



**Specific Requirements for Professional Experience**  
**EDEC328: Children as Sustainable Scientists**  
**PrEx 5 days**

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**This EDEC328 out of service placement must be completed in an ACECQA approved early childhood centre that is not your current or previous workplace (including any affiliated or sister centres of where you are employed). Additionally, the placement must be in a different centre type to where you are employed (e.g. long day care or stand-alone preschool).**

**This professional experience involves focusing and working with children aged from 2-5 years.**

In addition to the generic PrEx requirements noted in the Early Childhood Teacher Education Student Handbook, this unit also has a number of specific requirements which are outlined and sequenced below:

Professional Experience Timetable	Tasks
Prior to beginning your professional experience	<p><b>Task 1:</b> Ensure you have read the various EDEC328 unit readings to date.</p> <p><b>Task 2:</b> Ensure you have consent forms ready for completion on the first day. Available from the ECEC Moodle site (not PREXUS or the OPL website).</p> <p><b>Task 3:</b> Read the Early Childhood Australia (2016) Code of Ethics <a href="http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/">http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/</a>. Ensure that your behaviour follows the required ethical standards as laid out in this document.</p> <p><b>Task 4:</b> 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><b>Task 5:</b> Prepare a Personal Professional Experience Folder clearly organised, secure and containing all professional experience notes.</p> <p><b>Task 6:</b> In your Personal Professional Experience Folder, during the 5-day professional experience, record evidence of your work towards the <i>Final Report</i> criteria in your <b>Evidence Log</b>. This is a brief list recorded daily, which you can use in discussion about the <i>Final Report</i> with your supervising teacher.</p>

<p><b>Day One</b></p>	<ul style="list-style-type: none"> <li>• <b>Confirm that your supervising teacher has received an email from the Office of Professional Learning. This email has attachments containing the reporting documents for the supervising teacher.</b></li> <li>• Negotiate two broad professional goals with your supervisor that are directly linked with early childhood sciences, and note in your Personal Professional Experience Folder.</li> <li>• Complete a whole-setting <b>situational analysis</b> as per the Early Childhood Teacher Education Student Handbook.</li> <li>• Work directly with children alongside your supervising teacher in both indoor and outdoor spaces.</li> <li>• For this setting, complete a sciences-curriculum analysis composed of various observations of the educator’s pedagogy and the centre setting. Record: <ul style="list-style-type: none"> <li>* <i>who</i> (which educator/s)</li> <li>* <i>where</i> (inside/outside and/or learning area)</li> <li>* <i>which science/s</i> (refer to EDEC328 Topics 4-8)</li> <li>* <i>what educator involvement</i> (educator’s pedagogical roles)</li> <li>* <i>what physical context possibilities</i> (note sciences affordances/resources).</li> </ul> </li> <li>• Share your above analysis with your supervising teacher.</li> <li>• At the end of day one, negotiate with your supervising teacher and decide on which <b>two focus children</b> you will observe during days two and three; plus, prepare and gain written consent from parents/families now or at the beginning of day two. Note, be sure to select children who will be attending the centre from days two to five of your placement. (Note if you are undertaking this placement in a standalone preschool, this may mean extending your 5 day placement over two weeks to ensure continuity of observation and planning with the same two focus children on their specific attendance days. Do consult the Unit Co-ordinator for part-time placement approval).</li> <li>• Throughout the day, gather examples of your own engagement for writing into your <b>Evidence Log</b> and write your day one comments in your <b>Reflective Learning Journal</b>.</li> </ul>
<p><b>Day Two</b></p>	<ul style="list-style-type: none"> <li>• After ensuring that you have written <b>parental consent</b> (also gain verbal <b>child assent</b>), <b>observe</b> the two focus children across the day - watch from a distance and interact closely at times.</li> <li>• By the end of the day, prepare <b>two written observations for each child</b> and use your observation interpretations to consider possible science learning plans for these children on days four and five. Share your observations and interpretations with your supervising teacher.</li> <li>• Continue to work directly with children, gather examples for your <b>Evidence Log</b> and comments for your <b>Reflective Learning Journal</b>.</li> </ul>

<p><b>Day Three</b></p>	<ul style="list-style-type: none"> <li>• Again, <b>observe</b> the two focus children across the day.</li> <li>• By the end of the day, prepare <b>two more written observations for each child</b> and incorporate your professional interpretations for science learning plans for these children for days four and five. Share your observations and interpretations with your supervising teacher as you co-decide on relevant <b>science learning experience plans</b> for day four.</li> <li>• By the end of the day, design <b>two science learning experience plans</b> for implementation on day four; plus, do any day-before preparations for implementing these plans. Consider consulting with the observed children about these science learning plans too.</li> <li>• Continue to work directly with children, gather examples for your <b>Evidence Log</b> and comments for your <b>Reflective Learning Journal</b>.</li> </ul>
<p><b>Day Four</b></p>	<ul style="list-style-type: none"> <li>• During the day, <b>prepare for</b> and set-up space/places and resources for the two science learning experiences you have planned.</li> <li>• <b>Implement</b> the two science learning experiences with interested children, ensuring that the two focus children are invited to engage.</li> <li>• Also, by the end of the day document and evaluate children’s engagement before <b>re-planning</b> both ‘science’ learning experiences with relevant extensions for implementation on day five. Consider consulting with the observed children about what and how to extend these experiences.</li> <li>• Continue to work directly with children, gather examples for your <b>Evidence Log</b> and comments for your <b>Reflective Learning Journal</b>.</li> </ul>

<p><b>Day Five</b></p>	<ul style="list-style-type: none"> <li>• During the day, <b>prepare for</b> and set-up space/places and resources for the next two science ‘extension’ learning experiences you have re-planned and prepared.</li> <li>• <b>Implement</b> the two science ‘extension’ learning experiences with interested children, ensuring that the two focus children are invited to engage.</li> <li>• Also, by the end of the day, document and evaluate children’s engagement in these two learning experiences for sharing with your supervising teacher.</li> <li>• Continue to work directly with children, gather examples for your <i>Evidence Log</i> and comments for your <i>Reflective Learning Journal</i>.</li> <li>• <b>Day Five Final Items</b></li> <li>• Review your <i>Professional Experience Report</i> with your supervising teacher.. Your evidence log will be useful here. Also, refer back to the Tracking Expectations page in the EC Handbook to ensure that you have completed everything required.</li> </ul> <p>Meet your supervising teacher about your <i>Professional Experience Final Report</i> 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 <b>to Students myune account</b>.</p> <p>Please contact <a href="mailto:oplreports@une.edu.au">oplreports@une.edu.au</a>, if you have yet to receive access to the Final Report.</p> <p><b>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.</b></p> <p>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.</p> <p><b><i>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.</i></b></p> <p>Make sure that you conclude your placement by expressing your appreciation to the: Children, Parents and Staff.</p>
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