, and using social stories where appropriate.	A
• Use restorative approaches to guide social interactions and encourage prosocial play (ECE), conflict resolution, and peer collaboration.	A
• Apply redirection and de-escalation techniques when necessary to maintain engagement and prevent escalation of challenging behaviours.	A
• Engage in reflective discussions with the mentor teacher about behaviour management strategies used, their effectiveness, and areas for further development.	A
• Adjust teaching strategies and environmental factors to minimise behavioural challenges, ensuring all students or children can participate meaningfully in the learning experience.	A

Section 3: Creating and Maintaining Supportive Learning Environments

4.4 Maintain student safety

Describe strategies that support student wellbeing and safety working within the school setting and system, curriculum and legislative requirements

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
• Contribute to daily safety routines, including cleaning, environment check, resources and equipment checks.	E
• Demonstrate appropriate supervision strategies (i.e., maintain awareness of your body position, who can/cannot see; ‘back to the wall’)	E
• Demonstrate awareness of the regulations and legislative requirements in an education setting	E
• Demonstrate developing understanding of the regulations	C
• Demonstrate strategies to maintain safety and supervision whilst engaged with individuals and/or small groups (e.g. scanning the room, body positioning, listening)	C
• Ask questions about, and engage with where appropriate, health and safety policies and procedures, such as incident or medical forms, risk assessment forms, and emergency procedures	C
• Assist with, and engage meaningfully with children during inside and outside play, daily routines, including setting up beds, nappy change, transitions, cleaning, environment or resources checks, and mealtimes	C
• Demonstrate knowledge of and adhere to relevant legislation, regulations, and policies (e.g. National Quality Framework, VIT, Child Safe Standards, centre policies) to ensure a safe and supportive learning environment.	A
• Consistently follow supervision protocols, risk assessments, and emergency procedures to minimise potential hazards and ensure students’ or children’s safety indoors and outdoors.	A
• Identify and respond appropriately to potential safety risks (e.g. playground hazards, unsafe materials, or signs of distress in students or children), following school or centre procedures for reporting and intervention.	A
• Support children in understanding personal safety and wellbeing through developmentally appropriate discussions about boundaries, consent, and emotional regulation.	A
• Engage in reflective discussions with the mentor teacher to evaluate safety practices and ensure continuous improvement in maintaining a secure learning environment.	A
• Participate in mandatory reporting discussions and understand the procedures for identifying and responding to concerns about child protection and welfare.	A

Section 3: Creating and Maintaining Supportive Learning Environments

4.5 Use ICT safely, responsibly and ethically

Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
Not assessed at Emerging level	E
Ask your mentor about school or centre policies on ICT use and how to incorporate digital resources safely and effectively.	C
Ask questions about age appropriate use of ICT and apply information in planning.	C
Follow policies and procedures, and mentor advice, regarding the use of ICT in learning and teaching.	C
Demonstrate professional conduct in the use and implementation of ICT, for example no use of a mobile phone in classroom settings, appropriate storage of confidential data, and awareness of and adherence to school policies and procedures.	C
Familiarise yourself with and adhere to school or centre policies and procedures regarding ICT use, including cybersecurity, privacy, and appropriate digital content.	A
Model and promote responsible digital citizenship by teaching students how to engage with online content safely, respectfully, and ethically.	A
Integrate ICT tools into lesson planning in ways that enhance learning while ensuring student safety and privacy, for example using secure learning platforms and age appropriate digital resources.	A

Section 4: Assessing and Providing Feedback for Learning

Emerging **E**
Consolidating **C**
Accomplished **A**

5.1 Assess student learning

Demonstrate understanding of assessment strategies, including informal and formal, diagnostic formative and summative approaches to assess children’s learning

Examples	Level
• Demonstrate interest in assessment strategies by asking about formats and approaches to recording and documenting observations.	E
• Begin to record your own observations and documentation of children’s or students’ learning using a variety of methods, such as jottings, photographs or video recordings using the setting camera, or learning stories.	E
• Have meaningful conversations with your mentor or other educators about children’s or students’ learning and demonstrate that you have taken the time to notice and think about what children or students say and do.	E
• Discuss with your mentor strategies for formal and informal assessments, including formative and summative approaches.	C
• Towards the end of the placement, analyse all your collected documentation for your focus students and write a summative assessment for each student.	C
• Observe and reflect on how your mentor teacher uses different assessment strategies, including formal, informal, diagnostic, formative, and summative, to track student or child progress.	C
• Trial informal assessment techniques such as questioning, observation, or exit tickets to gauge student or child understanding during lessons.	C
• Use checklists or anecdotal notes to record observations of student or child learning and discuss findings with your mentor.	C
• Design and implement a simple formative assessment activity, for example a quick quiz, concept map, or peer discussion task, to check for understanding.	C
• Analyse student or child work samples with your mentor, identifying strengths and areas for growth.	C

Section 4: Assessing and Providing Feedback for Learning

Emerging E
Consolidating C
Accomplished A

5.1 Assess student learning

Demonstrate understanding of assessment strategies, including informal and formal, diagnostic formative and summative approaches to assess children’s learning

Examples	Level
• Use a range of assessment strategies, including observations, checklists, learning stories, work samples, and student or child led reflections, to capture evidence of students’ or children’s learning.	A
• Incorporate both formative and summative assessments into the planning cycle to monitor progress and inform future learning experiences.	A
• Use anecdotal records and running records to document students’ or children’s development and adjust teaching strategies accordingly.	A
• Engage students or children in self assessment and reflection, encouraging them to share their thoughts and ideas about their learning experiences.	A
• Use diagnostic assessments to identify learning needs and tailor activities to support students’ or children’s individual development.	A
• Regularly review and analyse collected assessment data with mentor teachers to inform planning and differentiate instruction.	A
• Ensure assessment practices are student or child centred.	A

Section 4: Assessing and Providing Feedback for Learning

5.2 Provide feedback to students on their learning

Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
• Not assessed at Emerging level	E
• Not assessed at Consolidating level	C
• Demonstrate a range of strategies for providing children with feedback, including spontaneous positive reinforcement, reflective conversations, and goal setting and evaluation.	A
• Use language strategies to make children’s strengths, interests, and learning visible, for example “I notice...”, “I wonder...”, “When you...”.	A

Section 4: Assessing and Providing Feedback for Learning

5.3 Make consistent and comparable judgements

Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning

Emerging

Consolidating

Accomplished

E

C

A

Examples	Level
Not assessed at Emerging level	E
Discuss with your mentor strategies for making comparable judgements about student learning.	C
Discuss with your mentor strategies for building a broad picture of student learning and development.	C
Observe and reflect on how your mentor teacher makes assessment decisions and ensures consistency when evaluating student or child learning.	C
Engage in discussions with your mentor about how moderation processes work within the school or centre to support consistent assessment.	C
Compare student or child work samples against set criteria or rubrics and discuss your judgements with your mentor to refine consistency.	C
Participate in informal moderation discussions with your mentor or other educators, sharing observations and interpretations of student or child progress.	C
Discuss with your mentor strategies for making comparable judgements about student learning.	A
Discuss with your mentor strategies for building a broad picture of student learning and development.	A
Make an attempt to apply some of these strategies.	A
Engage in reflective conversations about how personal biases might affect assessments.	A
Observe how mentor teachers and colleagues assess similar learning experiences and compare interpretations to understand moderation practices.	A
Make an attempt to apply moderation strategies, such as aligning documentation with agreed learning outcomes and discussing findings with your mentor, teaching teams, or other staff.	A

Section 4: Assessing and Providing Feedback for Learning

5.4 Interpret children’s data

Demonstrate the capacity to interpret children assessment data to evaluate children’s learning and modify teaching practice

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
• Seek opportunities to view children’s or students’ assessments and data to understand the methods used and how to read and interpret the information.	E
• Engage in conversation with your mentor or other educators about children’s or students’ interests, strengths, and challenges, and how these are considered in planning for learning.	E
• Identify possible teaching strategies in response to assessment findings.	E
• Use observations and documentation to make decisions about future planning for teaching and learning.	C
• Discuss with your mentor how they use student assessment data to inform planning and modify teaching strategies.	C
• Analyse observations, work samples, or assessment data to identify patterns in student or child learning and areas needing support.	C
• Use informal assessment data, for example exit tickets, anecdotal notes, or checklists, to make small adjustments to lesson activities based on student needs.	C
• Analyse observations, learning stories, work samples, and assessment checklists to identify trends in students’ or children’s learning and development.	A
• Use assessment data to inform planning, adapting learning experiences to meet the needs, strengths, and interests of individual students or children.	A
• Engage in discussions with the mentor teacher about how assessment data is interpreted and used to guide decision making in the learning program.	A

Section 4: Assessing and Providing Feedback for Learning

5.5 Report on student achievement

Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
• Not assessed at Emerging level	E
• Not assessed at Consolidating level	C
• Engage in discussions with the mentor teacher to understand the reporting processes used in the setting, including the types of data collected and how it informs communication with families.	A
• Observe and reflect on how educators provide feedback to parents or carers, noting the language used to describe student learning progress.	A
• Summarise the learning and development of a focus student or child into a clear, strengths based statement aligned with curriculum outcomes, for example the EYLF or the Victorian Curriculum.	A
• Participate in informal reporting opportunities, such as contributing to learning portfolios, parent updates, or end of term summaries under mentor supervision.	A
• Reflect on the importance of maintaining accurate and reliable student or child records and discuss strategies with the mentor for ensuring consistency in documentation.	A
• Demonstrate awareness of Transition Learning and Development Statements, TLDS, and their purpose.	A
• Ask your mentor about the process and data they use to complete the TLDS.	A
• Summarise the learning of at least one of your focus children into a statement that could be used in a TLDS, considering learning goals and outcomes in relation to the EYLF or another approved learning framework.	A

Section 5: Demonstrating Professional and Ethical Conduct

6.1 Identify and plan professional learning needs

Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
• Not assessed at Emerging level	E
• Engage in reflective journaling each week to consider your professional strengths and areas for further improvement, evaluate and reflect on implemented learning experiences, significant moments and observations for your professional learning and identity, and your growing knowledge and practice. Link each of your reflections to at least one AITSL standard	C
• Discuss your reflections with your mentor teacher, seek feedback and critically reflect on the feedback to further enhance your professional knowledge and strengthen your professional practices	C
• Set personal professional learning goals based on mentor feedback, self-reflection, and observed teaching experience	C
• Engage in discussions with the mentor teacher to understand the reporting processes used in the setting, including the types of data collected and how it informs communication with families.	A
• Observe and reflect on how educators provide feedback to parents or carers, noting the language used to describe student learning progress.	A
• Summarise the learning and development of a focus student or child into a clear, strengths based statement aligned with curriculum outcomes, for example the EYLF or the Victorian Curriculum.	A
• Participate in informal reporting opportunities, such as contributing to learning portfolios, parent updates, or end of term summaries under mentor supervision.	A
• Reflect on the importance of maintaining accurate and reliable student or child records and discuss strategies with the mentor for ensuring consistency in documentation.	A
• Demonstrate awareness of Transition Learning and Development Statements, TLDS, and their purpose.	A
• Ask your mentor about the process and data they use to complete the TLDS.	A
• Summarise the learning of at least one of your focus children into a statement that could be used in a TLDS, considering learning goals and outcomes in relation to the EYLF or another approved learning framework.	A

Section 5: Demonstrating Professional and Ethical Conduct

6.2 Engage in Professional learning and improve practice

Understand the relevant and appropriate sources of professional learning for teacher

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
Investigate the professional learning undertaken by teachers or educators in your placement setting and identify areas for your future development.	E
If invited and approved, participate in professional learning opportunities within the setting.	E
Participate in collaborative planning with your mentor and/or teaching team.	E
Regularly discuss your progress toward the standards in this document with your mentor.	E
Regularly discuss your progress towards achieving the standards in this document with your mentor	C
If invited, and with permission, attend professional learning sessions offered by the school/centre where possible and reflect on how the learning applies to your practice	C
Regularly discuss your progress toward the standards in this document with your mentor.	A
Participate in collaborative planning with your mentor and/or teaching team.	A
If invited and approved, participate in professional learning opportunities within the school.	A
Demonstrate awareness of appropriate sources and opportunities for ongoing professional learning.	A

Section 5: Demonstrating Professional and Ethical Conduct

6.3 Engage with colleagues and improve practice

Seek and apply constructive feedback from mentors and teachers to improve teaching practice

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
• Seek regular daily feedback from your mentor and other educators through in-the-moment conversations and structured opportunities such as reflective discussions and planning time.	E
• Apply feedback where appropriate and seek further clarification or follow-up feedback as needed.	E
• With permission, attend staff meetings where possible.	E
• Build respectful, reciprocal relationships with your mentor and other staff.	C
• Seek regular feedback from your mentor at appropriate times.	C
• Use feedback to adjust your teaching practice and seek further feedback where appropriate.	C
• Actively engage in your final placement review alongside your mentor teacher.	C
• Engage in regular reflective discussions with the mentor teacher, focusing on teaching effectiveness, student engagement, and alignment with the Australian Professional Standards for Teachers.	A
• Seek and apply constructive feedback from the mentor and other educators, making targeted improvements in lesson planning, delivery, and classroom management.	A
• Collaborate with the mentor teacher to refine lesson sequences, ensuring learning experiences are engaging, inclusive, and responsive to students'/children's needs.	A
• Critically reflect on teaching practices, identifying professional strengths and areas for growth, and setting specific goals for development.	A
• Document and track feedback received and reflect on how it has influenced teaching decisions and pedagogical approaches.	A
• Actively participate in team discussions, planning meetings, or collaborative professional learning activities to further develop teaching expertise.	A

Section 5: Demonstrating Professional and Ethical Conduct

6.4 Apply professional learning and improve student learning

Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
• Not assessed at Emerging Level	E
• Not assessed at Consolidating Level	C
• Engage in regular reflective discussions with the mentor teacher, focusing on teaching effectiveness, student engagement, and alignment with the Australian Professional Standards for Teachers.	A
• Seek and apply constructive feedback from the mentor and other educators, making targeted improvements in lesson planning, delivery, and classroom management.	A
• Collaborate with the mentor teacher to refine lesson sequences, ensuring learning experiences are engaging, inclusive, and responsive to students'/children's needs.	A
• Critically reflect on teaching practices, identifying professional strengths and areas for growth, and setting specific goals for development.	A
• Document and track feedback received and reflect on how it has influenced teaching decisions and pedagogical approaches.	A
• Actively participate in team discussions, planning meetings, or collaborative professional learning activities to further develop teaching expertise.	A

Section 5: Demonstrating Professional and Ethical Conduct

7.1 Meet professional ethics and responsibilities

Understand and apply the key principles described in codes of ethics and conduct for the teaching profession

Emerging

Consolidating

Accomplished

E

C

A

Examples	Level
Attend placement for the required days and hours – notify school and/or PEO as required if unable to attend	E
Demonstrate professionalism in communication with staff, families and students/children at the school/centre	E
Ask to view the school policies and procedures – review and adhere to these	E
Demonstrate awareness of policy documents such as the Alice Springs (Mparntwe) Declaration, State and Territory Teacher Registration body, Code of Conduct and Ethics	E
Demonstrate understanding of the meanings and values of integrity, responsibility and respect in professional conduct, personal conduct and professional competence	E
Demonstrate awareness of policy documents such as the Melbourne Declaration, Early Childhood Australia (ECA) Code of Ethics, and United Nations Rights of the Child	E
Attend placement for the required days and hours – notify school and/or PEO as required if unable to attend	C
Demonstrate professionalism in communication with staff, families and students/children at the school/centre	C
Ask to view the school policies and procedures – review and adhere to these	C
Demonstrate awareness of policy documents such as the Alice Springs (Mparntwe) Declaration, State and Territory Teacher Registration body, Code of Conduct and Ethics	C
Demonstrate understanding of the meanings and values of integrity, responsibility and respect in professional conduct, personal conduct and professional competence	C
Demonstrate awareness of policy documents such as the Melbourne Declaration, Early Childhood Australia (ECA) Code of Ethics, and United Nations Rights of the Child	C

Section 5: Demonstrating Professional and Ethical Conduct

7.1 Meet professional ethics and responsibilities

Understand and apply the key principles described in codes of ethics and conduct for the teaching profession

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
• Attend placement for the required days and hours – notify setting and/or PEO as required if unable to attend.	A
• Uphold professional codes of conduct and ethics (e.g., Deakin Student Code of Conduct, ECA Code of Ethics (ECE), VIT Code of Conduct, school/centre-based policy).	A
• Review placement setting policies and procedures.	A
• Demonstrate understanding of the meanings and values of integrity, responsibility and respect in professional conduct, personal conduct and professional competence.	A
• Familiarise yourself with and follow the setting’s policies and procedures, including those related to child safety, confidentiality, behaviour management, and ICT use.	A
• Maintain professional integrity by respecting confidentiality, ensuring discussions about students/children remain within appropriate professional contexts.	A
• Model ethical and responsible behaviour in all interactions, demonstrating respect for students/children, families, and colleagues.	A

Section 5: Demonstrating Professional and Ethical Conduct

7.2 Comply with legislative, administrative and organisational requirements

Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to early childhood stage

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
• Seek permission from the placement setting to collect placement documentation/artefacts, if necessary (check assignment tasks).	E
• Seek parent/guardian permission for focus student(s)/child(ren), if necessary (check assessment tasks).	E
• Demonstrate awareness of policies such as SunSmart and Food Handling in order to effectively support students/children's safety and smooth routines.	E
• Uphold Child Safe Standards and Mandatory Reporting requirements.	E
• Seek permission from the placement setting to collect placement documentation/artefacts, if necessary (check assignment tasks).	C
• If necessary, in consultation with the mentor and in alignment with setting policies, seek parent/guardian permission for focus children.	C
• Comply with guidelines regarding use in documentation and assignment tasks.	C
• Keep personal contact details up to date with the University and placement school.	C
• Demonstrate awareness of policies such as SunSmart and Food Handling to effectively support student safety and smooth routines.	C
• Uphold Child Safe Standards and Mandatory Reporting requirements.	C
• Seek permission from the placement setting to collect placement documentation/artefacts, if necessary (check assignment tasks).	A
• Comply with guidelines regarding use of photos, videos and identifiable information in documentation and assignment tasks.	A
• Uphold Child Safe Standards and Mandatory Reporting requirements.	A
• Demonstrate compliance with national regulations (e.g., active supervision) and setting specific policies (e.g., SunSmart policies).	A

Section 5: Demonstrating Professional and Ethical Conduct

7.3 Engage with the parents/carers

Understand strategies for working effectively, sensitively and confidentially with parents/carers

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
• Not assessed at Emerging level	E
• With guidance from your mentor, demonstrate appropriate levels and types of preservice teacher communication with families/guardians (i.e. conversations should be general and not contain specific or sensitive information).	C
• Ask your mentor questions about how they build and maintain positive relationships with families.	C
• Observe interactions between the mentor/other educators and families/guardians.	C
• Take note of strategies for respectful interactions that promote community and inclusivity. Discuss observations with your mentor.	C
• Discuss with your mentor how strong educator-family relationships contribute to student wellbeing and learning, considering strategies to foster collaboration in future practice.	A
• Observe and reflect on how mentor teachers engage with families to build positive, respectful, and collaborative relationships.	A
• With mentor guidance, participate in informal conversations with parents/carers (e.g., during drop-off or pick-up) to build rapport and demonstrate professional communication.	A
• Use strengths-based language when discussing student progress, ensuring that feedback to families is constructive and focused on student learning and development.	A
• Maintain confidentiality and professional boundaries in all interactions with families, following school/centre policies and ethical guidelines.	A
• Contribute to class communication (e.g., newsletters, digital updates, learning portfolios), ensuring language is clear, respectful, and informative.	A
• Demonstrate awareness of diverse family backgrounds by using inclusive communication strategies and respecting cultural sensitivities.	A
• Seek mentor feedback on communication with families and refine approaches to ensure clarity, professionalism, and appropriateness.	A

Section 5: Demonstrating Professional and Ethical Conduct

7.4 Engage with professional teaching networks and broader communities

Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
• Not assessed at Emerging level	E
• Not assessed at Consolidating level	C
• Reflect on the role of external professionals and community representatives in enhancing educational practice and meeting diverse student needs.	A
• Ask to attend staff meetings, professional development sessions, or school/centre community events to see how educators engage with broader networks.	A
• Explore how schools/centres build partnerships with local organisations, such as Indigenous Elders, cultural groups, libraries, or wellbeing services, to enrich student learning.	A