



Specific Requirements for Professional Experience EDEC324: Leadership in Early Childhood: PrEx 5 days

EDEC324 Leadership Placement must be completed in an ACECQA approved early childhood venue that is outside of one’s current or previous workplace (or its ‘sister’ centre), as well as in a different centre type of setting (e.g. long day care or preschool).

In addition to some of the generic PrEx requirements noted in the *Early Childhood Handbook*, this unit has a number of specific requirements. Record your responses in your specific EDEC324 Evidence Log and Leadership Portfolio.

Timeline for Professional Experience	Tasks
Introduction	<p>This professional experience is designed to provide opportunities for you to build on previous work experiences and gain further insights into leadership and management of early childhood services, from a whole centre perspective. This professional experience is adult-oriented, rather than focussing on teaching and learning directly with children.</p> <p>At the completion of this professional experience, you are expected to have developed deeper personal and professional qualities that will equip you to be a more effective educational leader. This professional experience focuses on the multi-functional nature of leaders and leadership in the early childhood profession. Underpinning this professional experience is the promotion of collaboration, shared decision-making and communication between teacher education students and early childhood services.</p> <p>You are expected to both shadow and work alongside a director/leader/coordinator/leader-manager, referred to as the leader. The leader cannot be a room leader or a family day care educator working in their own home.</p> <p>The experiences will include a variety of responsibilities, reflective of the tasks of an assistant leader. You will be actively involved with your leader, rather than just a passive ‘shadower’. Work plans will be negotiated prior to day one (see 2.1 below) and as an ongoing working document during the five days of professional experience.</p> <p>Early planning: Be sure all professional experience (PE) forms and arrangements are organised by the start of Week 4 (at the latest) of the trimester. This timeline will help you to understand leadership styles and theories prior to undertaking your professional experience. For fuller details refer to the assignments in the EDEC324 Moodle site.</p>

<p>Professional experience leadership portfolio</p>	<p>Your portfolio includes your <i>Evidence Log</i> and your <i>Reflective Journal</i>.</p> <p>Information contained in this portfolio will form part of the documentation used to substantiate you have met the relevant EDEC324 Learning Outcomes and ACECQA Criteria. The leadership portfolio will include documentation of workplace goals, work plan, leading, managing and administering tasks and daily work with your selected leader.</p> <p>You may like to complete a situational analysis of the centre. This will also assist in completing assignment one. Add this to your portfolio.</p> <p>Please note that this professional folder is not submitted to UNE it is a personal professional portfolio, but may be required by your Unit Co-ordinator if placement progress is at risk or unsatisfactory.</p>
<p>TASK: Design and plan your Professional Experience goals and work plan</p>	<p>Negotiate two or three personal leadership goals.</p> <p>Design a work plan outlining the duties you plan to undertake during the placement. This work plan is a guide as it is recognised that implementation of the work plan may vary during the week; thus, the plan may need to change depending on what is occurring.</p> <p>Please be aware your supervisor will be asked to view your work plan and comment on your progress towards the goals and tasks in the student assessment report.</p> <p>Some potential tasks could be:</p> <ul style="list-style-type: none"> • Work collaboratively with the leader and other staff to identify policies that have not been addressed or require updating. Draft or update one of the identified policies. • Work collaboratively with the leader in the establishment or updating a student/casual/volunteer handbook. • Assisting with various administrative and management duties while being the leader's shadow. • Develop and present a staff professional learning session relevant to staff needs and interests. <p>NOTE: This is a sampling list only; some examples of previous teacher education students' task lists and work plans are displayed later in this booklet.</p> <p>2.1.2 Create an Introductory Poster that briefly reflects your professional self for displaying at the service.</p>
<p>TASK: Implement and reflect on your work plan and goals</p>	<p>Implement your work plan, aiming to achieve your goals.</p> <p>Note when, where, why and how work plan tasks over the five days are completed or changed.</p> <p>Complete the <i>Daily Self-Evaluation</i> proforma (over the page) each day.</p>

	<p>On the last day of professional experience, discuss how your goals have or have not been met with your leader. This reflection will support your work for Assignment Two.</p>
<p>TASK: Regularly share and discuss</p>	<p>Meet with your supervising leader about your <i>Professional Experience Report</i> and ask about any areas of strength or improvement you may have or need to address in future professional experience placements.</p> <p>Review your <i>Professional Experience Report</i> with your supervising teacher. Ensure the report includes the date and signatures of both you and your supervisor, before submitting to the OPL at the completion of the placement.</p> <p><i>Please note that this professional folder is not submitted to UNE it is a personal professional portfolio, but may be required by your Unit Co-ordinator if placement progress is at risk or unsatisfactory.</i></p> <p>The <i>Professional Experience Report</i> must be completed by the final day of the professional experience placement and emailed to the Office for Professional Learning oplreports@une.edu.au</p>

A daily self-evaluation of my leadership/management/administration events, tasks and meanings

Complete this page at the end of each day also, have some discussion with your Supervising Leader as you record ideas, feelings, and such here.

My name is.....	Date: (create a sheet for each day)
<p>What were the leadership qualities I displayed today? (Link to your goals and work plan)</p> <p>What worked well?</p> <p>What did these events mean to me?</p>	
<p>What were my challenges in completing tasks today? Why?</p> <p>What would I recommend be changed in the future?</p> <p>What are my related values and beliefs?</p>	
<p>What are the implications of this evaluation for me for tomorrow?</p> <p>Am I meeting the EDEC324 Learning Outcomes, ACECQA criteria and my professional goals?</p> <p>Where to from here (leading, managing, administering meanings into the future for me?)</p> <p>My goals...</p> <p>My work plan</p>	

Sample documentation ideas...

1. Sample personal/professional leadership-management goals

My goals are:

Hint: Be sure that your 2-3 goals are consistent with and build upon EDEC324 Learning Outcomes relevant for this Professional Experience and ACECQA Criteria, as outlined at the beginning of this section and on your Professional Experience Interim and Final Report:

1. To gain better skills at organising and prioritising workloads.
2. To gain and enhance my knowledge in identifying the different leadership styles in practice.
3. To observe and practice role delegation and team work.
4. To enhance communication skills to express myself in a more confident professional manner with staff and families.
5. To gain knowledge and insight into administration aspects of managing an early learning centre.
6. To work collaboratively with the leader and gain insight into the leadership role of a Leader.
7. To become more capable and confident in organising time, priorities and staff.
8. Develop understanding of the elements of leadership as a Children's Services coordinator in a local council context.
9. To update my knowledge and understanding of legal documents, including: National Law; *Belonging, Being and Becoming, The Early Years Learning Framework for Australia*; and NQS.
10. To have a further in-depth insight into management roles and responsibilities, therefore recognising and identifying various leadership styles in the workplace.
11. To build confidence and understanding of policies, subsequently considering further implementation of policies into practice.
12. To work towards improving my leadership styles and management abilities further in hope to become a non-teaching leader in the future.
13. To be a proactive member of the service, under the guidance of the Leader.
14. To examine the strategies used by management in decision making.

2. Samples of Work plans

Note: these examples are about what people planned to do or did; reflections on the value and worth of these and links with goals are not represented here.

Sample 1

Each morning help staff briefly set up the indoor and outdoor environment and assist with any preparation necessary.

1. Work with Leader and relevant staff to learn administration procedures and systems necessary to effectively direct a Centre/Pre-School.
2. Work in collaboration with staff to collect information for newsletter, draft and compile.
3. Work alongside Leader to organise orientation day for children attending next year.
4. Work in consultation with Leader to reassess the orientation book and organise amendments.
5. Design a centre/pre-school brochure for information and marketing purposes.
6. Attend staff meeting and help organise general format for Christmas concert.
7. Organise a selection of uniform ideas for summer for staff to view and decide.
8. In consultation with Leader and staff, update emergency evacuation plan and display near all exits.
9. Work with staff and children to educate them on evacuation procedures and conduct a fire drill.
10. Develop and present a parent information board in consultation with teachers on the educational information that parents have been seeking.
11. Work alongside the new staff member, informing her of work criteria, expectations when working in the centre and with the children of Pre-School age, the Centre's philosophy and where to find items.
12. Spend the day in a leadership teaching role dealing with staff and parents.

Sample 2: Professional experience work plan – post documentation

Monday	<p>Collaborated with staff on purchase of resources for Pre-school and also purchased resources for self.</p> <p>Attend staff meeting 6.00 – 8.00pm.</p>
Tuesday	<p>Laminated book fair signs and put up</p> <p>Worked with admin officer to:</p> <ul style="list-style-type: none">• Receipt fees. Cash/chq/EFTPOS• Balance till• Prepare banking• Enter fee receipts onto computer <p>Went through insurance policies held by pre-school with Committee Secretary</p> <p>Answered telephone – took message</p> <p>Went through Working with Children check forms with Leader</p> <p>Child Protection workshop follow up – filled in forms to receive assessment</p> <p>Reviewed policy booklet – typed in changes on final draft</p> <p>Discussed staff appraisals with leader</p> <p>Found appropriate file and updated teacher appraisal form</p> <p>Worked out format for special needs assistant appraisal form</p>

Sample 3

A Professional Experience Work Plan	
Day One	<ul style="list-style-type: none"> - Work with staff in programming - Begin to become familiar with computer program used by Centre for children's information and payment options - Gather data to include in Centre newsletter and parent letter - Change format of Centre philosophy for parent display
Day Two	<ul style="list-style-type: none"> - Finalise draft for newsletter and parent letter - Work with staff in programming - Gather data and resources for parents information folder - Develop draft performance indicators for Centre - Format time sheets for Centre - Consult with staff on routine development
Day Three	<ul style="list-style-type: none"> - Draft plans for foyer re-arrangement - Finalise performance indicators - Do costing for Centre excursion bibs - Work with Centre and staff in program - Develop staff roster format for display - Analysis and present previous performance indicator data - Continue with computer familiarisation
Day Four	<ul style="list-style-type: none"> - Complete all daily tasks on computer - Re-arrange foyer as planned, including obtaining resources for display and decoration - Finalise staff roster - Work with children and staff in program - Finalise new routine - Complete all outstanding tasks

Sample 4

My professional practice work plan	
Mon:	<ul style="list-style-type: none">• Work alongside Leader in general duties.• Work in collaboration with Leader and administrative assistant to assist in preparing and organising handouts for parents' nights (School Readiness information night)• Organise the desk and categorise the paperwork.
Tue:	<ul style="list-style-type: none">• Assist Leader with photocopying materials.• Prepare and distribute parent information sheet regarding the excursion.• Work in collaboration with administrative assistant to assist with checking the inventory list.
Wed:	<ul style="list-style-type: none">• Contact agencies: Department of Health, Centre Link, Department of Community Services, to order pamphlets and information about Parents publications, Information for parents about what is available to them in the community, and update the centre's resources.• Work alongside Leader on updating the centre's enrolment form.
Thurs:	<ul style="list-style-type: none">• Prepare enrolment information kit or packages for parents.• Develop the list of information to be included in the information kit and type it.• Check and update the centre's First Aid Kit, order missing items.• Design and type a page for information Package (Welcome to our centre).
Fri:	<ul style="list-style-type: none">• Design and type a letter for parents announcing Photo Day.• Organise the centre's resources• Assist parents with the Department of Education and Communities' Survey.