



University of New England

School of Education

Teacher Education Student General Handbook

Early Childhood Education

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1. Welcome

Welcome to the University of New England (UNE) Early Childhood Professional Experience across the Bachelor of Education (Early Childhood and Primary), Bachelor of Education (Early Childhood Teaching) and Bachelor of Teaching (Early Childhood Education) courses. Placements of varying length in Early Childhood settings are integral to all of the above courses and occur across a number of academic Early Childhood units with a range of foci.

Early Childhood Professional Experience provides opportunities for teacher education students to apply and reflect upon a diverse range of theoretical and professional understandings appropriate for teaching and learning with young children. Participation in successive placements promotes an appreciation of the complexities and uniqueness of the Early Childhood education field and fosters a commitment to professional and ethical approaches. Please note that teacher education student expectations for each year level differ and, naturally, these increase as candidates gain confidence and experience. Many teacher education students undertaking courses at UNE are upgrading their qualifications and bring a wealth of practical skills and understandings to their placements. The development of Early Childhood Professional Experience has been guided by key documents including the UNE Early Childhood Team's philosophy of teaching and learning provided below and the Australian Children's Education and Care Quality Authority (ACECQA, 2017) course accreditation criteria.

This handbook is designed to accompany and complement the *Professional Experience Handbook* to specifically support teacher education students undertaking Early Childhood professional experience placements. Teacher education students are requested to ensure they are familiar with the handbooks, both are essential to promoting a successful placement experience.

The UNE Early Childhood Team appreciates the support of all participants in teacher education student Early Childhood Professional Experience and wishes teacher education students every success in their placements. To ensure the ongoing quality of Early Childhood Professional Experience at UNE, we welcome constructive feedback at any time during or following placements.

2. Office for Professional Learning

Director of Office for Professional Learning: Associate Professor Anna du Plessis

Team Leader: Gina Mackenzie

Placement Officer/Early Childhood: Kim Vallance

Placement Officers/BEd and MTeach: Susan Moore & Sue Wilkinson

Placement and Data Management Officer: Nicholas Allingham

Program Engagement Officer: Daniel Coffey

Data and Placement Administration: OPL Office

Student Related Enquiries

Phone: +61 2 6773 3898

Email: AskUNE@une.edu.au

Chat with OPIE: <https://mylearn.une.edu.au/course/view.php?id=9487>

3. The UNE Early Childhood Team's Philosophy of Teaching and Learning

- We subscribe to socio-constructionist views of professional growth and believe that our students are members of wider learning circles within UNE, early childhood contexts, families, local communities and beyond.
- We believe in the importance and relevance of social interaction for effective learning processes.
- We value your previous experiences, your values, your understandings, beliefs and insights. We acknowledge the unique contribution of the personal professional knowledge you bring to each unit.
- We believe in your ability to take an active, responsible approach to your development, personally and as a professional.
- We recognise your commitment and positive orientation to your work with children, families and communities, and we share in your passion about new ideas, possibilities and professional growth.
- We honour multiple ways of demonstrating your knowledge, abilities and understandings.
- We honour multiple ways of reflecting and communicating.
- We are guided by the intention that our early childhood education courses are preparing you for varying career opportunities in communities, requiring contemporary knowledge, cultural sensitivities and understandings, and diverse leadership, problem solving and collaborative relational skills.
- We also adhere to the Early Childhood Australia (2016) Code of Ethics.

3.1 The EC Teaching Team's Expectations

a) The pedagogical perspective of Early Childhood units

It will include:

- ongoing assessment which builds upon each other toward a more sophisticated representation of your knowledge, abilities, thoughts and feelings
- learning experiences focused on small group interaction and collaboration, requiring further involvement in the online environment
- appreciation of multiple forms of expression, thinking and communication.

b) The OPL EC Team's role is not reflective of 'instructing' or 'lecturing'

The EC unit coordinator will be:

- scaffolding your learning by building upon what you have already experienced and what you already know
- developing and sourcing multimedia materials to facilitate learning
- planning and providing opportunities to engage with peers in timely and important topics
- supporting the communication process
- guiding you as a learner to be aware of your own learning through reflection
- giving feedback to improve learning
- using teacher education students' input to improve the Courses and Units.

c) The Early Childhood Unit Teaching Team Expectations

You will be expected to:

- engage with the readings and other resources
- contribute to, and participate in, the online learning environment
- be receptive to feedback from peers and the Early Childhood team, and use feedback to transform your learning
- source appropriate resources from outside the units' materials, using the online resources available from the UNE library
- adhere to the Early Childhood Australia (2016) Code of Ethics

The Early Childhood Australia (2016) Code of Ethics can be found at:

<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>

3.2 Overview Early Childhood Education Courses

Details of the courses and units relevant to Early Childhood education can be found in the Handbook/Course and Unit Catalogue (CAUC).

<https://www.une.edu.au/search?facetScope=f.Tabs%7Cune-courses-push%3DCourses&query=Early+Childhood>

Bachelor of Education (Early Childhood and Primary)

<https://www.une.edu.au/study/courses/bachelor-of-education-early-childhood-and-primary>

Bachelor of Education (Early Childhood Teaching)

<https://www.une.edu.au/study/courses/bachelor-of-education-early-childhood-teaching>

4. Your Professional Experience

As a professional in the field of Early Childhood there are a number of important tasks that require completion before, during and after any professional experience placement.

The following is a summary of these expectations. Please note, these are expectations for each and every Professional Experience placement that is undertaken throughout your study. Each unit of study has additional *Professional Experience Specific Requirements* that relate to the unit theory content and often the unit assessment tasks. Please refer to individual unit outlines for these *Specific Requirements*.

4.1 Before Professional Experience

a) Consent Forms

Ensure you have some consent forms ready for completion on the first day. They are provided in Appendix 4.

b) Code of Ethics

All early childhood professionals need to fully understand the professional standards that guide our practice. You are required to read the ECA Code of Ethics (See Appendix 1) and ensure that your behaviour follows the required ethical standards as laid out in this document. The Code of Ethics (ECA, 2016) can also be downloaded from <http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>

c) The UN Convention on the Rights of the Child (UNCROC)

The UN (1989) Convention on the Rights of the Child (CROC) is a universally agreed set of non-negotiable standards and obligations which teacher education students are required to adhere to. You are required to have an understanding of The United Nations Convention on the Rights of the Child that the Australian Government mandated in 1990, meaning they are now law. You can download these from <https://www.unicef.org.au/Discover/What-we-do/Convention-on-the-Rights-of-the-Child/childfriendlycrc.aspx>. The Convention consists of 54 articles guided by four fundamental principles. These principles are provided in Appendix 2.

d) Introductory Poster

Prepare an introductory poster of yourself with a recent, respectable and professional photo* and ask your supervising teacher where it could be displayed in the centre. *This does not mean it needs to be a commercially purchased photo.

e) Personal Professional Placement Folder Preparation

Prepare a **Personal Professional Placement Folder** well-structured and organised into relevant sections. This **Personal Professional Placement Folder** should be securely managed and maintained. While there may be some variation across units, key sections include professional goals, a situational analysis, observations, planning, resources, an Evidence Log and a **Reflective Learning Journal**. The **Personal Professional Placement Folder** must be up-to-date and available daily for the supervising teacher and also if a UNE Professional Experience Liaison Officers (PELOs) arranges to visit you during your placement.

f) Goal Development

As an integral part of continued professional learning and development, it is important that educators continually consider goals for their own development. You are required to write a statement of your personal and professional goals for the specific placement. These goals may be areas you personally identify as a relevant focus or areas that have been identified for further work in particular units of study or the previous placements.

4.2 During Professional Experience

a) Hours of Attendance

You are expected to attend the same hours as your supervising teacher and this includes before and after preschool preparation and planning meetings. In a 9am-3pm preschool setting, the minimum hours of attendance are 7 hours per day for five days each week of placement (e.g. 8.30 to 3.30 to make-up required hours). In a child care setting the minimum hours of attendance are 8 hours per day for five days each week of placement, undertaking the same shift per day as your supervising teacher. Completing some early and late shifts is highly recommended to ensure experience of the whole day's program and will inform, enrich and enhance your professional experience. **Additional hours in preschool or childcare settings are optional and determined by negotiation and collaboration between the teacher education student and supervisor e.g. staff meetings/service working-bees/professional development sessions.** UNE advises students are not to vary hours to undertake longer, 10-hour days for four days each week or shorter 5-hour days over a longer period as this greatly impacts the continuity of experience and the written placement work required. Required number of days for each unit must be completed (e.g. EDEC324 – 5 days; EDEC376 – 15 days) as well as the required hours per day.

b) Professional Experience Report

During your Professional Experience your supervisor will complete the Professional Experience Report. The Professional Experience Report consists of three sections.

- An Interim Report, which must be completed at the midpoint of the placement and discussed for any placements that is longer than 5 days.
- A Final Report, which is to be completed on your last day of the placement and submitted within two weeks.
- The Teacher Education Student will gain access to the **Preservice Teacher Response to Professional Experience Report** via email, in which the Teacher Education Student can view the Interim and Final Report.

Teacher Education Students once the Final Report has been completed will need to acknowledge the completion of the Professional Experience Report.

This is an Online system and sent to the Supervising Teacher and Teacher Education Student via an additional email after the Confirmation email has been sent. If the Supervising Teacher or the Teacher Education Student has yet to receive an email containing the link with your Professional Experience Report please contact the OPL via [AskUNE](#) to have this resent.

Teacher Education Students should be proactive in ensuring the Professional Experience Report and Attendance Register has been finalised by the Supervisor Teacher. A Professional Experience Placement will not be recorded as Completed until Teacher Education Students have completed the **Preservice Teacher Response to Professional Experience Report, and Attendance Register is submitted (though for an In-Service Placement, an Attendance Register is not required).**

c) Consent Forms

Ensure consent forms are signed as required (See Appendix 4).

d) Situational Analysis

A situational analysis is integral to each placement and should include documents and notes regarding the following:

i. Room Program

- set up of internal and external spaces – create diagrams/maps
- daily timetable
- how children's individual needs are catered for
- methods of planning/evaluation for individual and group experiences and example formats
- how indoor and outdoor environments are used (considering transition times and routines; and use of environments beyond the service, in the community)
- room staffing and rosters

ii. Organisation and management of the service

- ways of grouping children
- storage spaces and how the resources are managed
- general description of the service users and patterns of attendance
- history of service (when the service began and who instigated this)
- assessment and rating experiences, including focus areas of Quality Improvement Plan
- funding (including relevant government bodies, fund raising, etc.)
- organisational structure within the service and leadership responsibilities (draw a diagram)
- different levels of external administration e.g. NSW DET, ACECQA
- collect any relevant forms e.g. enrolment, medication, accident/incident and/or newsletters

iii. Service Staffing

- number and qualifications of staff
- staff roles/job descriptions
- staff communication processes
- organisation of staff e.g. rosters, programming time, administration time.

iv. Philosophy / Aims

- collect written philosophy statements, and note unwritten philosophies of educators, including the Director
- collect/note written policies e.g. inclusion, safety, health, nutrition
- record references for external philosophies and policies (e.g. ECA Code of Ethics, Sun Smart).
- note how the philosophy and policies were developed.

v. Family Involvement

- how families are currently involved in the service
- communication processes between staff and families, families and staff and the purposes behind these
- how are the families' needs reflected in the program; in writing and in practice
- how do parents and carers find out about services available in the community to support their child e.g. health services, early intervention, etc.
- are there easily accessible resources for families to access or borrow
- is there evidence of families on display e.g. if you are working in an agricultural community, is this evident in the displays?
- is there evidence of a balance of the types of families displayed in the service through displays, children's books, puzzles etc. e.g. are all the books about nuclear families from European heritage from affluent backgrounds?
- are families cultures and language on display and used in the service?
- if some parents work away, e.g. mining, tourism etc., how does the service support the children's relationship and communication with the absent parent?

vi. Service's Local Community

- map the service's community i.e. Where is the community - rural, urban, suburban, regional, rural, remote? What landmarks surround the community e.g. major roads, parks, other landforms or features?
- what local facilities cater for young children and their families?
- do all families live in the local area or do they commute to use the service?
- what are the ethnic, cultural and socio-economic make-up of the local community? Is this reflected in the service?
- how does the service philosophy cater for the diversity of those who attend the service?
- how does the local community support the service?

You may like to talk to the Director, other staff and families if they are willing, about their experiences in the community.

The Australian Bureau of Statistics and Local Council websites will also have statistics on the local community. You may find it useful to look up this data before the beginning of your placement.

Take the initiative in finding out as much as you can about the service as a whole, and make particular note of links between the service and other community groups.

d) Observations

Observations of children help educators to assess and plan for continued learning. You are required to carry out a range of observations of your focus child or children and build summary profiles of children. Each unit will have specifications regarding observation requirements. Please refer to individual unit outlines for these.

e) Planning

Early childhood programs need to be planned effectively in order to ensure that learning goals are realised. Each unit will have variations regarding the expectations in relation to the planning that is required. You may be required to plan for individuals or small groups, or a single experience or a whole week with full responsibility. Planning skills will be developed,

practiced and critically reflected upon with each successive placement. You also need to remember that planning should consider transitions/routines as integral components of any early childhood program.

f) Resource Collection

You are expected to develop a collection of ideas and materials that will assist in professional experience placements. The resource collection should be added to throughout your placement; and, it should continue to be added to throughout your degree. Some resources may be physical, but many may be electronic or able to be digitised (e.g. scanned). You will need to decide how to organise the resources. Here are some ideas for possible sections:

- programming and planning proformas
- observation formats
- programming and learning experience plans
- pedagogical methods e.g. transitions
- educator reference books - author, title, publisher, source, price
- children's books - author, title, publisher, source, price, suitability
- teaching resources - songs, music, drama, poems, dances, stories, craft, visual art, special occasions, STEM activities, communication activities etc.
- cultural resources – artefacts, music, creative arts

g) Evidence

Evidence of your work towards requirements for the *Professional Experience Report* needs to be maintained throughout each placement. This evidence can be in the form of dot points recorded throughout the duration of the placement and should serve to inform discussions had with the supervising teacher regarding the ways in which you are meeting professional experience criteria. An **Evidence Log** of the criteria required to be met in each unit is available in Appendix 6.3. Additional *Evidence Logs* for individual units are contained within the *Specific Requirements* for each unit. Please note that the Evidence Log aims to provide records of your learning and identify areas that might need attention. It is an instrument for conducting professional discussion between you and your supervisors. It does not need to be submitted to the unit co-ordinator.

h) Reflective Learning Journal

As an integral aspect of ongoing critically reflective professional practice you are also required to continue writing in your *Reflective Learning Journal* in every placement - for the duration of your placement you will need to do so every day after placement (***The Reflective Learning Journal*** can be a section in your ***Personal Professional Placement Folder*** or a separate booklet).

Remember, you are asking yourself:

- What has gone well today?
- What have I achieved?
- What has not gone so well? Why?
- What does the literature* tell me about this and how does it help me to understand what to do next? *The readings, textbook chapters, lectures and multimedia resources you have in the unit the practicum is related to, and previous units.
- What are the next steps?
- Where can I get some help with this and when?

5. Tracking Expectations for the Professional Experience

(Settling in Questionnaire)

The following checklist will assist you and your Supervising Teacher to track the expectations for the placement and ensure that all requirements have been completed. The Supervising Teacher will also receive a copy of this document. Circle yes or no.

Before the Confirmed placement, Have I...

Prepared consent forms	Yes / No
Read the ECA Code of Ethics	Yes / No
Developed an introductory poster	Yes / No
Organized my Personal Professional Experience Folder	Yes / No
Developed professional goals in consultation with my supervising teacher	Yes / No
Checked my designated supervising teacher received the <i>Placement Package</i> email from the Office for Professional Learning via InPlace. Teacher Education Student needs to email the OPL (via askune@une.edu.au) to get confirmation Placement Package re-emailed to your Supervisor.	Yes / No

During the Confirmed placement, Have I...

Ensured consent forms are signed as required	Yes / No
Gathered information for the situational analysis	Yes / No
Completed observations as required	Yes / No
Completed planning as required	Yes / No
Gathered a range of resources for my own professional collection	Yes / No
Gathered evidence to support the final report criteria	Yes / No
Discussed the feedback on the Interim Report from my supervising teacher at the mid-point of the placement. Please note: 5 day professional experience placements do not include the Interim Report.	Yes / No
Advised the Office of Professional Learning through ASKUNE about any days missed and what make-up days dates will be so that information on InPlace can be amended. Please Note – all days missed must be made up (including public holidays), advise the OPL as soon as possible before Placement finishes	Yes / No

After the Confirmed placement, Have I...

Completed my <i>Personal Professional Placement Folder</i>	Yes / No
Checked that my supervising teacher has completed a <i>Professional Experience Report</i> and submitted it to the PEO through oplreports@une.edu.au . (The teacher education student can access a copy of the Final Report from InPlace).	Yes / No
Thanked the service educators (and children and their families where appropriate) for their support during the placement.	Yes / No

6. Appendices

Appendix 6.1 ECA Code of Ethics

Early Childhood Australia adopted its first Code of Ethics in 1990. After extensive national consultation a revised edition was published in 2016. The Code's preamble states that it is 'a framework for reflection about the ethical responsibilities of an early childhood professional.' The Code of Ethics is best used by early childhood education and care professionals as a supporting document for reflecting on practice or for guidance on difficult issues that may arise early childhood settings and requires that:

I. In relation to children I will:

- act in the best interests of all children
- create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning
- provide a meaningful curriculum to enrich children's learning, balancing child and educator initiated experiences
- understand and be able to explain to others how play and leisure enhances children's learning, development and wellbeing
- ensure childhood is a time for being in the here and now and not solely about preparation for the future
- collaborate with children as global citizens in learning about our shared responsibilities to the environment and humanity
- value the relationship between children and their families and enhance these relationships through my practice
- ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin
- negotiate children's participation in research, by taking into account their safety, privacy, levels of fatigue and interest
- respect children as capable learners by including their perspectives in teaching, learning and assessment
- safeguard the security of information and documentation about children, particularly when shared on digital platforms. **PLEASE NOTE:** No photographs of children should be taken.

II. In relation to families, I will:

- support families as children's first and most important teacher and respect their right to make decisions about their children
- listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children's learning, development and wellbeing
- develop respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging
- learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship systems
respect families' right to privacy and maintain confidentiality.

III. In relation to colleagues, I will:

- encourage others to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours
- build a spirit of collegiality and professionalism through collaborative relationships based on trust, respect and honesty
- acknowledge and support the diverse strengths and experiences of colleagues in order to build shared professional knowledge, understanding and skills
- use constructive processes to address differences of opinion in order to negotiate shared perspectives and actions
- participate in a 'lively culture of professional inquiry' to support continuous improvement
- implement strategies that support and mentor colleagues to make positive contributions to the profession
- maintain ethical relationships in my online interactions.

IV. In relation to communities, I will:





- support families as children's first and most important teacher and respect their right to make decisions about their children
- listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children's learning, development and wellbeing
- develop respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging
- learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship systems
- respect families' right to privacy and maintain confidentiality.
- learn about local community contexts and aspirations in order to create responsive programs to enhance children's learning, development and wellbeing
- collaborate with people, services and agencies to develop shared understandings and actions that support children and families
- use research and practice-based evidence to advocate for a society where all children have access to quality education and care
- promote the value of children's contribution as citizens to the development of strong communities
- work to promote increased appreciation of the importance of childhood including how children learn and develop, in order to inform programs and systems of assessment that benefit children
- advocate for the development and implementation of laws and policies that promote the rights and best interests of children and families.

V. In relation to the profession, I will:

- advocate for the development and implementation of laws and policies that promote the rights and best interests of children
- base my work on research, theories, content knowledge, practice evidence and my understanding of the children and families with whom I work
- take responsibility for articulating my professional values, knowledge and practice and the positive contribution our profession makes to society
- engage in critical reflection, ongoing professional learning and support research that builds my knowledge and that of the profession
- work within the scope of my professional role and avoid misrepresentation of my professional competence and qualifications
- encourage qualities and practices of ethical leadership within the profession
- model quality practice and provide constructive feedback and assessment for students as aspiring professionals
- mentor new graduates by supporting their induction into the profession
- advocate for my profession and the provision of quality education and care.

Appendix 6.2 The UN Convention on the Rights of the Child (UNCROC)

The UN Convention on the Rights of the Child (UNCROC) is a universally agreed set of non-negotiable standards and obligations which Teacher Education Students are required to adhere to. The Australian Government mandated these in 1990, meaning they are enshrined in law. The United Nations Convention on the Rights of the Child consists of 54 articles and is guided by four fundamental principles:

-  Every child, everywhere (Article 1): Children should neither benefit nor suffer because of their race, colour, gender, language, religion, national, social or ethnic origin, or because of any political or other opinion; because of their caste, property or birth status; or because they are disabled.
-  The best interests of the child (Article 3): Laws and actions affecting children should put their best interests first and benefit them in the best possible way. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.
-  Survival, development and protection (Article 6): Children have the right to live. The authorities in each country must protect children and help ensure their full development — physically, spiritually, morally and socially.
-  A voice (Article 12): Children have a right to have their say in decisions that affect them and to have their opinions taken into account. This does not mean that children can now tell their parents what to do. This Convention encourages adults to listen to the opinions of children and involve them in decision-making — not give children authority over adults. Article 12 does not interfere with parents' right and responsibility to express their views on matters affecting their children. Moreover, the Convention recognizes that the level of a child's participation in decisions must be appropriate to the child's level of maturity. Children's ability to form and express their opinions develops with age and most adults will naturally give the views of teenagers' greater weight than those of a pre-schooler, whether in family, legal or administrative decisions.

For additional information regarding the UN convention, please visit <https://www.unicef.org.au/Discover/What-we-do/Convention-on-the-Rights-of-the-Child/childfriendlycrc.aspx>

Appendix 6.3 Evidence Log for Professional Experience

ACECQA Specification One:	<u>Evidence</u>
1. Psychology and child development	
1.1 Social and emotional development <ul style="list-style-type: none"> • responds to social and emotional needs of children 	
1.2 Child health, wellbeing and safety <ul style="list-style-type: none"> • creates a healthy and safe supporting environment • supports each child’s health needs • implements effective hygiene and health practices • supervises children to ensure safety • minimises risks 	For example, nappy change, follow hygiene procedures 21.11.2022
1.3 Diversity, difference and inclusivity <ul style="list-style-type: none"> • communicates effectively with culturally diverse persons • promotes inclusion • respects diversity 	
ACECQA Specification Two:	<u>Evidence</u>
2. Education and curriculum studies	
2.1 Early Years Learning Framework <ul style="list-style-type: none"> • applies the principles, practices and outcomes of the EYLF 	
2.2 Curriculum planning, programming and evaluation. <ul style="list-style-type: none"> • demonstrates ability to link observations and their interpretation to curriculum planning, • demonstrates implementation of a planning and assessment cycle • demonstrates ability to evaluate planning overall 	
2.3 Learning, development and care <ul style="list-style-type: none"> • recognises and responds to children’s learning and development 	

ACECQA Specification Three: 3. Early Childhood pedagogies	Evidence
3.1 Alternative pedagogies and curriculum approaches <ul style="list-style-type: none"> • uses and critically analyses theories relating to young children's development and behaviour (birth to 8 years), and their application in practice in contemporary social and cultural contexts 	
3.2 Play based pedagogies <ul style="list-style-type: none"> • creates an environment for play • supports and facilitates children's play and learning 	For example, provided a range of natural resources in sand pit 19.11.2022
3.3 Guiding behaviour / engaging young learners <ul style="list-style-type: none"> • Communicates positively with children • Interacts positively with children • Supports and respects children • Maintains the dignity and rights of children 	
3.4 Teaching methods and strategies <ul style="list-style-type: none"> • fosters an environment for holistic learning and development 	
3.5 Catering to children with diverse needs and backgrounds <ul style="list-style-type: none"> • reflects cultural awareness in work practice 	
ACECQA Specification Four: 4. Family and community context	Evidence
4.1 Developing family and community partnerships <ul style="list-style-type: none"> • communicates effectively with families and community stakeholders about planning and assessment 	
4.2 Socially inclusive practice <ul style="list-style-type: none"> • promotes inclusion • respects diversity 	
4.3 Culture, diversity and inclusion <ul style="list-style-type: none"> • communicates effectively with culturally diverse persons • considers teaching implications for working with Aboriginal and Torres Strait Islander children and children from diverse backgrounds 	

ACECQA Specification Five: 5. History and philosophy of early childhood	Evidence
5.1 Contemporary theories and practice <ul style="list-style-type: none"> • demonstrates understanding of contemporary early childhood theories 	
5.2 Ethics and professional practice <ul style="list-style-type: none"> • demonstrates an understanding of legislation and common law relevant to work role • follows identified policies and practices • works ethically 	
5.3 Socially inclusive practice <ul style="list-style-type: none"> • promotes inclusion • respects diversity 	
5.4 Culture, diversity and inclusion <ul style="list-style-type: none"> • communicates effectively with culturally diverse persons • considers teaching implications for working with Aboriginal and Torres Strait Islander children and children from diverse backgrounds 	



Department of Early Education – School of Education
 Office for Professional Learning
 Faculty of Humanities, Arts, Social Science & Education
 University of New England, Armidale NSW 2351
 Australia - www.une.edu.au

Appendix 6.4 Consent for Use of Written Observations and Copies of Children’s Work

Dear *(insert parent/guardian name)*,

I am a teacher education student at the University of New England, studying for a Bachelor of *(insert degree title; BECP, BT ECE)*. I am currently completing a unit called EDEC *(insert unit code and name)*: which has *_____* days of mandatory professional experience in this centre. As part of my work in this unit I am required to identify several focus children *(guided by the centre’s supervising educator)* to *(insert activity to be undertaken, for example, observe and document children’s learning, play and interactions, then implement appropriate planning)*.

Your permission is sought for observations of child’s play and interactions. The de-identified notes taken during child observations of play and interactions will only be used for the purposes of completion of assignments as required by the University of New England for the completion of my degree. As such these notes will be seen only by the educators in your child’s room, UNE academics teaching and marking my assignment in this unit, and myself.

Please complete and return this consent form, if you agree to your child’s involvement as outlined above.

I look forward to the opportunity to complete my official UNE Professional Experience Placement while I have the privilege to work with your child.

Yours sincerely

(insert teacher education student’s name and signature)

I give permission for my child to be observed by a pre-service teacher for academic and professional experience purposes only. With the understanding that notes and work will be de-identified.

Yes No

I give permission for de-identified observations to be reported through the use of pseudonyms.

Yes No

I give permission for de-identified artwork to be used for academic and professional experience purposes only. This includes copies of artwork.

Yes No

Child’s Name: _____

Parent/Guardian Name: _____ Signature: _____ Date: _____

Teacher Education Student’s Name: _____ Signature: _____
 Date: _____

Supervising Educator Name: _____ Signature: _____ Date: _____

