



Specific Requirements for Professional Experience for PREX311 PrEx (10 days) Children 3 to 5 years

This Professional Experience Placement is a 10-day block professional experience with children from three to 5 years.

In addition to the generic requirements located in the *General Early Childhood Education Teaching Handbook*, this unit also has a number of specific requirements. These include creation of an ongoing observation and planning cycle to build and extend your skills in working with young children and to develop your professional autonomy and independence through increasing program responsibilities. In overview, the focus of the first week will be establishing relationships with children, educators and families, conducting a situational analysis, obtaining observation consents, documenting observations and beginning planning two learning experiences daily. In the second week, you will implement at least four planned learning experiences daily, then in the final two days plan for all of indoors or all of outdoors and take on a role of full responsibility for implementation of this planning in negotiation with your supervising educator. The focus is on building skills related to observation, planning, the implementation and evaluation of planned experiences alongside an emerging professional program leadership role.

In the following ***Timetable for Placement*** you will find more specific guidance for daily tasks and priorities to assist in ensuring all placement requirements are met; however, in a 10-day placement there is some flexibility in response to the changing daily context in your early childhood placement setting. It is also important to be guided by the *Tracking Expectations* in the Early Childhood Handbook. Online Teacher Education Students across two courses undertake this placement, therefore ensure that you refer to the Office for Professional Learning (OPL) Moodle PREXUS site for relevant placement processes, handbooks and dates.

Also note, some Teacher Education Students may be undertaking this placement in their own workplace, while others are located in a new setting, so do adapt some items below as required. For example, introducing yourself to others and a poster will not be needed if you are in your own workplace, however a situational analysis is required for all placements. If you are new to the Centre provide an introduction poster to let parents know you are a Teacher Education Student visiting the Centre for a period of 10 days to do your Placement.

Learning Outcomes:

Upon completion of this unit, Teacher Education Students will be able to:

1. apply advanced communication skills and effective interactions with children, colleagues and families;
2. record and interpret relevant information about individual children and small groups using a range of theories and approaches;
3. apply broad knowledge and skills to effectively implement all components of an educational planning cycle;
4. use autonomy and judgement to competently organise and manage all aspects of the learning environment;
5. use independent judgement to reflect on her/his own professional actions and qualities; and,
6. demonstrate acceptable standards of communication and professional responsibility.

It is essential that in this additional placement you continue to demonstrate and practice skills in working with young children and further build on these skills with each placement. In this unit you will be assessed on a range of professional skills over the course of your placement. Ensure that the *Final Report* and your ongoing progress are discussed with your supervisor during the placement and points recorded in the report form. Your supervisor will fully complete the *Final Report* with you at the end of Day 10.

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 placement you will need to do so every day after placement.

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?
- What ideas do I have to improve in this area?
- Where can I get some help with this and when?

This placement is not graded – you need to successfully complete the 10 days of professional experience to obtain a ‘Satisfactory Result’ (SR) in order to successfully pass this PREX unit. A *Professional Experience Report* is required for this placement before an ‘SR’ result can be recorded.

Note: There are six tasks you need to complete BEFORE you begin your placement listed below and do refer to the *General Early Childhood Education Teaching Handbook* for further general information about placement.

Placement Requirements Timetable	
Prior to beginning your placement	<p>Task 1: Ensure you are familiar with current early childhood documentation in particular the observation, planning and evaluation cycle. http://docs.education.gov.au/documents/educators-guide-early-years-learning-framework-australia</p> <p>Task 2: Ensure you have consent forms ready for completion on the first day. Available in the Teacher Education Student General Handbook Early Childhood Education and ECEC Moodle site (not the PREXUS site)</p> <p>Task 3: Read the ECA Code of Ethics (2016) http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/ Ensure that your behaviour follows the required ethical standards as laid out in this document.</p> <p>Task 4: Prepare an introductory poster of yourself with a recent respectable and professional photo and ask your supervising teacher where it could be displayed in the centre.</p> <p>Task 5: Prepare a Personal Professional Experience Folder clearly organised, secure and containing all placement notes and a statement of your personal and professional goals for the placement. These goals may be areas identified for further work in previous placements or areas you personally identify as a relevant focus.</p> <p>Task 6: In your Personal Professional Experience Folder, during the 10-day placement, record evidence of your work towards the <i>Final Report</i> criteria. This is the brief list or <i>Evidence Log</i> recorded daily, which you can use in discussion about ongoing progress and the Final Report with your supervising teacher.</p>

<p>Week 1 Days 1-2</p>	<p>Introduce yourself to the service co-ordinator/director, your supervising teacher and other educators as relevant. Ask for a time to discuss with your supervising teacher what it is you need to do for this placement. Also, share your professional goals developed for this placement.</p> <p>Ensure your supervising teacher has received the placement documentation email from OPL which includes links to Specific Requirements and Reports etc, if not the Teacher Education Student must contact the OPL via ASKUNE to get the Placement package re-emailed.</p> <p>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.</p> <p>Decide with your supervisor which 5-6 children you would like to focus on as participants in the observation and planning you will undertake in Weeks 1 and 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.</p> <p>Conduct your situational analysis.</p>
----------------------------	--

<p>Week 1 Days 3-5</p>	<p>Ensure you have signed consent forms for the 5-6 focus children to be participants in the observation and planning process.</p> <p><u>If you have obtained written consent</u> 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 and you are encouraged to explore the possibilities. Record at least two observations of each focus child each day, from Days 3 -10.</p> <p>In consultation with your supervising teacher develop, implement and evaluate two learning experience plans each day from Days 3-5 based on the ongoing observations of your focus children. Ensure that you plan a diversity of experiences over Days 3-5 including indoor and outdoor settings and formal or informal group times. The intent is to create evolving cycles of observation, planning and evaluation. Refer to the <i>Educator’s Guide to the EYLF</i> (DEEWR, 2010).</p> <p>Participate in all the experiences and routines each day and interact with children, particularly the focus children during the day.</p> <p>Write daily in your <i>Reflective Learning Journal</i> and record some initial thoughts about your interpretations of observations and possible forward planning for Days 6-10.</p> <p>At the end of the week, meet with your supervising teacher to discuss and complete your <i>Interim Report</i>. Engage in critical self-reflection and also 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 <i>Evidence Log</i> 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> <p>Participate in all the experiences and routines each day and interact with children, particularly the focus children during the day.</p> <p>Write daily in your <i>Reflective Learning Journal</i> and record some initial thoughts about your interpretations of observations and possible forward planning for Days 6-10.</p>
----------------------------	---

<p>Week 2 Days 6-8</p>	<p>Continue to record at least two observations of each focus child each day.</p> <p>Discuss daily with your supervising teacher your proposed planned experiences and continue to plan and implement four experiences per day now. Ensure that you plan a diversity of experiences over Days 6-8 including indoor and outdoor settings and formal or informal group times. Ensure you also plan ahead for all indoors or all outdoors activities with your supervising teacher, ready to implement with you taking full responsibility on Days 9 and 10.</p> <p>Continue to participate in all the routines and activities of the day and take on any additional responsibilities as indicated by your supervising teacher e.g. group times, specific experiences, transitions etc.</p> <p>Review your <i>Resources Folder</i>, identify any gaps and seek relevant items to add over the remaining placement days.</p> <p>Write in your <i>Reflective Learning Journal</i>.</p>
----------------------------	---

Week 2
Days 9-10

Continue to record at least two observations of each focus child each day.

In the final two days plan for all indoors or all outdoors activities and take on full responsibility for implementation of this planning in negotiation with your supervising teacher. Note that full responsibility is about demonstrating your professional autonomy and ability to make professionally informed judgements. Full responsibility typically involves planning, resourcing and implementing all experiences, plus supervision of children, delegation of staff as relevant and management of transitions, routines and group times. Ensure that you evaluate your plans for these days both in terms of the actual plans and your emerging program leadership role.

Continue to participate in all the routines and activities of the day and take on any additional responsibilities as indicated by your supervising teacher e.g. group times, specific experiences, transitions etc.

Write in your *Reflective Learning Journal* and in particular take time to address your personal and professional goals for the placement. What have you achieved and what other areas might be goals for the future? In particular, critically reflect on your full responsibility over two days, what are your emerging program leadership skills?

Make sure that you finish your placement by showing your appreciation to the:

- Children
- Parents
- Staff

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.

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, 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.