



**Specific Requirements for Professional Experience**  
**EDEC372: Creative Arts**  
**PrEx 10 days**

On placement, you will explore contemporary philosophies and theories of the arts for young children from birth to five years. You will re-examine your own practice in relation to these theories and design and implement a playful arts curriculum. Moreover, placement will foster your confidence in teaching, as well as extend your skill development in the creative arts. You will develop your understanding of the importance of arts in society and culture and how the arts can facilitate children's emotional and social expression, their imagination and their creativity. You will learn to be an advocate for the arts as an essential vehicle for children's learning and development.

The practicum can be undertaken in your service if they have children under school age, but the assignments are best conducted with children aged 3-5 years. Other parts of the practicum can be conducted with children birth to 2 years.

**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.

<b>Professional Experience Timetable</b>	<b>Tasks</b>
Prior to beginning your professional experience	<p><b>Task 1:</b> Ensure you have read the various readings and topic notes for the module.</p> <p><b>Task 2:</b> Ensure that you have consent forms printed and ready for completion on the first day. Download these from the <a href="#">EC Community site</a></p> <p><b>Task 3:</b> Read the <a href="#">Early Childhood Australia (ECA) Code of Ethics</a> and ensure that you have a clear understanding of how you are expected to conduct yourself whilst on placement.</p> <p><b>Task 4:</b> Prepare your introductory poster of yourself. Ensure you include a recent, appropriate, professional photo and ask your supervising teacher where it could be displayed in the centre.</p> <p><b>Task 5:</b> Prepare your <b>Personal Professional Experience Folder</b>. You will need to ensure you take this to 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 <a href="#">Early Childhood PrEx Handbook</a> for more information about your <b>Personal Professional Experience Folder</b>.</p>

	This <b>Personal Professional Experience Folder</b> will be used as supporting evidence in your discussions with your supervising teacher and a PELO for your final report.
<b>Professional Experience Timetable</b>	<b><i>If for any reason you need to show evidence of your placement, you may be required to submit your Personal Professional Experience Folder to your Unit or Course Coordinator.</i></b>
Day 1	<p>Check your supervising teacher has received an email from the Office of Professional Learning. This email contains links and attachments required for reporting and supervising you. Complete a setting <b>situational analysis</b> as per the <a href="#">Early Childhood PrEx Handbook</a>.</p> <p>In consultation with your supervising teacher, select two focus children and ask their parents for permission to observe them during your placement. Ensure they complete and return to you the consent form <b>prior</b> to observing their child.</p> <p>If you are already working in a service you will have established relationships and knowledge of the service, children and families. For those who are working in an unfamiliar setting, the focus of the first day will be establishing relationships with children, educators and families.</p> <p><b>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.</b></p> <p>Every day during placement, add to your <b>Reflective Learning Journal</b> about the service, learning environments and families. Include observations about any arts resources and activities you observe. These observations should include materials, space, time, and relationships (e.g. who was involved, who initiated it). This will inform your planning. This journal should be shown to your supervising teacher as evidence of observations and reflections.</p> <p>Use every opportunity to teach, and gain confidence in teaching the creative arts using the ideas from the unit content and the previous two creative arts modules. In your <b>Personal Professional Experience Folder</b>, document these activities, using the headings materials, space, time and relationships to describe what you did, the children's responses, other educator's responses and the parent's responses to your</p>



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	<p>communication about these activities and your efforts to advocate for the creative arts. These activities can range from formal group time, to improvised songs during transitions, to simple drawings with individual children as they play, helping them to document their ideas. They should contain an even mix of visual and performing arts, using a wide variety of mediums, not just those you prefer. These will prepare you for the assignments and inform your choices for the activities within them. Aim for 1-2 of these activities a day.</p>
Day 2	<p>Observe a group of children as they engage in free play. From your observations of their stories within their play, choose a myth, legend or traditional cultural story that expands on the themes in their play. Discuss the choice of myth, legend or traditional cultural story for Assignment 1 with your supervising teacher.</p>
Day 3	<p>Draft a rough plan for Assignment 1 and gain feedback from your supervisor. Prepare for the implementation.</p>
Day 4	<p>With a focus on process (what the children are learning), rather than performance (the end result), use the children's ideas to co-create a short version, or a scene from the story. Practice these a few times, taking observations of the practices.</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 <a href="mailto:opreports@une.edu.au">opreports@une.edu.au</a>, if you have yet to receive access to the Interim Report.</p>

<p>Day 5 - 9</p>	<p>After some more practices, implement/perform the Assignment 1 activities, asking another staff member to take photos of you or at various stages during the performance and/or note down feedback. Use these for your documentation. With your supervisor, evaluate the activities. Create a brief learning story about the process from the practices and performance. Ensure you display this for parents, advocating strongly for the arts.</p> <p><b>Hint:</b> Avoid overwhelming children with the performance. It is about what they are learning, rather than for an audience. Engaging with the arts is about having fun and learning, not about getting it right and performing in front of an audience at this young age.</p> <p>Start your observation of a small group of children for Assignment 2, Task 2. Discuss the task and your ideas with your supervising teacher. Discuss what you will be doing for Task 1, but that you will work on that task at home, away from the children to gain skills that you will use in Task 2. You can re-use the clay from Task 1 with the children.</p>
<p>Day 9</p>	<p>Evaluate the Task 2 learning activities with your supervisor. Create a brief learning story about the process and the end product. Ensure you display this for parents, advocating strongly for the arts.</p> <p>In your <b>Personal Professional Experience Folder</b>, use brief dot points to note five skills you think you have improved in creative arts teaching during placement.</p> <p>Write five things you need to improve in future. Ensure you show your supervisor your <b>Reflective Learning Journal</b> and <b>Personal Professional Experience Folder</b> again.</p>

<p>Day 10</p>	<p>On your last day of placement, continue to work directly with the children, gather examples for your <b><i>Personal Professional Experience Folder</i></b> and comments for your <b><i>Reflective Learning Journal</i></b>.</p> <p>Meet your supervising teacher about your <b><i>Professional Experience Final Report</i></b> 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 <b>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 <b><i>Personal Professional Experience Folder</i></b> is up to date and well-organised, as it is a useful record of your professional experiences and development as an Early Childhood Teacher.</p> <p><b><i>Please note that this Personal Professional Experience Folder is not submitted to UNE it is a personal professional portfolio.</i></b></p>
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