

Faculty of Humanities

Professional Experience Handbook

Bachelor of Education Early Childhood

Bentley and Regional

Professional Studies with Early Learning Quality Frameworks in the
First Five Years of Life

Guidelines for

Directors/Co-ordinators

Mentor Educators

Pre-Service Teachers

University Supervisors



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PROFESSIONAL EXPERIENCE STAFF CONTACT DETAILS

Office of Professional Experience Administration

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Website: http://humanities.curtin.edu.au/schools/EDU/education/prof_exp.cfm

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WELCOME TO PROFESSIONAL EXPERIENCE AT CURTIN UNIVERSITY

We would like to thank you for agreeing to participate in the professional experience component of our pre-service teacher education programs. We value your time, commitment and energy and appreciate your efforts to help our pre-service teachers embark on their professional preparation. We anticipate that beginning Early Childhood teachers will find working with children in schools and early learning centres enjoyable and rewarding. Professional experience placements provide opportunities for in-depth exploration of a chosen career, and the chance to trial, apply, reflect on and refine ideas that have been developing throughout each semester of the degree program.

The Professional Experience program is an integral part of the Teacher Education course at Curtin University. The program is based on three major premises: gradual, varied and integrated experiences. Success in Professional Experience is essential for pre-service teachers' professional development and for continuation in the course. Pre-service teachers must satisfactorily complete each stage of the Professional Experience program. Some key points to note:

- It is expected that all pre-service teachers will prepare learning experiences and keep a log of detailed observations and reflections. A template is provided to guide these processes; alternatively the format may be negotiated with the mentor teacher.
- Absenteeism: Where absence is unavoidable pre-service teachers are required to notify both the Early Learning Centre and Curtin University Professional Experience Office no later than 8.00am on the day concerned. Pre-service teachers are often expected to make up days lost through absenteeism. An Absentee form is provided later in this handbook.
- Please forward all completed forms to the relevant address listed earlier in this handbook.
- Pre-service teachers must maintain a **Teaching File** as a comprehensive record of the activities, observations and planned learning experiences undertaken during professional experience. It is also strongly suggested that a resource file be developed to organise the ideas and resources used during placements.

The information presented in this handbook should answer any questions, alternatively please consult the contact list to speak to someone in person.

Once again, many thanks for your participation in the professional experience component in our pre-service teacher education programs.

The Professional Experience Team
School of Education
Curtin University

OVERVIEW OF PROFESSIONAL EXPERIENCE PLACEMENTS IN THE BACHELOR OF EDUCATION (ECE) PROGRAM

The table below provides you with a summary of the timing, length of placement and the location within the program for each of the professional experience placements. You will see that the professional experience placement is situated within a unit of work, which has an overall theme or focus area. This information is to provide guidance on the expected range of skills, content knowledge and anticipated abilities of pre-service teachers.

	Year 1	Year 2	Year 3	Year 4
Semester 1		<p>Unit: Professional Studies in Teaching and Assessment in Junior Primary</p> <p>Focus area: Pedagogy, planning, assessment practices, reflective practice</p> <p>Length of placement: 3 weeks</p>	<p>Unit: Professional Studies in Supportive Learning Environments with Three to Five Year Olds</p> <p>Focus area: Guiding behaviour, supportive environments, observation and documentation, inquiry, reflective practice</p> <p>Length of placement: 3 weeks</p>	
Semester 2			<p>Unit: Professional Studies with Early Learning Quality Frameworks in the First Five Years of Life</p> <p>Focus area: Pedagogy, assessment practices, reflective practice, relationships</p> <p>Length of placement: 1 day per week for 10 weeks immediately followed by a 3 week block</p>	<p>Unit: Transition to the Teaching Profession</p> <p>Focus area: Pedagogy, transition into beginning teacher, reflective practice</p> <p>Length of placement: One school term</p>

ROLES & RESPONSIBILITIES

Person	Role	Major Responsibilities	Liaison	Notes
Director or nominated centre based staff member	Centre Professional Experience Coordinator	<ul style="list-style-type: none"> Welcome the pre-service teacher into the early learning centre: introduce to staff and induct student into the early learning centre context. Ensure that mentor educators are informed of the placement and have access to the Curtin Professional Experience Handbook. Mediate if necessary between the pre-service teacher and the mentor educator. 	<ul style="list-style-type: none"> Mentor Educator/s Curtin Professional Placement staff 	<ul style="list-style-type: none"> Pre-service teachers do not have the legal responsibility to be solely in charge of children. They are not to be used as relief staff or included in staff to children ratios.
Mentor Educator	Mentor	<ul style="list-style-type: none"> Induct the pre-service teacher into the centre and articulate centre practices and routines. Facilitate the placement as per the guidelines in the relevant Curtin Professional Experience Handbook. Conduct a total of 11 mentoring sessions (@30 mins). Complete Professional Learning Conversation records for mentoring sessions 1-8. Provide copies to the pre-service teacher. Review and provide feedback on experience plans. Provide written post-experience feedback that is constructive. Discuss the pre-service teacher's progress with the Curtin Supervisor during their visit. Alert the Curtin Supervisor if the pre-service teacher is at risk of failing. Work with the Curtin Supervisor and the pre-service teacher to complete the <i>At Risk Form</i>. Complete the assessment forms; sign and have the pre-service teacher pursue and sign, and give a copy to the pre-service teacher to take with them. 	<ul style="list-style-type: none"> Professional Experience Co-ordinator Curtin Supervisor 	<ul style="list-style-type: none"> Pre-service teachers do not have the legal responsibility to be solely in charge of children. They must be supervised at all times.

Curtin Supervisor	Confirmation of satisfactory progress OR at-risk	<ul style="list-style-type: none"> Formally visit the pre-service teacher and observe them conducting an experience. Provide written and verbal feedback on the experience to the pre-service teacher. Provide a copy of the written feedback to the pre-service teacher. Discuss the pre-service teacher's progress with the mentor educator. Scan the pre-service teacher's Professional Experience folder and comment on the quality and/or make suggestions of what could be added. Complete the Assessment Form: provide a copy (on the day if possible) to the pre-service teacher, and send the original to the Professional Placement Office at Curtin. Contact the Professional Placement Office at Curtin if a pre-service teacher is deemed At Risk. Work with the mentor educator and the pre-service teacher to complete the At Risk Form. 	<ul style="list-style-type: none"> Mentor educator Pre-service teacher Professional Placement Officers 	<ul style="list-style-type: none"> Please ensure that the pre-service teacher has indicated their preferred experiences for observation. Pre-service teachers At Risk may require an additional visit. You may contact the Unit Coordinator if there are significant issues in regards to a pre-service teacher's placement/experience.
Pre-service Teacher	Temporary member of staff	<ul style="list-style-type: none"> Contact the Early Learning Centre prior to your placement. Undertake the recommended number of pre-visits. Contact your Curtin Supervisor as soon as possible, and ensure you send them a copy of your schedule and preferred experience for observation. Then maintain contact with your Supervisor. Thoroughly read through the relevant Professional Experience Handbook: in particular, your observation and teaching requirements AND the assessment forms against which you will be graded. Make time to plan with your mentor educator. Participate in a total of 11 mentoring sessions (@30 mins). Completed Professional Learning Conversation records for mentoring sessions 1-8 must be included when you submit your ePortfolio items. 	<ul style="list-style-type: none"> Professional Experience Coordinator Mentor Educator Curtin Supervisor 	<ul style="list-style-type: none"> Pre-service teachers do not have the legal responsibility to be solely in charge of the children. They are not to be used as relief educators or included in staff to children ratios. Do NOT use social networking sites (e.g. Facebook) to discuss matters pertaining to the centre, educators, parents or children. Do NOT use children's photos in any

		<ul style="list-style-type: none"> • Provide your mentor teacher with a hard copy of your experience plans at least 24 hour PRIOR to teaching the experience. • Attend and participate in as many extra-curricular activities as possible AND staff meetings and professional development opportunities. • Seek and LISTEN to feedback and advice. • Observations of children - the learning and development of between 2-4 children should be focused upon and documented over the practicum. Parent permission must be obtained. • Ensure that you have a copy of the Curtin Supervisor's written feedback AND their assessment form. • Ensure that you SIGN and receive a copy of your final report from your mentor teacher. You must take this with you on your last day and submit it to the Professional Placement office immediately. • Ensure that your Mentor has signed the attendance log. This must be included submitted to the Professional Placement office with your final report. 		<p>online forums.</p> <ul style="list-style-type: none"> • Professionalism must be maintained at all times including personal conduct and dress code. • You must pass BOTH the theory and professional experience components of your unit to pass overall.
Professional Experience Officers	Placement & monitoring	<ul style="list-style-type: none"> • Distribute and collect all necessary student documentation, including the Professional Placement information forms. • Initial contact with Early Learning Centres via the Professional Experience Coordinator, and subsequent placement of students. • Inform pre-service teachers of their placements as soon as possible. • Inform pre-service teachers of their Curtin Supervisor as soon as possible. • Monitor the returning of Curtin Supervisor and Mentor Educator paperwork. • Inform the Unit Coordinator of any students reaching At Risk status. 	<ul style="list-style-type: none"> • Professional Experience Coordinators • Pre-service teachers • Unit Coordinators 	

Unit Coordinator	Unit management	<ul style="list-style-type: none"> • Ensure that all pre-service teachers are well-aware of the expectations Curtin University has of them during their placement. • Ensure that all pre-service teachers have access to the relevant Professional Experience Handbook, and understand the requirements of their particular placement. • Work with the Curtin Supervisor and Mentor Educator to monitor At Risk students. • Enter all results into Blackboard. 	<ul style="list-style-type: none"> • Professional Placement Officers • Curtin Supervisors 	<ul style="list-style-type: none"> • Students who fail either the theory competent or the Professional Placement need to be recorded in a database.
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THIRD PROFESSIONAL EXPERIENCE

During this Professional Experience, pre-service educators should accept an increasing responsibility for a variety of learning experiences. These should include:

1. plan and implement meaningful learning experiences, to industry standards, for infants, toddlers and young children within early learning settings; (ULO 1)
2. demonstrate a developing leadership style through engagement with an organisational culture and professional learning community; (ULO 2)
3. create and maintain collaborative relationships with families and colleagues while developing teacher professional identity, resilience and emotional wellbeing; (ULO 3)
4. analyse and evaluate the National and State law and policy and the impact these have on early learning environments, families and children; (ULO 4)

Learning experience plans need to be submitted in advance and evaluations submitted the following day. These plans should be professionally presented in the pre-service teacher's **Teaching File**, and be available for the mentor educator, Director/coordinator and Curtin supervisor at all times.

LEGAL LIABILITY

While it is desirable for the pre-service teacher to become fully involved in the centre's activities, it should be noted that the pre-service teacher does not assume the legal responsibility of an employed fully-qualified and registered teacher.

No pre-service teacher should be left alone with children at any time. The Director/Centre Coordinator and staff of the centre are legally responsible for the care of the children at all times.

Note: Where a pre-service teacher holds a children's services qualification (Certificate or Diploma), legal responsibility is not assumed, as all pre-service teachers are placed as a student of the University and are making the transition from pre-service teacher to early childhood teacher.

THE PROFESSIONAL EXPERIENCE

Pre-service teachers are required to observe the many roles of the educator in an Early Learning Centre and have opportunities to experience success in their initial teaching efforts. Pre-service teachers are expected to take every opportunity to discuss with their mentor educators the completion of set tasks, preparation, organisation, and presentation of learning experiences. A pre-service teacher's development in the observation, interpretation, and documentation is instrumental in becoming a competent teacher. An opportunity for pre-service teachers to observe children in a variety of centre settings is also very valuable.

Week Prior to Beginning the Professional Experience:

- Establish first contacts with the centre/mentor and group.
- Make observations of the centre and have discussions with staff.
- Pre-service teacher to contact University Supervisor.

Weekly visits

Pre-service teachers are expected to visit the centre once a week for 10 weeks immediately prior to a three-week block placement and be at the centre for an 8-hour day each visit, working in with centre arrangements. Ideally, the 10 weekly visits will be on the same day of the week. Over the course of the placement the Pre-Service teacher should experience at least two openings of the centre and two closes.

The Placement Schedule shows the focus age group or staff. As far as possible, this schedule should be followed as it enables the pre-service teacher to complete tasks related to assignment requirements. Where centres have different room arrangements the pre-service teacher, in consultation with their mentor, should aim to spend time with children as close to the focus age group as possible. The time spent with the mentor will be in the room/on the floor where the mentor is rostered.

Pre-service teachers are expected to take no more than one hour off the floor for each of the 10 days they visit prior to the three-week block placement to work on ePortfolio tasks for EDUC 3003. Please note that this one hour off the floor each visit should not be the lunch hour/time. The mentor educator's signature is required to confirm attendance each of the 10 weekly visits and each day the three-week block placement

PLACEMENT SCHEDULE

Semester Week	Topic	Focus Quality Areas	Focus EYLF Outcomes	Focus age group/staff	Placement Information	Mentoring
Prior to placement visit/s						
1	Topic 1 Setting the Scene – the Early Learning Context <ul style="list-style-type: none"> ○ Curriculum and Policy ○ Legal and Professional Requirements ○ The National Quality Framework For Education and Care Services ○ National Law ○ National Regulations 	QA 1 QA 2 QA 3 QA 4, QA 5 QA 6 QA 7	EYLF Outcomes 1,2,3,4,5			
2	Topic 2 Roles and responsibilities in the Early Learning Centre <ul style="list-style-type: none"> ○ The National Quality Framework For Education and Care Services ○ National Law ○ National Regulations ○ Codes of Practice ○ Policies ○ Own Philosophy ○ Assessment & Rating Process – Overview 	QA 1 QA 2 QA 3 QA 4 QA 5 QA 6 QA 7	EYLF Outcomes 1,2,3,4,5			
3	Topic 3 The Importance of Relationships <ul style="list-style-type: none"> ○ Image of the Child ○ Child Development ○ Attachment Theory/Bonding ○ Relationships with Children ○ Partnerships and Relationships with Families ○ Parent and Carers (Barriers/ Vulnerable Families) 	QA 5 QA 6	EYLF Outcome 1	Mentor (am) 0-2 years (pm)	1 day	Mentoring Session 1

4	Topic 4 Observing, Interpreting and Documenting Children's Learning <ul style="list-style-type: none"> ○ Caregiving as Curriculum - Infants and Toddlers ○ Programming & Planning ○ Centre Philosophy ○ Observation & Documentation ○ Assessment ○ Intentional Teaching ○ Reflective Practice – Building a Reflective Culture ○ Play Based Learning ○ Inclusion 	QA1	EYLF Outcome 4	4-5 years (am) 0-2 years (pm)	1 day	Mentoring Session 2
Study week						
6	Topic 5 Environments <ul style="list-style-type: none"> ○ Programming & Planning ○ Indoor Environments ○ Outdoor Environments 	QA3	EYLF Outcome 3	0-2 years (all day)	1 day	Mentoring Session 3
7	Topic 6 Fostering Cognitive & Language Development <ul style="list-style-type: none"> ○ Cognitive Development ○ Language Acquisition & Development ○ Talking to Children ○ Programming & Planning ○ Numeracy and Literacy Integration 	QA1 QA5	EYLF Outcome 5	0-2 years (am) Mentor (pm)	1 day per week	Mentoring Session 4
8	Topic 7 Transitions, Resilience and Self Regulation <ul style="list-style-type: none"> ○ Social & Emotional Development ○ Routines & Rituals ○ Effective Transitions ○ Building Resilience in Young Children ○ Staff Rosters & Primary Caregivers 	QA5 QA6	EYLF Outcome 4	2-3 years (am) 4-5 years (pm)	1 day per week	Mentoring Session 5

Study week						
10	Topic 8 Promoting Children's Health and Safety <ul style="list-style-type: none"> ○ Children's Health and Safety ○ Physical Activity For Young Children ○ Nutrition ○ Physical Activity Policies and Practices ○ Adventurous Play ○ Excursions ○ Mandatory Reporting Requirements 	QA2	EYLF Outcome 3	Cook (am) 0-2 years (pm)	1 day per week	Mentoring Session 6
11	Topic 9 Managing to Support Quality <ul style="list-style-type: none"> ○ Assessment & Rating Process ○ The National Quality Framework For Education and Care Services ○ National Law ○ National Regulations ○ Quality Improvement Plans and Record Keeping ○ Waivers 	QA 1 QA 2 QA 3 QA 4 QA 5 QA 6 QA 7	EYLF Outcomes 1,2,3,4,5	Mentor (am) Director (pm)	1 day per week	Mentoring Session 7
12	Topic 10 Leadership in the Early Learning Context. <ul style="list-style-type: none"> ○ Leadership styles & Models ○ Engaging educators ○ Quality Improvement Plans ○ Staff guidance and direction 	QA 7	EYLF Outcomes 1,2,3,4,5	0-2 years (am) Director (pm)	1 day per week	Mentoring Session 8
13	Topic 11 Community Projects and Cultural Competency <ul style="list-style-type: none"> ○ Culture ○ Cultural Competence 	QA6	EYLF Outcome 2	0-2 years (am) 2-3 years (pm)	1 day per week	

14	Topic 12 Reflection <ul style="list-style-type: none"> ○ Revisit/Review Own Philosophy 			0-2 years (am) Mentor (pm)	1 day per week	
15 - 17	Immersion in the Centre & Context 15 Observations <i>(5 per week)</i> 6 x Experience Plans <i>(2 per week)</i> (see below)	QA 1 QA 2 QA 3 QA 4 QA 5 QA 6 QA 7	EYLF Outcomes 1,2,3,4,5	Mon - 0-2 years (am) Mentor (pm) Tues - 0-2 years (all day) Weds - 0-2 years (all day) Thurs - 0-2 years (am) 3-4 years (pm) Fri 4-5 years (pm) Mentor (pm)	3 week block	3 x Mentoring sessions

Three-Week Block Placement

Week One:

- Conduct a minimum of 5 separate observations using the example Observation Protocols in this handbook, or the observation/documentation formats used in the centre. These observations need to be in your Teaching File and will be appraised by your University Supervisor.
- Use observations to plan, teach and evaluate two fully-prepared indoor/outdoor learning experiences. These Experience Plans need to be in your Teaching File and will be appraised by your University Supervisor.
- Carry out the role of assistant when not involved in observing/teaching.

Week Two:

- Conduct a minimum of 5 separate observations using the example Observation Protocols in this handbook, or the observation/documentation formats used in the centre. These observations need to be in your Teaching File and will be appraised by your University Supervisor.
- Use observations to plan, teach and evaluate two fully-prepared indoor/outdoor learning experiences. These Experience Plans need to be in your Teaching File and will be appraised by your University Supervisor.
- It is recommended that pre-service teacher be responsible for setting up the indoor environment for one room at least for one day.
- Carry out the role of assistant when not involved in observing/teaching.

Week Three:

- Conduct a minimum of 5 separate observations using the example Observation Protocols in this handbook, or the observation/documentation formats used in the centre. These observations need to be in your Teaching File and will be appraised by your University Supervisor.
- Use observations to plan, teach and evaluate two fully-prepared indoor/outdoor learning experiences (these two experiences should be sequential and include transitions for children). These Experience Plans need to be in your Teaching File and will be appraised by your University Supervisor.
- It is recommended that pre-service educators be responsible for setting up the indoor and outdoor environment for one room at least for one day.
- Carry out the role of assistant when not involved in observing/teaching.
- Final Day: Conclude all evaluations, debrief of the professional experience.

ASSESSMENT

During the placement, the mentor teacher is asked to complete the relevant Assessment Form. University policy on the assessment of Professional Experience is a developmental one.

Pre-service teachers at this level are graded as “Highly Competent”, “Competent” or “Not Yet Competent”. The contents of this form should be discussed with and signed off by the pre-service teacher. It is not necessary for every descriptor in the assessment form to be fully achieved for an overall grade of “Competent” to be given.

A university supervisor will visit the pre-service teacher to observe their progress in week 2 of the block placement which occurs immediately following the 10 weekly one day visits. If a mentor educator has any concerns about a pre-service teacher, s/he is asked to contact Curtin and begin the At Risk process **as soon as possible** (contact details in this handbook).

The contents of the assessment form should be discussed with and signed by the pre-service teacher to acknowledge the report has been read. Copies of these reports will be sent to mentor educators or can be obtained electronically by contacting: professional.experience@curtin.edu.au

Mentor educators are asked to send their report as soon as possible to the Office of Professional Experience.

ASSESSMENT FORMS FOR THE MENTOR EDUCATOR

We appreciate the time and effort that Mentor educators give Curtin pre-service teachers during their third Professional Experience placement. There are **two parts** to the assessment for the professional experience:

Part 1: A **checklist** (formative evaluation) includes some examples of what you can expect your pre-service teacher to demonstrate during the placement. Please talk through this assessment process together with your pre-service teacher and identify the strengths that he/she has demonstrated in the centre and the aspects that require attention, giving some ideas about how to improve these. We have used the Australian Professional Standards, The Early Years Learning Framework and the National Quality Standard for the mentor educator to frame the assessment.

It is expected that pre-service teachers will be able to show some progress in each of the standards. If the pre-service teacher does not get an opportunity to demonstrate the capabilities identified please indicate this by writing “not observed” in the comments column. Please keep in mind that the pre-service teachers are in **their third experience in the role of a teacher**. If you notice additional achievements, please note these in your final report.

Part 2: A **final assessment** of “Highly Competent”, “Competent” or “Not Yet Competent” at this beginning level. It is not necessary that every item in the checklist is demonstrated in order for an overall for an overall assessment as Competent. On balance you should be able to see most of the areas have been achieved or improved, and be confident that these will continue to develop in the next placement with you.

Return of Form

Please email us if you would like an electronic version of this form.

Please email or fax the Teaching Assessment Form to:

Email: Professional.Experience@curtin.edu.au

Fax: 9266 2547

ASSESSMENT: CHECKLIST
PROFESSIONAL STUDIES WITH EARLY LEARNING QUALITY FRAMEWORKS IN THE
FIRST TO FIVE YEARS OF LIFE
COMPLETED BY THE MENTOR EDUCATOR

Pre-service Teacher: _____ **Student ID:** _____
 (Print Surname) (Print Given Names)

Early Learning Centre: _____

Professional Experience Dates: _____

(Please tick the appropriate box and write a comment if necessary)

Standard 1. Know Students and How They Learn	Links to EYLF	Links to NQS	Competent	Not Yet Competent	Comment
Uses language appropriate to children's development.	Outcome 1 Outcome 5	5.1			
Establishes rapport with all children and demonstrates respect for difference.	Outcome 1	1.1.5 4.2 5.1 5.2			
With assistance designs learning experiences and strategies appropriate to children's development.	Outcome 1 Outcome 4	1.1.1 1.1.2			
Demonstrates knowledge of child development and how it affects learning.	Outcome 1 Outcome 4	1.1.2 1.2.1			
Demonstrates knowledge of research into how children learn.	Outcome 1	7.2			
Demonstrates knowledge of strategies that are responsive to the strengths of children from diverse backgrounds	Outcome 1 Outcome 2 Outcome 4	1.1.1 1.1.2 1.1.6 5.1 6.2			
Demonstrates strategies that support participation of children with disabilities.	Outcome 1 Outcome 2 Outcome 4	1.1.1 1.1.2 1.1.6 5.1 6.3			
Standard 2. Know Content and How to Teach It	Links to EYLF	Links to NQS	Competent	Not Yet Competent	Comment
Clearly explains concepts and ideas.	Outcome 5	5.1			
Experience planning and content are linked to relevant curriculum documents and learners' development and background.	Outcome 4	1.1.1 1.1.2			
Uses ICT resources in planning and teaching.	Outcome 4 Outcome 5	1.1.1			
Uses a range of appropriate strategies for teaching literacy and numeracy.	Outcome 4 Outcome 5	1.1.1			

Standard 3. Plan For and Implement Effective Teaching and Learning	Links to EYLF	Links to NQS	Competent	Not Yet Competent	Comment
Assessment procedures are included in learning experience plans.	Outcome 1	1.2			
With assistance, uses a range of teaching, learning and assessment strategies.	Outcome 4	1.1 1.2			
Suitable resources are prepared and used effectively.	Outcome 4	1.1.5 3.1 3.2 3.3			
Is developing a range of teaching strategies.	Outcomes 1- 5	1.1.5			
Uses a range of suitable resources.	Outcome 4	1.1.5 3.1 3.2			
Reflects on own teaching.	Outcomes 1- 5	7.2			
Provides opportunities for family involvement.	Outcome 2	6.1 6.2			
Standard 4 – Create and Maintain Supportive and Safe Learning Environments	Links to EYLF	Links to NQS	Competent	Not Yet Competent	Comment
Offers encouragement to all children to enhance learning and self-confidence.	Outcomes 1- 5	1.1.5 1.1.6			
Well-prepared regarding time, resources and physical space.	Outcome 4	3.1 3.2			
Demonstrates awareness of what is occurring in the learning setting.	Outcomes 1- 5	4.1			
Deals with children fairly and respectfully.	Outcome 5	1.1.6 4.2			
With support, uses routines and procedures that positively guide children behaviour.	Outcome 2	1.1.5 5.2			
Plans for effective indoor / outdoor learning environments that support children’s well-being and safety.	Outcome 4	1.1.5 1.1.2 2.1.1 2.3 4.1			
Uses teaching strategies that are engaging and inclusive.	Outcomes 1- 5	1.1.5			
Demonstrates a high standard of oral and written communication.	Outcomes 1- 5	5.1			
Is developing strategies for guiding behaviour.	Outcome 2	1.1.5			
Complies with centre policies regarding safety and health.	Outcome 3	2.1 2.2 2.3			
Understands strategies that support safe use of ICT.	Outcome 4 Outcome 5	4.1			

Standard 5. Assess, Provide Feedback and Report on Student Learning	Links to EYLF	Links to NQS	Competent	Not Yet Competent	Comment
Records observations and achievements of children.	Outcomes 1- 5	1.2.1			
Provides individual assistance and specific feedback.	Outcomes 1- 5	1.1.5			
With assistance, uses assessment to inform judgements about children learning and identify effective and ineffective teaching strategies.	Outcome 5	1.2			
Observes, interprets and documents children's learning.	Outcomes 1- 5	1.1.2			
Listens to children's thinking and provides feedback.	Outcomes 1- 5	1.1.5 1.1.6 5.1			
Uses pedagogical documentation to make learning visible to children and families.	Outcome 1	1.1.4 6.2			

(Please tick the appropriate box and supply comments)

Strengths:

Areas Needing Improvement:

Conclusion:

Highly Competent
at this level

Competent
at this level

Not Yet Competent
at this level

Mentor Teacher: _____
(Print Name)

(Signature)

Pre-Service Teacher: _____
(Print Name)

(Signature)

Date of Completion by Mentor Teacher: _____

ABSENTEE FORM

Pre-service Teacher: _____
(Print Last Name) (Print Given Name/s)

Early Learning Centre: _____

Dates of Placement: From _____ To _____

Dates of Absence: _____
(Pre-service teachers must make up absent days *immediately* following the official placement dates)

Medical Certificate Provided No Yes
(Doctor's certificate/s to be sent with this form if absent 3 days or more)

Date/s Attended for Make-up Days: _____

Mentor Educator: _____
(Print name) (Signature) (Date)

Please email or fax the completed form with Doctor's certificate (if applicable) to:

Email: Professional.Experience@curtin.edu.au
Fax: 9266 2547

ASSESSMENT FORMS FOR CURTIN SUPERVISORS

Thank you for supporting our Curtin pre-service teachers during their Professional Experience placement. We appreciate your time, effort and expertise. Another assessor apart from the Mentor Educator provides an additional viewpoint on the pre-service teacher's progress. Rather than working closely with the pre-service teacher over time, as the Mentor Educator does, the Supervisor takes more of a "snapshot" of progress by observing one or two learning experiences.

Please visit **during the second week of the 3 week block placement**. The pre-service teacher will contact you to establish a mutually acceptable time for this visit. This visit gives the pre-service teacher time to work with the children but also time should you feel the need to undertake a second visit if there were serious concerns about the pre-service teacher.

You should watch the pre-service teacher take one or two learning experiences and view their **Teaching File and Resources**. Please make detailed notes during your visit and then summarise these into the following assessment form.

Please give a copy of this form to the pre-service teacher, retain a copy for your records and send one to the Professional Experience Office.

The **PRE-SERVICE TEACHER STANDARDS CHECKLIST** in this handbook indicates some of the expectations of this third placement although clearly you would not be expected to see all of these demonstrated.

Return of Form

Please email us if you would like an electronic version of this form.

Please email or fax the Teaching Assessment Form to:

Email: Professional.Experience@curtin.edu.au

Fax: 9266 2547

**ASSESSMENT REPORT
 PROFESSIONAL STUDIES WITH EARLY LEARNING QUALITY FRAMEWORKS IN THE
 FIRST FIVE YEARS OF LIFE
 COMPLETED BY THE CURTIN SUPERVISOR**

Pre-service Teacher Name:	
Date of Observation:	Observation Time:
Group:	Learning Experience(s):
Early Learning Centre:	

Commendations – areas of strength

Recommendations – areas still needing development

Conclusions

<input type="checkbox"/> Highly Competent at this level	<input type="checkbox"/> Competent at this level	<input type="checkbox"/> Not Yet Competent at this level
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Curtin Supervisor:

_____ (Print Name)

_____ (Signature)

Pre-service Teacher:

_____ (Print Name)

_____ (Signature)

Date of Completion:

STUDENTS 'AT RISK'

Most pre-service teachers continue to develop and progress satisfactorily during the course of their placement. Occasionally a mentor educator will have serious concerns.

At Risk is the term used to signify that the pre-service teacher is failing to make progress towards meeting the competencies and the required professional behaviour and skills at a level normally expected of pre-service teacher at their stage of professional learning.

If you have a pre-service teacher who you consider is At Risk of failing then please be guided by the following steps:

- Please contact the Professional Experience Office for guidance upon initiating an At Risk procedure. The contact details are at the front of this handbook.
- At Risk procedures should be commenced at the halfway point during a placement. For example, where a pre-service teacher is attending the centre one day a week, this should be commenced no later than during the sixth or seventh visit.
- At Risk is an opportunity for the pre-service teacher, mentor educator and supervisor to discuss progress, identify areas for improvement and to set out aspects that need to be improved if the placement is to be completed successfully. Please use the At Risk form to guide this process.
- The completed At Risk form should be signed by the pre-service teacher, mentor and supervisor. Everyone should keep a copy of this form, and a completed copy should be forwarded to the professional Experience Team.
- At the end of the placement, the pre-service teacher, mentor and supervisor should meet and discuss the aspects set out on this form. If the pre-service teacher has managed to address these successfully, then they should be awarded a pass. If they have failed to address them, then a fail should be awarded.
- The At Risk process is not an automatic fail, it is a process to help the pre-service teacher, mentor and supervisor identify aspects that need improving and provide the pre-service teacher with an opportunity to improve their practices in order to pass their placement.

Or

Under Section 7.7 (7.7.2) of the Curtin Fieldwork Education Policy, if a student is terminated by the School or terminates themselves from their placement, they will be deemed as failing the unit.

‘AT RISK’ RECORD FORM

Name of Pre-Service Teacher: _____

Early Learning Centre: _____

Date: ____/____/____

Mentor Educator: _____

Curtin Supervisor: _____

Key reasons for ‘At Risk’ status: (these elements are considered developmental goals):

- 1.
- 2.
- 3.
- 4.
- 5.

Developmental strategy: (List strategies to be used to support the pre-service teacher in achieving the above developmental goals.)

Developmental goals	Developmental strategy
1.	
2.	
3.	
4.	
5.	

Curtin Supervisor: _____

Date: _____

Mentor Educator: _____

Date: _____

Pre-Service Teacher: _____

Date: _____

Please email or fax the completed document to:

Email: Professional.Experience@curtin.edu.au

Fax: 9266 2547

Please provide a copy to the Pre-service Teacher

RESOURCES

ANECDOTAL OBSERVATION

(NOTE: These documents are available on Blackboard)

Date: _____

Child's name/s	Age or DOB
Context	
Observation	Interpretation
Future planning	

TIME SAMPLE OBSERVATION

Date: _____

Child's name/s		Age or DOB
Context		
Time	Observation	Interpretation
Future planning		

(see Arthur et al., 2015, p. 286)

EVENT SAMPLE

Date: _____

Child's name/s	Age or DOB
Context	
Antecedent	Interpretation
Behaviour	
Consequence	
Future planning	

(see Arthur et al., 2015, p. 287)

JOTTINGS

Child's Name/s: _____

Date	Observation	Interpretation
Future planning		

(see Arthur et al., 2015, p. 282)

NARRATIVE

Child's Name/s: _____

What are the children curious about? What are they trying to figure out?
What knowledge and experiences are the children drawing on? What theories are they working from or testing?
Do we see any inconsistencies in the children's thinking? Are there 'soft spots' or misunderstandings in the children's thinking?
How are the children building on each other's ideas, perspectives, and contributions?
What do we want to learn more about, after watching and listening to the children?
What insights does this observation give us about possible ways that we could deepen our relationships with children's families?

Questions from: Pelo, A. (2006). At the crossroads: Pedagogical documentation and social justice. In A. Fleet, C. Patterson, & J. Robertson (Eds.), *Insights: Behind pedagogical documentation*. (pp. 173-190). Castle Hill, NSW: Pademelon Press.

GENERAL: LEARNING EXPERIENCE PLAN

Pre-service Teacher: _____

Time: _____ Year Level: _____ Date: _____

Topic/Experience Title
Rationale: What is the purpose? What skills/concepts are being targeted? What is the inquiry question?
Curriculum Links: Specific to your local Curriculum Documents
Learning Goals/Objectives: By the end of the experience the children will be able to (knowledge, skills, attitudes):
Assessment: List the data you will collect and how will you collect it
Environment/Preparation/Resources/Clean up:

PROCEDURE

Lesson Beginning: How will you orientate the children to the learning? State links to past experiences, children's interests, and current events in the community/centre/school.

Main Body of the Experience: *Include teaching strategies, focus questions and content specific language, grouping and transitions.*

Closure: *Consider how you will assist the children to review, reflect on and share their learning.*

Lesson Differentiation: *Include grouping; considerations for learning diversity and extension activities*

Evaluation, Review and Reflect in terms of: space, time, people, learning experiences and resources: To what extent were the outcomes/objectives achieved? How effective were my strategies? How effective were the resources? Next time I will/Next time I will not:

GENERAL: LEARNING EXPERIENCE PLAN - Annotated

Pre-service Teacher: _____


Time: _____ Year Level: _____ Date: _____

Topic/Experience Title: This should be a clear indication of what the topic is – you can choose a snappy name if you are creative 😊
Rationale: What is the purpose? What concepts are being targeted? What is the inquiry question? This is where, in your own words, you will record why you are planning this experience (the general purpose). What concepts, and skills you are focussing on throughout the learning experience.
Curriculum Links: Specific to your local Curriculum Documents Off you go to the curriculum documents – EYLF for sure – Australian Curriculum OR if your state has its own curriculum statements or documents what links are you able to make?
Learning Goals/Objectives: By the end of the experience the children will be able to (knowledge, skills, attitudes): Focus specifically here on the learning the children will do in this lesson and what they will be able to do by the end of the lesson. There should be strong links between the learning goals and the curriculum links.
Assessment: List the data you will collect and how will you collect it? Your assessment strategies MUST collect data directly linked to the chosen learning goals/objectives.
Environment/Preparation/Resources/Clean up: Detail, step by step, how you will set up the environment, what resources you will use and any preparation which needs to be done. Cleaning up procedures need to be listed.
Procedure
Lesson Beginning: How will you orientate the children to the learning? State links to past experiences, children’s interests, and current events in the community/centre/school. How will the lesson begin? What will you provide which will make the children excited and curious about the learning? What knowledge do you think the children will have/need to engage in this learning? How might your topic be relevant to the context? PLEASE NOTE: YouTube clips are not to be used
Main Body of the Experience: <i>Include teaching strategies, focus questions and content specific language, grouping and transitions.</i> This is a step by step record of what you are going to do with the children and when. There should be enough detail here so that another teacher could use this learning experience plan to teach the lesson for you.
Closure: <i>Consider how you will assist the children to review, reflect on and share their learning.</i> What strategies will you use for the children reflect on their learning and share it with their peers? This is a part of the learning for everyone and so is an important step of the lesson and must be carefully planned for.
Lesson Differentiation: <i>Include grouping; considerations for learning diversity and extension activities</i> These are considerations which need to be thought about as you are planning the lesson – what are you going to do for children who need addition support or finish quickly? How will you extend children who already have knowledge?– this is a differentiation of the curriculum –it is OK for some children to do a different activity connected to the topic.
Evaluation, Review and Reflect in terms of: space, time, people, learning experiences and resources: To what extent were the outcomes/objectives achieved? How effective were the teaching strategies? How effective were the resources? Next time I will/Next time I will not: Here is also good place to add other ideas for further lessons to build on the learning of this lesson

LEARNING EXPERIENCE PLAN 2

Learning Experience Title		[Insert learning experience title here] [Educator: Insert your name] [Class/group: Insert year level] [Date: dd / mm / yyyy] [Time: _____ - _____ am/pm]
Rationale/Goal Briefly describe what the purpose of this learning experience is. What skills/concepts are being targeted?	Prior Knowledge Details of children's previous experiences, excursions, incursions, assessed knowledge and understandings.	Learning Goals Upon completion of this learning experience, the children will be able to: <ul style="list-style-type: none"> ▪ ▪ ▪
Curriculum Links (ACARA; EYLF etc.) <ul style="list-style-type: none"> ▪ [Identify Learning Area / strand / sub-strand / descriptor / hyperlink code]. 		
Materials / Resources / Preparation Briefly describe what the purpose of this learning experience is. What skills/concepts are being targeted?	Learning Environment / Preparation Consider the physical environment – the things you will need to prepare within the indoor and/or outdoor environment.	

Motivation & Introduction		
Main Body of the Experience		Focus Questions to promote higher order thinking: <ul style="list-style-type: none"> ▪ ▪ ▪ ▪
		Checks for Understanding:
Closure	Clean Up:	Review / Reflect / Share:
Experience Evaluation	To what extent were the outcomes / objectives achieved?	
	How effective were my strategies? How effective were the resources?	
	Next time I will...	Next time I will not...


This is the same template used in the course work unit. Should your mentor teacher require you to use an alternative format; please do so.
