



Specific Requirements for Professional Experience EDEC106: Perspectives of Children and Childhood: PrEx 5 days

This first professional experience placement is a 5-day block professional experience with children from **birth to 5 years**.

During this professional experience, you are expected to immerse yourself in the life of the early childhood service and develop your understanding, not only of teaching and learning in the early childhood context, but also of the wider context of the service. As this is your first professional experience placement, this week is seen as a very important component of your journey towards becoming a teacher. It is an opportunity for you, your supervising teacher and your unit lecturer to determine your suitability for and commitment to teaching. Your professional experience is aligned with the goals and intent of the *Early Years Learning Framework for Australia* (DEEWR, 2009), the *National Quality Standard* (Australian Children's Education & Care Quality Authority [ACECQA], 2020) and the Early Childhood Australia (ECA, 2016) *Code of Ethics*.

Upon successful completion of this professional experience, you should be able to:

- be thoughtful and questioning with respect to experiences within an early childhood environment;
- demonstrate an understanding of the attributes and responsibilities of effective learners and teachers;
- reflect on and record your experiences of how perspectives of children and childhood influence and are evidenced in philosophies, policies, procedures and practices in an early childhood education and care setting
- reflect on and record how relationships between teachers, children and families, are influenced by perspectives of children and childhood, and understandings of education and care in an early childhood education and care setting
- communicate with teachers, children, families and all other personnel in a professional manner.

During the professional experience you will be assigned to a supervising teacher and his/her group. You are also expected to seek opportunities to briefly visit other groups, with the agreement of both your supervising teacher and the other room leader(s), in order to observe a range of room settings and pedagogical strategies.

This initial professional experience focus is on observing and interacting with children in order to build relationships. This extended period of observation is necessary for you to observe the modelling of activities, interactions and teacher responses prior to commencing planning experiences for children in later professional experience placements.

In the following *Schedule for Placement*, you will find specific guidance for daily tasks and priorities to assist in ensuring all professional experience requirements are met. Both on and off campus teacher education students undertake this professional experience; therefore, **prior to beginning your first professional experience ensure that you visit the Office for Professional Learning (OPL) website for relevant professional experience placement processes, handbooks and dates.**

The *Early Childhood Handbook* is an essential guide for all placements. The specific tasks for this professional experience are outlined in the next section.

	<p>Task 1: Ensure you have read the various EDEC106 unit readings to date.</p> <p>Task 2: Ensure you have a consent form ready for completion on the first day. Available from the Unit MyLearn site and PrEx site.</p> <p>Task 3: Read the Early Childhood Australia (2016) Code of Ethics http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/. Ensure that your behaviour follows the required ethical standards as laid out in this document.</p> <p>Task 4: 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 on arrival.</p> <p>Task 5: Prepare your Personal Professional Experience Folder to secure and save all professional experience notes in sections, including professional goals, situational analysis, observations and a Reflective Learning Journal. Your <i>Early Childhood Teaching Handbook</i> offers detailed guidance here.</p> <p>Task 6: Organise your <i>Evidence Log</i> in your Personal Professional Experience Folder for recording evidence of your work towards the <i>Final Report</i> criteria during the 5-day professional experience. This is a brief list recorded daily, which you can use in a discussion about the <i>Final Report</i> with your supervising teacher.</p>
<p>Day 1 of professional experience</p>	<p>Introduce yourself to the service co-ordinator/director, your supervising teacher and other educators as relevant. Ask for a time to discuss with your supervising teacher what it is you need to do for this professional experience placement. In your initial discussions with your supervising teacher, consider the early childhood service organisation, routines, observation and recording procedures, and service policies and procedures. This information contributes to your situational analysis of the centre for your Personal Professional Experience Folder. Also, share the professional goals you have documented and arrange a place to display your introductory poster.</p> <p>Familiarise yourself with both the staff handbook and the parent handbook of the service. Some services also have a specific student placement handbook.</p> <p><i>Confirm that your supervising teacher has received the professional experience documents via email from the OPL. If Supervising Teacher has not received a Package, Teacher Education Student must contact the OPL via Askune to get another Package emailed.</i></p>

	<p>Introduce yourself to the parents as they bring their children to the service. Spend time with each of the children in the group – learn each child’s name and something about each one of them. Familiarise yourself with the routines of the group – what happens, when and why.</p> <p>Decide in collaboration with your supervisor on which child you would like to focus as a participant in the observations you will undertake over the week, in particular, select a child who attends as many days as possible over the week. Provide the appropriate consent form and discuss with the relevant parent/guardian.</p> <p>Take some time to reflect, at the end of the day on what you have observed and experienced over this first day and make some notes about the perspectives of children and childhood that appear to be expressed by, and/or influencing, the philosophies, policies, procedures and practices in the service. Write these in your <i>Reflective Learning Journal</i>.</p>
<p>Day 2 of professional experience</p>	<p>Finalise the consent forms, ensure that you have a signed consent form for the focus child. If you have obtained written consent from the parent /guardian then begin your observations of the child’s interests, interactions and play. Record two observations per day using the format(s) available. Suitable formats are considered in the unit EDEC102, but if you are not concurrently undertaking this unit, please refer to those on the EDEC106 MyLearn unit site. Note there are many ways to record observations that you will explore as your studies progress.</p> <p>Participate in all the routines of the day and interact with children, particularly the focus child, during the day. Observe and assist where possible and seek your supervising teacher’s direction as relevant.</p> <p>Conduct and record your situational analysis, refer to the notes on situational analysis in the <i>Early Childhood Teaching Handbook</i>.</p> <p>Record an item in your Resources Section of your <i>Personal Professional Experience Folder</i> and seek relevant items to add over the remaining placement days.</p> <p>Write in your <i>Reflective Learning Journal</i>.</p>
<p>Day 3 of professional experience</p>	<p>Continue to record two observations per day of your focus child.</p> <p>Participate in all the routines of the day and interact with children, particularly the focus child, during the day. Observe and assist where possible and seek your supervising teacher’s direction as relevant.</p> <p>The rights, safety and well-being of children are paramount when working with young children, in your Personal Professional Experience Folder respond to the following:</p> <ul style="list-style-type: none"> • What is a ‘duty of care’ in children’s services and record ways that you have implemented a ‘duty of care’ in the centre. • Identify how children’s rights are respected in the centre. • What are some standard precautions needed for maintaining safe and healthy environments, and how did you participate in these precautionary practices? • Discuss with your Supervising Teacher whether any children in your room have any special medical conditions or requirements and what procedures are necessary for appropriate care. Note: Disclosure of personal information is not necessary unless your Supervising Teacher feels it is relevant to you.

	<p>Meet with your supervising teacher about your <i>Professional Experience Final Report</i>. Engage in critical self-reflection and also ask about any areas of strength or improvement you may have or need to address while on before professional experience placement is completed.</p> <p>Write in your <i>Reflective Learning Journal</i>.</p>
<p>Day 4 of professional experience</p>	<p>Continue to record two observations per day of your focus child.</p> <p>Participate in all the routines of the day and interact with children, particularly the focus child, during the day. Observe and assist where possible and seek your supervising teacher's direction as relevant.</p> <p>Responsive and respectful relationships are core elements in early childhood settings, in your Personal Professional Experience folder, respond to the following:</p> <ul style="list-style-type: none"> • Describe a situation when a child communicated a need or feeling to you non-verbally. How did you respond? • Observe how a staff member responded to a distressed child. What did you learn from this observation? How did the response reflect the philosophy and/or policies of the setting? • Discuss with staff and note appropriate ways of responding respectfully and sensitively to families. • What feedback have you received from staff about your communication style/skills? If you have not received any feedback, seek it. <p>Write in your <i>Reflective Learning Journal</i>.</p>
<p>Day 5 of professional experience</p>	<p>Continue to record two observations per day of your focus child and <u>prepare a one page summary</u> identifying:</p> <ul style="list-style-type: none"> • What you have learnt about your focus child from your observations so far? • How you view this child as an effective learner? • How might you further facilitate this child's learning? <p>Participate in all the routines of the day and interact with children, particularly the focus child, during the day. Observe and assist where possible and seek your supervising teacher's direction as relevant.</p> <p>Write a final entry in your Reflective Learning Journal, reflecting on perspectives of children and childhood as evident in your professional experience to support your assignments in this unit. Also, reflect on your professional goals.</p> <p>Make sure that you finish your professional experience by showing your appreciation to the:</p> <ul style="list-style-type: none"> • Children • Parents • Staff <p>Meet your supervising teacher about your Professional Experience Final Report and ask about any areas of strength or improvement you may have or need to address in future placements. Ensure the supervising teacher is provided with the Attendance Sheet (if required) so it can be included as part of the final Professional Experience Report and placement assessment.</p> <p>Students will complete the Preservice Teacher Response section within the Final Professional Experience Report; to acknowledge the completion of the Report, this is also sent as a link in a separate email to Students myune account.</p> <p>Please contact oplreports@une.edu.au, if you have yet to receive access to the Final Report.</p>

The Professional Experience Report must be submitted within two weeks of the final day of the placement and will not be marked completed until the Attendance Sheet (if required) is submitted and the Preservice Teacher Response section is also completed.

Ensure your Personal Professional Experience Folder is up to date and well-organised, so it will be a useful record of your professional experience and offer an informative basis to build on in the next early childhood professional experience placement.

Please note that this Personal Professional Experience 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.