



Specific Requirements for Professional Experience EDEC392: Early Education Philosophy and Practice: PrEx 15 days

This professional experience placement is a 15 day block professional experience with children aged 3 to 5 years.

In addition to the generic PrEx requirements, this unit also has a number of specific requirements. These include ongoing observation and planning to continue to build and extend your skills in working with young children and the planning and implementation of a practice change which is the basis of the second assignment in this unit. In overview, the focus of the first week will be establishing relationships with children educators and families, conducting a situational analysis, obtaining observation consents, documenting observations and beginning planning. In the second week, you will implement planned learning experiences daily and also discuss and develop plans for a practice change. Then in the final week, the focus is on working collaboratively with your supervising teacher to plan and implement the whole program and implementing and evaluating the practice change for Assignment 2.

In the following Timetable for professional experience you will find more specific guidance for daily tasks and priorities to assist in ensuring all professional experience requirements are met; however, in a 15-day professional experience there is some flexibility in response to the changing daily context in your early childhood professional experience setting. It is also important to be guided by the Tracking Expectations Professional Experience Expectations document. Both on and off campus students across two courses undertake this professional experience and note some undertake this unit in their own current workplace. Ensure you refer to the PREXUS Moodle site re: relevant professional experience processes, handbooks and dates.

Timetable for professional experience	Tasks
<p>Prior to beginning your professional experience</p>	<p>Task 1: Ensure that you have read the various EDEC392 unit readings to date.</p> <p>Task 2: Ensure you have consent forms ready for completion on the first day. Available from the Unit Moodle site (not the PREXUS site).</p> <p>Task 3: Read the Early Childhood Australia Code of Ethics http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/. Ensure your behaviour follows the required ethical standards as laid out in this document.</p> <p>Task 4: If you do not already work in the centre/room, 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 professional folder clearly organised, secure and containing all professional experience notes in sections including professional goals, situational analysis, observations, planning and a reflective learning journal. Your Early Childhood Teacher Education Student Handbook offers detailed guidance here.</p> <p>Task 6: Organise your <i>Evidence Log</i> in your professional folder for recording evidence of your work towards the <i>Final Report</i> criteria during the 15-day professional experience. This is a brief list recorded daily, which you can use in discussion about the <i>Interim</i> and <i>Final Reports</i> with your supervising teacher.</p>
<p>Week 1/ Days 1-2</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. Also, share your professional goals and if feasible, your philosophy statement from your first EDEC392 assignment.</p> <p>Check your supervising teacher has received documents via email from the Office of Professional Learning.</p> <p>If new to the centre or room, 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 with your supervisor which 5-6 children you would like to focus on as participants in the observation and planning you will undertake in Weeks 1 and 2, in particular include children who attend as many days as possible over the week. Finalise the appropriate consent forms and distribute and discuss with relevant parents/guardians.</p> <p>Conduct your situational analysis.</p>

	<p>Write daily in your <i>Reflective Learning Journal</i>.</p>
<p>Week 1/ Days 3-5</p>	<p>Ensure you have signed consent forms for the 5-6 focus children to be participants in the observation and planning process.</p> <p><u>If you have obtained written consent</u> from parents/guardians begin your observations of the children’s interests, interactions and play. Remember observations can take various forms e.g. learning stories, anecdotal records, transcripts of language, photographs and you are encouraged to explore the possibilities. Record at least two observations of each focus child each day, from Day 3 - Day 10 and in consultation with your supervising teacher develop two learning experience plans each day from Day 5 - Day 10 based on the ongoing observations. The intent is to create evolving cycles of observation, planning and evaluation. Refer to the <i>Educator’s Guide to the EYLF</i> (DEEWR, 2010).</p> <p>Participate in all the experiences and routines each day and interact with children, particularly the focus children during the day.</p> <p>Write daily in your <i>Reflective Learning Journal</i> and record some initial thoughts about your interpretations of observations and possible planning for Days 6-10.</p> <p><i>Assignment 2:</i> Make a time to discuss with your supervising teacher an aspect of practice at the centre that might benefit from development or change. This does not have to be a major change and may be an aspect that relates to children’s learning – such as redeveloping a small space outdoors, changing your planning documentation or creating a child accessible play materials area. It may, however, be an aspect that relates to the day to day routines and operation of the service, such as the way daily snacks are organised, reviewing rest time practices, trialling a new communication strategy with parents or creating a more culturally inclusive approach.</p>
<p>Week 2/ Days 6-10</p>	<p>Continue to record at least two observations of each focus child each day.</p> <p>Discuss daily with your supervising teacher your proposed planned experiences and continue to plan and implement two experiences per day. Ensure that you plan a diversity of experiences over the week including indoor and outdoor settings and formal or informal group times. Reflect on the implemented plans with your supervising teacher as part of the <i>Interim Report</i> discussion.</p> <p>Continue to participate in all the routines and activities of the day.</p> <p>Review your Resources Folder, identify any gaps and seek relevant items to add over the remaining placement days.</p> <p>Write in your <i>Reflective Learning Journal</i>.</p> <p>About mid-week meet with your supervising teacher about your <i>Interim 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 professional experience. Both you and your supervising teacher can use this meeting to write the Interim Comments in the boxes provided. Also, your evidence log will be useful here. This</p>

	<p>meeting is an opportunity to think ahead about working collaboratively with your supervising teacher to plan and implement the whole program together in Week 3.</p> <p><i>Assignment 2:</i> Once you have consulted with your supervising teacher and identified the aspect that you would like to develop as a practice change, begin researching and planning. This is likely to involve seeking resources, making observations, reading relevant service policies and publications and most importantly collaboration with other educators, children or families. The specific planning tasks depend very much on the nature and type of practice change under consideration. Prepare your plan and share with your supervising teacher, then organise and implement in Days 11-13.</p>
<p>Week 3/ Days 11-13</p>	<p>Continue to participate in all the routines and activities daily and this week work collaboratively with your supervising teacher to plan and implement the whole program, also taking on additional responsibilities as indicated by your supervising teacher e.g. group times, specific experiences, transitions etc.</p> <p>Write daily in your <i>Reflective Learning Journal</i> particularly in relation to the whole program: how this is planned and implemented and reflect on your emerging leading role in the program over Week 3.</p> <p><i>Assignment 2:</i> Take full responsibility for implementing the planned practice change and ensure that you document aspects of the implementation to support your evaluation. Be responsive if things don't happen as planned.</p>
<p>Week 3/ Days 14-15</p>	<p>Continue to participate in all the routines and activities daily and this week work collaboratively with your supervising teacher to plan and implement the whole program, also taking on additional responsibilities as indicated by your supervising teacher e.g. group times, specific experiences, transitions etc.</p> <p>Write daily in your <i>Reflective Learning Journal</i> particularly in relation to the whole program: how this is planned and implemented and reflect on your emerging leading role in the program over Week 3.</p> <p><i>Assignment 2:</i> Evaluate the practice change and possibly make further adjustments if it is ongoing. Fully discuss the practice change outcomes with others involved and your supervising teacher. The Assignment 2 report will comprise a rationale, plan and evaluation of the practice change, refer to the assessment details for the unit.</p> <p>Meet with your supervising teacher about your <i>Final Report</i> and ask about any areas of strength or improvement you may have or need to address in future placements. Review your <i>Final Report</i> with your supervising teacher and ensure it is signed by both of you.</p> <p>The Final Report needs to be emailed to the Office for Professional Learning by your supervising teacher. The supervising teacher should complete this report on the final day of the placement. It must be signed and dated before being emailed to the Office for Professional Learning opl_reports@une.edu.au.</p> <p>Also, your <i>Evidence Log</i> will be useful here. Refer back to the <i>Tracking Expectations</i> page to ensure that you have completed everything required.</p>

	<p>Ensure your professional 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. <i>Please note that this professional folder is not submitted to UNE it is a personal professional portfolio.</i></p> <p>Make sure that you finish your placement by showing your appreciation to the:</p> <ul style="list-style-type: none">• Children• Parents• Staff <p>Ensure that Assignment 2 is submitted via Grademark on Moodle as per unit submission dates advised.</p>
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