What is expected during EDB014 professional experience at a Kindergarten?

Preservice teachers are required to be responsible for at least 10 days of full teaching within the four weeks of Professional Experience (2 days in the first 2 weeks – 8 days in the last 2 weeks). Of course preservice teachers are encouraged to take on more teaching responsibilities at the discretion of the supervising teacher. The Professional experience block can be viewed as two parts. Literacy and numeracy standards as well as professional ethics and conduct as required by the profession are an inherent requirement of this practicum.

Part one – weeks 1 & 2

The first two weeks are a preparation time. As preservice teachers become more familiar with the teaching environment and kindergarten stakeholders they will take on more roles. All responsibilities should be discussed and negotiated between the preservice and supervising teacher. General responsibilities for daily teaching activities include:

Tasks include:

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<th>TASK</th>
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<td>Interact with all children in the group in ways that support their development and learning.</td>
<td>These interactions should occur from the beginning of the Professional experience. They should become more focused as preservice teachers build relationships and gain more detailed knowledge of the children. This knowledge will develop through recording observations, writing reflections on interactions and discussions with the child, noting information provided by parents or the supervising teacher and considering samples of children’s play and activity. Written observations of all children are to be made in accordance with the needs of individual children and the classroom program.</td>
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<td>Participate in and take responsibility for various activities and caring routines that occur throughout the day.</td>
<td>Routines could include: arrival and departure times; transition times; lunch times; setting up indoor and outdoor environments. Although taking increasing responsibility during the Professional experience, preservice teachers must be supervised by the teacher at all times.</td>
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<td>Plan, prepare and take a range of activities for individuals and small</td>
<td>This may involve negotiating changes in room arrangement; developing learning areas/centres (for example, book corner, music corner, writing corner); providing particular experiences (for example,</td>
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groups and evaluate the effectiveness. Science, cooking); or stimulating interest in particular materials/equipment (blocks, art, etc.). These activities should be done in sufficient number so that by the end of the first two weeks preservice teachers demonstrate competence in planning and implementing a responsive and holistic curriculum in keeping with both the children’s interest, relevant curriculum guidelines (e.g. EYLF) and site objectives. The preservice teacher’s folder should contain evidence of why activities were undertaken and the criteria used to evaluate them.

Assist in and take responsibility for the preparation and effective management of stimulating and safe learning environments. By the end of the first two weeks preservice teachers should demonstrate competence in organising and managing the indoor and outdoor learning environment and show awareness of all workplace, health and safety issues.

Communicate and collaborate with adults. This will involve working with the aide or assistant, and taking a leadership role. As well, positive informal relationships should be developed with parents. More formal communications with parents may be made in consultation with the supervising teacher. Attendance at parent/committee meetings, and other centre functions should be expected. Preservice teachers may be expected to attend a staff meeting or other centre functions if this is considered appropriate.

Develop a working document that records the knowledge, planning and experience gained. Dividing the folder into the following sections is one form of organisation:

- site information
- administrative procedures
- observations
- planning/evaluation (this should show all aspects of the planning cycle)
- reflections
- resource ideas.

Preservice teachers are encouraged to negotiate the folder presentation and contents with their supervising teacher.

Understand and share in some of the administrative responsibilities of a This may involve becoming familiar with procedures for excursions, enrolment/waiting lists, accident reports, committee involvement, budgeting and the like.
preschool/kindergarten teacher.

During this first two weeks the preservice teacher must complete two full days of teaching.

Prior to the interim report two full days of teaching must be completed to allow the supervising teacher the chance to see the preservice teacher take control of all aspects of the teaching program (planning, teaching, classroom management etc). This will give the supervising teacher the opportunity to write an accurate and informed interim report. It will also provide the preservice teacher with comprehensive and valuable feedback on their initial teaching. This feedback will guide the preservice teachers teaching during the final two weeks of Professional experience.

The preservice teacher should receive ongoing feedback from the supervising teacher during the Professional experience. However, if the supervising teacher has concerns about the preservice teachers teaching capabilities it is at this stage that discussions should occur between the preservice teacher, supervising teacher, University Supervisor and if necessary the unit coordinator.

‘AT RISK’

Preservice teachers are placed AT RISK if the supervising teacher does not believe the preservice teacher is ‘developing adequately’. We encourage teachers to do this in the earlier stages of the Professional experience so preservice teachers can respond to feedback and build their teaching skills. However, supervising teachers can place preservice teachers AT RISK at any stage of the Professional experience. The University Supervisor is a support person to both the supervising and preservice teacher and will contribute valuable advice.

Part two – weeks 3 & 4

For the final two weeks, preservice teachers should be planning and taking responsibility for all of the above, which is, full teaching responsibility for at least 8 days. Whilst taking responsibility, the preservice teachers must be under the supervision of a registered teacher.

Time spent at the centre: seven to eight hours is regarded as constituting a Professional experience day.

It is important that preservice teachers participate in a range of centre activities. For example: staff meetings, planning meetings, committee meetings - as deemed appropriate by the Centre administration.

For more information please visit the Professional Experience Office website http://peo.qut.edu.au/