Specific Requirements for Professional Experience EDEC203 Authentic Assessment with Children: PrEx 5 days

Teacher education students undertake a 5 day professional experience placement in an early childhood service working with **children aged birth-under 3 years** and their families. You need to successfully complete the 5 days of professional experience to obtain a 'Satisfied Requirement' (SR) in order to successfully pass this unit. A Final Report only is required in this professional experience due to the shorter length of the professional experience. The focus of this placement is to implement an assessment and planning cycle with a group of 2-3 children, then evaluate as outlined under Assignment 2 guidelines.

It is essential you continue to demonstrate and practise skills in working with infants, toddlers and young children and further build on these skills with each successive professional experience. In this unit you will be assessed on a range of professional skills over the course of your professional experience. Ensure the Final Report and your progress is discussed with your supervisor during the professional experience and points are recorded under Interim Comments in the report form. Your supervisor will fully complete the report with you at the end of Day 5. A sample copy of this report is available on the PREXUS Moodle site.

As an integral aspect of ongoing critically reflective professional practice, you are also required to continue writing in your *Reflective Learning Journal* - for the duration of your professional experience. Remember, you are asking yourself:

- What has gone well today?
- What have I achieved?
- What are the next steps?
- What has not gone so well?
- Where can I get some help with this and when?

Note there are three tasks you need to complete BEFORE you begin your professional experience placement listed below.

In addition to the generic PrEx requirements, this unit also has a number of specific requirements.

Timetable for professional experience	Tasks
Prior to beginning your professional experience.	**Task 1:** Ensure you have read the various EDEC203 unit readings to date and **the requirements for** Assignment 2. Read the Educators Guide to the EYLF (DEEWR, 2009); Chapters 3 and 10 are particularly relevant. http://docs.education.gov.au/documents/educators-guide-early-years-learning-framework-australia **Task 2:** Ensure you have some consent forms ready for completion on the first day available from the Unit Moodle site (not the PREXUS). **Task 3**: Read the ECA Code of Ethics http://www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood_australias_code_of_ethics.html . Ensure your behaviour follows the required ethical standards as laid out in this document.
Day 1 of professional experience.	Introduce yourself to the staff in the room and give them a copy of Assignment 2 (if you have managed a visit BEFORE your professional experience started, you might be able to do this task then). Ask for a time to discuss with them what it is you need to do for the assignment. **Check your supervisor teacher has received the professional experience documents via email.** Introduce yourself to the parents as they bring their children to the service. Spend time with each of the children in the group – learn each child's name and something about each one of them. Familiarise yourself with the routines of the group – what happens, when and why. Decide with your supervisor which 2-3 children you would like to focus on as participants in the assessment and planning cycle for Assignment 2, in particular include children who attend as many days as possible over the week. Finalise the appropriate consent forms and distribute and discuss with relevant parents/guardians on Day 1, if at all possible. Write in your *Reflective Learning Journal*.
Day 2 of professional experience.	Finalise the consent forms, ensure that you have signed consent forms for the focus children to be participants in the assessment and planning cycle. **If you have obtained written consent** from parents /guardians begin your observations of the children's interests, interactions and play. Remember observations can take various forms e.g. learning stories, anecdotal records,

	transcripts of language, photographs and you are encouraged to explore the possibilities. Record at least two group observations of your focus children each day, from Day 2 - Day 5. Participate in all the routines of the day and interact with children, particularly the focus children during the day. Write in your reflective learning journal and record some initial thoughts about your interpretations of observations and planning of an experience as part of the assessment and planning cycle.
Day 3 of professional experience.	Continue to record at least two group observations of your focus children each day. Discuss with your supervising educator your proposed planned experience as part of the assessment and planning cycle and its implementation on Days 4-5. Continue to participate in all the routines and activities of the day. Write in your reflective learning journal. Fully plan the experience for implementation on Days 4-5. A planning template is available on the Moodle Unit site if required, other templates may be utilised too. Meet with your supervisor about your final report and ask about any areas of strength or improvement you may have or need to address while on professional experience. The supervisor can use this meeting to help write the Interim Comments in the boxes provided.
Day 4 of professional experience.	Continue to record at least two group observations of your focus children each day. Continue to participate in all the routines and activities of the day. Implement the planned experience. Reflect on the implemented experience both individually and with your supervising educator. Consider if any adjustments for Day 5 are required based on your observations today. Write in your *Reflective Learning Journal*.

Day 5 of professional experience.	Continue to record at least two group observations of your focus children each day. Continue to participate in all the routines and activities of the day. Implement the planned experience with any adjustments. Reflect on and evaluate the implemented experience both individually and with your supervising teacher. Share what might happen next if the cycle was to continue. Make sure that you finish your professional experience by showing your appreciation to the: • Children • Parents • Staff Meet with your supervising teacher about your Final Report and ask about any areas of strength or improvement you may have or need to address in future professional experience placements. Review your Final Report with your supervising teacher and ensure both of you sign it. **The supervising teacher should complete this report on the final day of the placement. It must be signed and dated before being emailed to the Office for Professional Learning** opl reports@une.edu.au**.** Write a final entry in your *Reflective Learning Journal*. Ensure Assignment 2 is submitted via Grademark on Moodle one week post professional experience completion. • On-campus teacher education students (one week post professional experience block). • Off-campus teacher education students to submit one week post professional experience completion (**the last possible submission date is by the end of the Trimester in which you are enrolled**).