



Specific Requirements for Professional Experience
EDEC378: Professional Practice in Early Childhood Education
PrEx 10 days

In this unit, you will reflect on and apply your previously gained understanding of early childhood leadership and management. You will explore leadership theories in more detail and gain deeper understanding of how leadership is enacted in early childhood education services. You will engage with applicable legal and policy considerations in Australia. You will have the opportunity to advocate for a change during placement in an early childhood service. With your consolidated knowledge of the roles and responsibilities of early childhood teachers and your own leadership styles, you will develop a career plan to prepare yourself to be a leader in the early childhood sector.

This unit includes 10 days of mandatory professional placement in an ACECQA-approved centre- based early childhood education setting. You will be supervised by a suitably qualified Early Childhood Teacher.

TEXTBOOK:

The following textbook is prescribed for all placements in the course. MacNaughton, G., & Williams, G. (2008). *Techniques for Teaching Young Children. Choices for Theory and Practice* (3rd ed.). Pearson Education Australia.

Professional Experience Timetable	Tasks
Prior to beginning your professional experience	<p>Task 1: Ensure you have read the various readings and topic notes for the module.</p> <p>Task 2: Ensure that you have consent forms printed and ready for completion on the first day. Download these from the EC Community site (Early Childhood Community)</p> <p>Task 3: Read the Early Childhood Australia (ECA) Code of Ethics and ensure that you have a clear understanding of how you are expected to conduct yourself whilst on placement. No photographs will be taken of children, and a pseudonym will be used at all times on your documentation and copies of children’s artwork.</p> <p>Task 4: Prepare your introductory poster of yourself. Refer to the Professional Experience Handbook for a template. Ensure you include a recent, appropriate, professional photo and ask your supervising teacher where it could be displayed in the centre</p>



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Task 5:

Prepare your **Personal Professional Experience Folder**. You must take this to the early childhood setting every day of placement and be prepared to show your supervising teacher or a Professional Experience Liaison Officer (PELO) who may visit you while on Placement or contact by phone. Also see the [Early Childhood PrEx Handbook](#) for more information about your **Personal Professional Experience Folder**. You do not need to submit this folder to the Office for Professional Learning (OPL).



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Day 1	<p>Check if your supervising teacher has received an email from the Office of Professional Learning (OPL). This email contains links and attachments required for reporting and supervising you.</p> <p>Complete a setting situational analysis as per the Early Childhood PrEx Handbook. As you collect information about the leadership responsibilities within the centre, make a note to observe and document the leadership styles enacted by all educators over the duration of the placement.</p> <p>This placement requires you to shadow the Educational Leader (EL) of the service. Each day you will observe the EL's practices and work with them as they complete the tasks for their role, including mentoring educators, modelling good practice with children and supporting educators' professional learning. Complete a daily reflective learning journal.</p>
Day 2	<p>Interview the EL to find out about:</p> <ul style="list-style-type: none">• Their background (experience, qualifications, career path etc)• Their leadership style(s)• How they meet Quality Area 7• Their experience and reflection of the role of educational leader• Their advocacy work for the early childhood sector, and,• Their work and reflection of leading the team. <p>(Refer to assessment 2 requirements)</p>
Day 3	<p>Discuss operational and planning aspects with the EL, including how they plan for/ implement:</p> <ul style="list-style-type: none">• Aboriginal and Torres Strait Islander perspectives and teaching implications for working with Aboriginal and Torres Strait Islander children and children from diverse backgrounds.• Model Code• Self-assessment and QIP• Child Safe Standards• WHS / HR Law• Rosters / Ratios / Backfill for planning• CCS manage accounts• Professional development plans for staff (Refer to assessment 2 requirements)



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Day 4	<p>Collect and review:</p> <ul style="list-style-type: none">• The notes taken from your discussion with the EL about the operational and planning aspects• The service’s assessment and rating report (if available)• The service’s QIP• Your completed situation analysis of the setting• Your daily reflections and observations <p>After reviewing these documents, choose an issue/area of improvement that you have identified and are passionate about advocating for change in the service. Write a proposal to lead a change, or to advocate for children and families regarding a particular issue. In negotiation with the EL and other educators (if applicable) develop an action plan to lead the change/advocate for quality improvement.</p> <p>(Draw on your first assessment for guidance on how to structure your plan)</p>
Day 5	<p>From today and over the next 5 days you will work on the implementation of your action plan to influence change/advocate for your particular issue.</p> <p>Consolidate your knowledge of the roles and responsibilities of early childhood teachers, particularly the EL. Start to develop a career plan to prepare yourself to be a leader in the early childhood sector. (Draw on week 8 unit material to assist with the structure of your career plan)</p> <p>At the end of the week, meet with your supervising teacher to discuss and complete your Interim Report. Engage in critical self-reflection and ask about any areas of strength or improvement you may have or need to address while on placement. Both you and your supervising teacher can use this meeting to reflect on your performance. Also, your Evidence Log will be useful here and do reflect on the implemented plans so far and discuss next week’s proposed plans with your supervising teacher.</p> <p>The Interim Report template is sent as a link in a separate email to the supervising teacher in addition to the UNE placement confirmation package. Please contact oplreports@une.edu.au, if you have yet to receive access to the Interim Report.</p>
Day 6	<p>Continue working on the implementation of your action plan.</p> <p>Reflect on your own leadership styles and qualities as you continue to develop your career plan.</p>



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Day 7	<p>Continue working on the implementation of your action plan. At this point, get feedback from your EL about the progress of your plan and make any necessary adjustments or improvements.</p> <p>Develop clear short-term and long-term career goals as you continue to develop your career plan.</p>
Day 8	<p>Continue working on the implementation of your action plan.</p> <p>Finalise your career plan and present it to your supervising teacher for feedback. Make any necessary adjustments or improvements.</p>
Day 9	<p>Continue working on the implementation of your action plan. Reflect on whether you have achieved your goals.</p>



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Day 10	<p>On your last day of placement, continue to work directly with the EL and on your action plan. Decide whether to conclude your plan or hand it over to other educators for its continued implementation. Gather examples for your Personal Professional Experience Folder and comments for your Reflective Learning Journal.</p> <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>Your Reflective Learning Journal and Personal Professional Experience Folder will be useful when discussing your placement. Also, refer back to the <i>Tracking Expectations</i> page in the EC Handbook to ensure that you have completed everything required.</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> <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.</p> <p>Ensure your personal Personal Professional Experience Folder is up to date and well-organised, as it is a useful record of all your professional experiences and development as an Early Childhood Teacher.</p> <p>Please note that this Personal Professional Experience Folder is not submitted to UNE it is a personal professional portfolio.</p>
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Appendix 1

My name is	Date: (create a sheet for each day)
<p>What were the leadership qualities I displayed today? What worked well? What did these events mean to me?</p>	
<p>What were my challenges in completing tasks today? Why? What would I recommend be changed in the future? What are my related values and beliefs?</p>	
<p>What are the implications of this evaluation for me for tomorrow? Am I meeting the EDEC378 Learning Outcomes, ACECQA criteria and my professional goals? Where to from here (leading, managing, administering meanings into the future for me?) My goals... My work plan</p>	

Appendix 2

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The Ultimate Cheatsheet for Critical Thinking

Want to exercise critical thinking skills? Ask these questions whenever you discover or discuss new information. These are broad and versatile questions that have limitless applications!

Who	<ul style="list-style-type: none"> ... benefits from this? ... is this harmful to? ... makes decisions about this? ... is most directly affected? 	<ul style="list-style-type: none"> ... have you also heard discuss this? ... would be the best person to consult? ... will be the key people in this? ... deserves recognition for this?
What	<ul style="list-style-type: none"> ... are the strengths/weaknesses? ... is another perspective? ... is another alternative? ... would be a counter-argument? 	<ul style="list-style-type: none"> ... is the best/worst case scenario? ... is most/least important? ... can we do to make a positive change? ... is getting in the way of our action?
Where	<ul style="list-style-type: none"> ... would we see this in the real world? ... are there similar concepts/situations? ... is there the most need for this? ... in the world would this be a problem? 	<ul style="list-style-type: none"> ... can we get more information? ... do we go for help with this? ... will this idea take us? ... are the areas for improvement?
When	<ul style="list-style-type: none"> ... is this acceptable/unacceptable? ... would this benefit our society? ... would this cause a problem? ... is the best time to take action? 	<ul style="list-style-type: none"> ... will we know we've succeeded? ... has this played a part in our history? ... can we expect this to change? ... should we ask for help with this?
Why	<ul style="list-style-type: none"> ... is this a problem/challenge? ... is it relevant to me/others? ... is this the best/worst scenario? ... are people influenced by this? 	<ul style="list-style-type: none"> ... should people know about this? ... has it been this way for so long? ... have we allowed this to happen? ... is there a need for this today?
How	<ul style="list-style-type: none"> ... is this similar to _____? ... does this disrupt things? ... do we know the truth about this? ... will we approach this safely? 	<ul style="list-style-type: none"> ... does this benefit us/others? ... does this harm us/others? ... do we see this in the future? ... can we change this for our good?

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