



## Specific Requirements for Professional Experience for EDEC322: Young Children and the Creative Arts: PrEx 5 days

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**This professional experience placement is a 5 day block professional experience with children aged 3 to 8 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 **integrated arts activities** that is the basis of the teaching assignment in this unit.

Most students in this unit will be already working in a service and 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, conducting a situational analysis, documenting observations and beginning planning.

*There are items that you will be required to show your supervising teacher at your early childhood service. In most instances, you do not also have to show those to your unit coordinator or lecturers. For example:*

- *the 2 learning stories, mind map and Reflective Learning Journal **only needs to be seen** by your supervising teacher, but you do not need to email or submit these to your unit coordinator or teachers.*
- *An Ethics Statement also **needs to be included in the appendix** of your assignment and needs to be filled in. You can show the supervising teacher a copy of this to check you have filled it in correctly.*
- *the PREX report showing you have passed the PREX **only needs to go to the OPL office**, not to the unit coordinator or lecturers. Your supervising teacher will send this to the OPL office.*

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. It is also important to be guided by the *Tracking Expectations Professional Experience Expectations* document. The *Early Childhood PREX Handbook* will need to be downloaded and read. Ensure you refer to the PREXUS Moodle site re relevant professional experience processes, handbooks and dates. Please be aware your PREX related assignment will be marked against the Learning Outcomes for this unit as shown below:

1. demonstrate engagement and skill acquisition in the creative arts, and the ability to reflect upon coherent knowledge of contemporary theories and philosophies of the creative arts at a personal and professional level;
2. plan, implement and evaluate an integrated arts project;
3. present documentation in a variety of contexts that demonstrates how the arts can be a powerful tool for learning;
4. use autonomy and judgement to advocate for the arts as core element in young children's learning in a variety of contexts such as written reports, presentations and discussions; and
5. demonstrate an acceptable standard of communication and professional responsibility.

<p><b>Timetable for professional experience Tasks</b></p>	
<p><b>Day 1 of professional experience</b></p>	<p><b>Check your supervising teacher has received the professional experience documents via email from OPL.</b></p> <ol style="list-style-type: none"> <li>1. An Ethical Statement form that you will also need to submit in the appendices of your assignment. This is located in the Assignment 2 section of Moodle.</li> <li>2. Using written observations, <b>document</b> a play event or a strong interest of a small group of children. Identify the children's 'big ideas' / 'essence of intent'.</li> <li>3. Identify a topic heading that reflects the interest of that group of children.</li> <li>4. Using your documentation as a starting point, develop a mind map of possible integrated arts experiences for your group of children in your context. Ensure you include one visual art activity (other than drawing) and at least 3 performing arts activities (other than dance, but including music and drama). This mind map needs to be shown to your supervising teacher, however, it may change over the next day or so. You do not need to email this to your lecturers or submit it with your assignment. It is for planning purposes only.</li> <li>5. Write daily in your <i>Reflective Learning Journal</i> and record some initial thoughts about your interpretations of observations and possible planning for the remainder of your PREX. Please see Day 5 for more information about the journal. Ensure your journal logs what you do each day during your PREX so that you and your supervising teacher both have a record of what you have done, and what you still need to do. You will not be submitting or emailing this journal, but your supervising teacher will need to see it each day.</li> <li>6. If this service is new to you, complete a situational analysis and explore and note their arts resources.</li> <li>7. Ensure you discuss the teaching assignment with the supervising teacher and give them a copy of the assignment.</li> </ol>
<p><b>Day 2 of professional experience</b></p>	<ol style="list-style-type: none"> <li>1. Revisit your mindmap and expand on your ideas for the arts activities that will develop the children's ideas. Include some references from the resources in the unit e.g. activity ideas, readings, texts, Powerpoints, websites lessons etc. Add some references as well. Building on your plans with the same group of children (if possible) you have already observed.</li> <li>2. List and organise materials you will need for your planned activities and discuss this with your supervising teacher.</li> <li>3. Continue to write daily in your reflective learning journal and log your activities.</li> <li>4. Please remember that this is a university level assignment, and therefore we expect authentic arts materials and a higher level of arts engagement that you will encounter in the unit through your learning in the modules. You cannot do activities that are related to 'The Very Hungry Caterpillar' or other activities that have become stock, standard arts activities in early childhood services.</li> </ol>

<p><b>Days 3 – 4 of professional experience</b></p>	<ol style="list-style-type: none"> <li>1. Support and extend the children’s investigation through the arts by implementing the activities. Document the children’s <a href="#">‘learning stories’</a> around their ‘big ideas’. Pay special attention to the pedagogical role of the adult. There should be 2 learning stories, to cover the 1 visual art, and 1 of the performing arts activities for the related assignment. The stories should have a beginning, middle and end story for each area of art.</li> <li>2. Discuss with your supervising teacher about creating a small display of the learning journey for the parents and community. The display should include the two learning stories and some quotes about the value of arts education. You do not have to submit these, but your supervising teacher will need to see them and approve them for display. This activity is designed to assist you to improve your documenting and advocacy. It should not be a big display that takes a great deal of your time.</li> <li>3. On day 3, ensure you check with the supervising teacher or director as to whether you are on track for your PREX. Meet with your supervising teacher about your Final Report.</li> <li>4. In your journal, write 1 sentence for each activity you implemented to describe the activity. Show this to your supervising teacher for feedback. This can be used in your assignment.</li> </ol>
<p><b>Day 5 of professional experience</b></p>	<ol style="list-style-type: none"> <li>1. Continue to write daily in your <i>Reflective Learning Journal</i> and log your activities. This log and your reflections should be referenced in your final report. This does not need to be detailed and you can use dot points. You can relate your learning to the modules and text, readings, Moodle videos and resources, but you do not need formal referencing here. e.g. ‘This relates to Module X about advocating for the arts’, or ‘This relates to Chapter 4 of the textbook ‘xxx’ and the TED talk video about xxxxx’. This will be big help when you start your assignment.</li> <li>2. In your Reflective Learning Journal, reflectively evaluate the activities using 2 sentences for each one. Check these with your supervising teacher. This can be used in your assignment.</li> <li>3. In your Reflective Learning Journal, write 1 sentence about why the activity would support children’s learning using references. Check this with your supervising teacher. This can be used in your assignment.</li> </ol>

Meet with 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.

The student 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. Please contact [oplreports@une.edu.au](mailto:oplreports@une.edu.au), if you have yet to receive access to the Final Report.

**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 placement and offer an informative basis to build on in the next early childhood placement.

***Please note that the Personal Professional Experience Folder is not submitted to UNE it is your personal professional portfolio, but may be required by your Unit Co-Ordinator if placement progress is at risk or unsatisfactory.***