

## Specific Requirements for Professional Experience EDEC202 Enquirers into History-Geography: PrEx 10 days

Teacher education students undertake a 10-day professional experience in an early childhood service working with **children aged 3 -5 years** and their families. This professional experience 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 unit. The focus of this professional experience is to implement an assessment and planning cycle with a group of 2-3 children, then evaluate as outlined under *Assignment 2* guidelines.

As the fourth early childhood professional experience placement in the Bachelor of Education (Early Childhood/Primary), it is essential you continue to demonstrate and practise skills in working with infants, toddlers and young children and to 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 that the *Interim* and *Final Reports* are discussed with your supervisor during the professional experience and comments recorded in the *Interim Report* form. Your supervisor will fully complete the 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 professional experience you will need to do so every day. 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 would I do differently, and how this is informed by my personal beliefs and the ideas in the literature (text book, readings, etc)?
- Where can I get some help with this and when?

Timetable for professional experience	Tasks
Prior to beginning your professional experience	<p>Make sure you have called your supervising teacher and confirmed your arrival date and time. Remember to take a copy of your assignment to share with your supervising teacher.</p> <p>Reading the ‘A day in the life’ booklet will hopefully orient you to being in an early childhood educational setting.</p> <p>You need to prepare an <i>Introductory Poster</i> that explains to the families and staff about you and what you are doing in the centre. This needs to be posted as soon as you arrive at your professional experience. Ask the supervising teacher where to place this.</p>

	<p>Get a notebook to use as the <i>Reflective Learning Journal</i> or continue using the one you began in an earlier professional experience placement. This is a personal journal where you will keep a record of your practice. It will provide a useful reference and source of material for discussing your placement experiences and for completing Assignment 2. Re-read all the relevant sections of your texts on <b>doing fieldwork in Project Approach</b>.</p> <p>There are three other specific tasks you need to complete BEFORE you begin your professional experience listed below.</p> <p><b>Task 1</b></p> <p>Ensure you have read:</p> <p>(a) the various EDEC202 unit readings to date so that you are informed about what you are doing, and why, when your supervising teacher asks.</p> <p>(b) the Educators Guide to the EYLF (DEEWR, 2009). <b>Chapter 11 Learning Outcomes</b>, is particularly relevant, as is <b>Chapter 5 Partnerships</b> (as you will need to address these matters for Assignment 2):</p> <p><a href="http://docs.education.gov.au/documents/educators-guide-early-years-learning-framework-australia">http://docs.education.gov.au/documents/educators-guide-early-years-learning-framework-australia</a></p> <p>Being able to discuss what you are doing in relation to the EYLF is very important.</p> <p><b>Task 2</b></p> <p><i>STUDY</i>, very closely, the requirements in the EDEC202 <i>Professional Experience Guidelines</i> on the unit Moodle page. It is vital that <b>you</b> are clear about what you are doing. Also be familiar with the reporting form, particularly the section which relates to the project task. Ask the unit coordinator any questions <b>before</b> you head off to your professional experience placement.</p> <p>Ensure you have some <b>consent forms</b> ready for completion on the first day. (These are available from the Unit Moodle site).</p> <p><b>Task 3</b></p> <p>Read the ECA (2016) Code of Ethics (see <a href="http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/">http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/</a> ). Ensure your behaviour follows the required ethical standards as laid out in this document.</p>
Day 1 of professional experience	<p>On the first day of your professional experience you are expected to familiarise yourself with the placement's policies, procedures and resources. Introduce yourself to staff. You also need to discuss your assignment with your supervising teacher. Ask for a time to discuss with them what it is you need to do for the assignment.</p> <p><b>Check your supervising teacher has received the professional experience documents via email from OPL.</b></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>Conduct your own survey of the outside area for possible learning experiences and a good topic heading e.g. it could be a general 'yard' project or perhaps a more focused study about a particular</p>

	<p>feature of the yard. Some services have hens, and/or a garden. Most services have sand, or a digging area.</p> <p>Share your ideas with your supervising teacher and decide, with them, which group of 4-5 children to engage in your project. In particular include children who will be attending as many days as possible over the two weeks. Finalise the appropriate consent forms and distribute and discuss with relevant parents/guardians on Day 1, if at all possible; requesting that the forms be returned by Day 2.</p> <p>At home, create a mind map/web of possibilities. Remember you will not be working on all elements in the web, so get as many ideas down as possible - you never know where the children might lead you.</p> <p>Next you need to think of an engaging way to introduce the topic to your small group. Look at possible ways to do this in your guidebooks and project articles.</p> <p>Write in your <i>Reflective Learning Journal</i>.</p>
Day 2-5 of professional experience	<p>Finalise the consent forms, ensure that you have signed consent forms for the children to participate in the project work.</p> <p><b>When you have obtained written consent</b> from parents /guardians begin your work with the children.</p> <p>If you find the children you are working with have not engaged in observational drawing you might like to have the children practise observational drawing using clipboards.</p> <p>You need to raise the group's consciousness of a topic slowly and thoughtfully. You might read or tell a story. Have the children talk about and share their experiences. Try doing some memory drawing and scribe the children's stories that accompany the drawings. Have the children share their drawings and stories with each other. This is a good time to raise questions that you can put on a chart for following up through first hand experiences and investigation. N.B. Resist the temptation to answer any questions.</p> <p>Document and document and document. You will need to compile your Phase 1 work with your group of children into a presentation/display for your placement wall.</p> <p>When you have done extensive work in Phase 1, perhaps by the end of the week or at the start of the second week, you are ready to undertake some field experiences (in the centre/service yard). Prepare well for the field experience. Make sure you have all the materials you need and have discussed the experience with the children. Each child must have a task to do, a question to pursue, and knows what the group is doing and why.</p> <p>Your role during the field visit is to facilitate the group's engagement with the visit, help them collect information, act as scribe on their field sketches, raise more questions and help children discuss what they find.</p> <p>You might need to plan for more than one field visit. You might also have an expert who can talk to the children about aspects of the topic.</p> <p>When not working with your group of 4-5 children, participate in all the routines and activities of the day.</p>

	<p>Write in your <i>Reflective Learning Journal</i> at the end of each day and record what you would do differently, and how this is informed by both your personal beliefs and the literature.</p> <p>At the end of the week ensure that you meet with your supervising teacher to discuss your interim report and ask about any areas of strength or improvement you may have or need to address while on placement. The supervisor can use this meeting to help write the <i>Interim Comments</i> in the boxes provided.</p>
Week 2	<p>Continue to participate in all the routines and activities of the day.</p> <p>Continue with your project work, ensuring that EVERYTHING is documented. <i>Document and document and document</i>. You will need to continue to compile your work with your group of children into the presentation/display for your placement wall. It will need to demonstrate the journey or story and the learning that took place along the way for this group of children. Annotated photographs and work samples work well. Include specific learning goals from the EYLF and any other relevant curriculum documents. Pay attention to history and geography outcomes. However, think about your audience – the parents and staff of your placement and make sure it is easy to read and celebrates children’s achievements.</p> <p>Continue working on your displays. It is good for the children, parents and staff to see the display growing as the work continues. Do not wait until you have the all the materials and documents “finished” before putting them up. Make it “organic”; growing every day.</p> <p>Remember, your work with children and your documentation will be assessed by your supervising teacher before you leave your professional experience.</p>
Final day	<p>Reflect on and evaluate the task, both individually and with your supervising teacher. Share what might happen next ...?</p> <p>Make sure that you finish your professional experience by showing your appreciation to the:</p> <ul style="list-style-type: none"> <li>• Children</li> <li>• Parents</li> <li>• Staff</li> </ul> <p>Meet with your supervising teacher about your <i>Final Report</i> 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. Ensure the report includes the date and signatures of both you and your supervisor, before submitting to the OPL at the completion of the placement</p> <p><b>The <i>Professional Experience Report</i> must be completed by the final day of the professional experience placement and emailed to the Office for Professional Learning <a href="mailto:reports@une.edu.au">opl reports@une.edu.au</a>.</b></p> <p>Write a final entry in your <i>Reflective Learning Journal</i>.</p> <p>Ensure that your <i>Professional Folder</i> is up to date and well-organised, so it will be a useful record of your professional experience and offer an informative basis to build on in the next early childhood professional experience placement. <b>Please note: The <i>Professional Folder</i> is not submitted to UNE it is a personal professional portfolio.</b></p>