|  |  |
| --- | --- |
| ***E:\Practicum Experience Office\School of Education Logo\SCHOOL OF EDUCATION LOGO LOCKUP-01[1].jpg*** |  |

**Professional Experience Evidence Log**

**EDEC202: Enquirers into History-Geography: PrEx 10 days**

**(children 3 to 5 years)**

**TEACHER EDUCATION STUDENTS UNE ID NUMBER:**

**EARLY CHILDHOOD CENTRE:**

**DATES OF PLACEMENT: from to**

**SUPERVISING TEACHER(S):**

**AGE GROUP:**

**PROGRAM: Bachelor of Education (Early Childhood Primary) (please tick):**

**🗆** **INTERNAL or**  **🗆** **EXTERNAL**

# 

**Generic PREX Evidence Log**

|  |  |
| --- | --- |
| **ACECQA Specification One:**  ***1. Psychology and child development*** | **Evidence** |
| * 1. learning, development and care * Recognises and responds to children’s learning and development |  |
| 1.3 social and emotional development   * Responds in appropriate ways to the social and emotional needs of children. |  |
| 1.4 child health, wellbeing and safety   * Creates a healthy and safe supporting environment * Supports each child’s health needs * Implements effective hygiene and health practices * Supervises children to ensure safety * Minimizes risks | For example, nappy change, follow hygiene procedures 21.11.2014 |
| 1.6 diversity, difference and inclusivity   * Communicates effectively with culturally diverse persons * Promotes inclusion * Respects diversity |  |
| **ACECQA Specification Two:**  ***2. Education and curriculum studies*** | **Evidence** |
| 2.1 Early Years Learning Framework   * Applies the principles, practices and outcomes of the EYLF |  |
| 2.9 curriculum planning, programming and evaluation.   * Demonstrates ability to link observations and their interpretation to curriculum planning, * Demonstrates implementation of a planning and assessment cycle * Demonstrates ability to evaluate overall planning |  |

|  |  |
| --- | --- |
| **ACECQA Specification Three:**  ***3. Early Childhood pedagogies*** | **Evidence** |
| 3.1 alternative pedagogies and curriculum approaches   * Uses and critically analyses theories relating to young children's development and behaviour (birth to 8 years), and their application in practice in contemporary social and cultural contexts |  |
| 3.2 play based pedagogies   * Creates an environment for play * Supports and facilitates children’s play and learning | For example, provided a range of natural resources in sand pit 19.11.2014 |
| 3.3 guiding behaviour / engaging young learners   * Communicates positively with children * Interacts positively with children * Supports and respects children * Maintains the dignity and rights of children |  |
| 3.4 teaching methods and strategies   * Fosters an environment for holistic learning and development |  |
| 3.5 catering to children with diverse needs and backgrounds   * Reflects cultural awareness in work practice |  |
| **ACECQA Specification Four:**  ***4. Family and community context*** | **Evidence** |
| 4.1 developing family and community partnerships   * Communicates the value and purpose of a variety of authentic assessment tools to families, staff, and community stakeholders |  |
| 4.4 socially inclusive practice   * Promotes inclusion * Respects diversity |  |
| 4.5 culture, diversity and inclusion   * Communicates effectively with culturally diverse persons * Considers teaching implications for working with Aboriginal and Torres Strait Islander children and children from diverse backgrounds |  |
| **ACECQA Specification Five:**  ***5. History and philosophy of early childhood*** | **Evidence** |
| 5.2 contemporary theories and practice   * Demonstrates understandings of contemporary early childhood theories |  |
| 5.3 ethics and professional practice   * Demonstrates an understanding of legislation and common law relevant to work role * Follows identified policies and practices * Works ethically * Demonstrates responsibility and professional standards of communication and literacy |  |

**Unit Specific Evidence Log**

|  |  |
| --- | --- |
| **ACECQA Specification One:**  ***1. Psychology and child development*** | **Evidence** |
| 1.4 child health, wellbeing and safety   * Focuses on the role of relationships for infant and toddler wellbeing in various contexts * Consistently provides positive nappy-changing and toileting experiences * Consistently promotes quality mealtime environments * Consistently promotes safe sleep, rest and relaxation |  |
| **ACECQA Specification Three:**  ***3. Teaching pedagogies*** | **Evidence** |
| 3.1 Alternative pedagogies and curriculum approaches   * Understands the importance of relationships with infants, toddlers, their families and their communities |  |
| **ACECQA Specification Four:**  ***4. Family and community contexts*** | **Evidence** |
| 4.1 developing family and community partnerships   * Considers infants and toddlers within their families and communities |  |