

Farrer Primary School Preschool Unit Participation of Practicum Students

Farrer Primary School Preschool Unit acknowledges professional experience is a foundation requirement of the early childhood degree. As such, we provide practicum students with the opportunity to join our preschool setting to gain insights into the operation of preschool to further develop their educational knowledge and practices.

Placements are often sought by universities or sometimes by individuals themselves. The placement of practicum students is managed by the Professional Experience Coordinator from Farrer Primary School. This is usually a role carried out by a teacher with oversight from the Deputy Principal and / or Principal.

The university at which the practicum student is enrolled will provide a framework to guide the mentoring relationship during the placement.

Throughout placement, a practicum student is viewed as a member of the teaching staff and is expected to act accordingly. The ACT Public Sector Code of Conduct outlines expectations of staff.

It is important that all educators are aware of their responsibilities when supervising and monitoring practicum students at Farrer Preschool.

Expectations of the Educational Leader or Professional Experience Coordinator include:

- providing an orientation and induction to the environment. This will include:
 - a tour of the school;
 - introduction to key administrative staff;
 - a tour of the preschool environment;
 - requirements for signing in and out each day;
 - an introduction to the preschool philosophy and Quality Improvement Plan (QIP);
 - an introduction to policies and procedures;
 - familiarisation with the code of conduct, employment requirements, expectations, hours of attendance etc;
 - information regarding notification of absences;
 - familiarisation with the group of children;
 - identification of children with medical conditions; and
 - supervision requirements.

- Providing advice and guidance for practicum students in their final placement, including a pathway to a Permit to Teach and/or Preservice Teacher Rating process (if identified as appropriate).

Expectations of the mentoring teacher include:

- collaborating with the practicum student to develop learning programs for the children in their care;

- supervising and mentoring the practicum student as an emerging educator. This includes reviewing documentation, discussing and reviewing learning programs, and completing written feedback depending on the year level of the practicum student;
- providing regular feedback and ideally more formalised feedback mid-way and at the completion of the placement;
- referring to university guidelines for the management of *At-Risk* practicum students; and
- at no time leaving the practicum student alone to supervise the children or a group of children which are not in sight or sound of educators employed at the public preschool; and
- adhering to the framework provided by the University or other institution to guide the mentoring relationship during the placement.

Expectations of the practicum student include:

- Completing the relevant staff record page provided by the Educational Leader. This includes providing information and copies of their working with vulnerable people card any other relevant identification.
- Informing the mentoring teacher of requirements of the practicum and associated work to be completed during the placement.
- Daily attendance to meet the requirements of the placement.
- Displaying a high level of professionalism during the placement, maintaining confidentiality and contributing to professional learning communities.
- Seeking assistance if they experience difficulties by approaching personnel who are in a position to help.