



Specific Requirements for Professional Experience
EDEC374: Fostering Emerging Language and Communication (Birth to 5) PrEx 10 days

On this placement you will take purposeful observations of children’s diverse language and communication skills. You will partner with families to understand children’s full language repertoires, as well as develop, plan, analyse and evaluate playful learning experiences that consolidate and extend children’s language and communication capabilities. You will implement and evaluate your own plurilingual pedagogies and dialogic reading strategies, along with ways to develop children’s pre-writing skills. As a final step, you will reflect on how your teaching impacts children’s individual progressions along learning trajectories.

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.</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. Ensure you include a recent, appropriate, professional photo and ask your supervising teacher where it could be displayed in the centre.</p> <p>Task 5: Prepare your Personal Professional Experience Folder. 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 Early Childhood PrEx Handbook for more information about your Personal Professional Experience Folder.</p>



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Professional Experience Timetable	<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>
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.</p> <p>Complete a setting situational analysis as per the Early Childhood PrEx Handbook.</p> <p>Select 3 focus children in consultation with your supervising teacher. Speak to their parents and complete the consent process.</p>
Day 2 to Day 5	<p>Once you have permission to observe your focus children, begin observing examples of the following situations (see full descriptions in Appendix 1):</p> <ol style="list-style-type: none">1. Write 3 observations for each focus child that shows their progression on the reading and writing learning trajectories.2. Write 5 observations of 'serve and return' examples from your focus children.3. Record all (minimum of 20) pre-writing and pre-reading activities and experiences that occur over the 10 days of your placement.4. Write 2 observations of art activities that encourage language learning. <p>Discuss your observations with your supervising teacher and begin planning activities for the next steps of the planning cycle (AGDE, 2022, p.27).</p>
Day 3	<p>In your Reflective Learning Journal, have a think about how routines or rhythms of the day can provide opportunities for 'serve' and 'return' interactions between educators and young children (i.e. washing hands ready for mealtimes, during mealtimes etc.). Describe how you might approach this, and link to theories and literature.</p>
Day 4 - 5	<p>In your Reflective Learning Journal, think of some familiar books which are appropriate for children under two years of age. What are some of the features of these books? Consider a specific book and practice reading it aloud to children.</p> <ul style="list-style-type: none">• How could you engage with a young child with this book?• How can you use the book as a focus for shared attention to take conversational turns and provide opportunities to expand the child's receptive and expressive vocabulary?



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	<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 - 9	<p>Considering the observations for each focus child, plan an activity for each of the following:</p> <ol style="list-style-type: none">1. Supports the child's oral language learning.2. Supports the child's pre-writing skills.3. Supports the child's pre-reading skills. <p>Discuss your plans with your supervising teacher prior to implementing the plan.</p> <p>Complete the planning cycle by ensuring you observe, assess, plan, implement and evaluate the experience (AGDE, 2022, p. 27).</p>



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Day 10	<p>On your last day of placement, continue to work directly with the children, 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>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 Professional Experience Folder 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>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

Learning trajectories

Write 3 observations for each focus child that shows their progression on the reading and writing learning trajectories.

- A minimum of 9 observations of learning trajectory progression needs to be recorded.
- Discussions with educators in the room can be added to the observation to support your analysis of the child's demonstrated skills.

Serve and Return

Observe a parent/carer and child, or educator and child, in the ECEC setting. Look for the 'serve' and 'return'.

- How available does the parent/carer or educator appear to be?
- How do the parent/carer or educator, and the child show their engagement in the exchange?
- How is productive and receptive language used in this exchange?
- Document what you observe in the observation template (see <https://mylearn.une.edu.au/mod/folder/view.php?id=2901870>) for use in your 'Assessment 2' document.

Pre-reading and pre-writing

Record all pre-writing and pre-reading activities and experiences that occur over the 10 days of your placement.

- Document these in a planning template (see <https://mylearn.une.edu.au/mod/folder/view.php?id=2901869>) for use in your 'Assessment 2' document.
- You may only include photographs of the room set-up (no pictures of children included). You must follow the service's camera and phone use policy.

Arts as an effective vehicle for language learning

Write 2 observations of art activities that encourages language learning.

- Document these in a planning template (see <https://mylearn.une.edu.au/mod/folder/view.php?id=2901869>) for use in your 'Assessment 2' document.
- You may only include photographs of the room set-up (no pictures of children included). You must follow the service's camera and phone use policy.