#

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

**Professional Experience Evidence Log**

**EDEC322: Young Children and the Creative Arts: PrEx 5 days**

 **(children 3-8 years)**

**TEACHER EDUCATION STUDENTS UNE ID NUMBER:**

**EARLY CHILDHOOD CENTRE:**

**DATES OF PLACEMENT: from to**

**SUPERVISING TEACHER(S):**

**AGE GROUP:**

**PROGRAM: (please tick)**  **🗆** **INTERNAL or 🗆 EXTERNAL**

**🗆 Bachelor of Education (Early Childhood Teaching)**

**🗆 Bachelor of Education (Early Childhood and Primary)**

**Generic PREX Evidence Log**

|  |  |
| --- | --- |
| **ACECQA Specification One:*****1. Psychology and child development*** | **Evidence** |
| * 1. learning, development and care
* Consistently recognises and shows a high level of responsiveness to children’s learning and development
 |  |
| 1.3 social and emotional development* Shows a high level of responsiveness to the social and emotional needs of children
 |  |
| 1.4 child health, wellbeing and safety* Consistently creates a healthy and safe supporting environment
* Consistently provides excellent physical care
* Consistently supports each child’s health needs
* Consistently implements excellent hygiene and health practices
* Consistently supervises children to ensure safety
* Consistently minimizes risks
 | For example, nappy change, follow hygiene procedures 21.11.2014 |
| 1.6 diversity, difference and inclusivity* Engages in excellent communication with culturally diverse persons
* Consistently promotes inclusion
* Consistently respects diversity for all children families and staff
 |  |
| **ACECQA Specification Two:*****2. Education and curriculum studies*** | **Evidence** |
| 2.1 Early Years Learning Framework* Consistently applies the principles, practices and outcomes of the EYLF in all areas of curriculum development
 |  |
| 2.9 curriculum planning, programming and evaluation.* Demonstrates a consistent ability to link observations and their interpretation to curriculum planning
* Demonstrates consistent implementation of a planning and assessment cycle
* Consistently demonstrates an ability to evaluate overall planning
 |  |

|  |  |
| --- | --- |
| **ACECQA Specification Three:*****3. Early Childhood pedagogies*** | **Evidence** |
| 3.1 alternative pedagogies and curriculum approaches * Consistently 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* Consistently creates an environment for play
* Consistently supports children’s play and learning
* Consistently facilitates children’s play, learning and physical activity
 | For example, provided a range of natural resources in sand pit 19.11.2014 |
| 3.3 guiding behaviour / engaging young learners* Positive communication with children is consistently evident
* Interactions with children are consistently positive
* Demonstrates an excellent ability to support and respect children
* Consistently maintains the dignity and rights of children
 |  |
| 3.4 teaching methods and strategies* Consistently fosters an environment for holistic learning and development
 |  |
| 3.5 catering to children with diverse needs and backgrounds* Consistently reflects cultural awareness in work practice
 |  |
| **ACECQA Specification Four:*****4. Family and community context*** | **Evidence** |
| 4.1 developing family and community partnerships* Consistently communicates the value and purpose of a variety of authentic assessment tools to families, staff, and community stakeholders
 |  |
| 4.4 socially inclusive practice* Consistently promotes inclusion
* Consistently respects diversity
 |  |
| 4.5 culture, diversity and inclusion* Consistently communicates effectively with culturally diverse persons
* Consistently 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* Consistently demonstrates an understanding of contemporary early childhood theories
 |  |
| 5.3 ethics and professional practice* Consistently demonstrates an understanding of legislation and common law relevant to work role
* Consistently follows identified policies and practices
* Consistently works ethically
* Demonstrates consistent responsibility and professional standards of communication and literacy
 |  |

**Unit Specific Evidence Log**

|  |  |
| --- | --- |
| **ACECQA Specification Two:*****2. Education and curriculum studies***  | **Evidence** |
| 2.1 Early Years Learning Framework * Designs appropriate arts curriculum with reference to relevant state authorities' policy and curriculum documents.
 |  |
| 2.7 creative arts and music * Presents documentation in a variety of contexts that demonstrates how the arts can be a powerful tool for learning
 |  |
| 2.9 curriculum planning, programming and evaluation.* Makes consistently informed curriculum decisions about children's development and behaviour with consideration of social/cultural contexts
 |  |
| **ACECQA Specification Three:*****3. Teaching pedagogies*** | **Evidence** |
| 3.1 Alternative pedagogies and curriculum approaches* Designs appropriate arts curriculum
 |  |
| **ACECQA Specification Five*****5. History and philosophy of early childhood*** | **Evidence** |
| 5.1 historical and comparative perspectives * Demonstrates an awareness of the global perspective in the creative arts
 |  |
| 5.2 contemporary theories and practice * Examines and engages with contemporary philosophies and theories of the arts for young children from birth to age 8 years,
* Re-examines practice in relation to the theories of the arts
 |  |

|  |  |
| --- | --- |
| **ACECQA Specification Six:*****6. Early childhood professional practice*** | **Evidence** |
| 6.4 advocacy * Uses autonomy and judgment to advocate for the arts as a core element in young children's learning in a variety of contexts such as written reports, presentations and discussions
 |  |