



Specific Requirements for Professional Experience for PREX310 (10 days) Children Birth to 2 years

Students undertake a 10 day placement in an early childhood centre working with **children aged Birth to under 2 years** and their families. This placement is not graded – you need to successfully complete the 10 days of professional experience to obtain a ‘Satisfactory Requirement’ (SR) in order to successfully pass this PrEx unit. A *Final Report* is required in this placement. This placement aims to provide opportunities for observing, planning, teaching and reflecting with a specific focus on young children aged from birth to 2 years. Over the 10-day placement students will be working towards full responsibility, this is to be demonstrated by taking responsibility for at least 2 full days of the centre’s program, reflecting use of the observation, planning and evaluation cycle.

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 *General Handbook for Early Childhood Education Teaching*. Off campus students across two courses may undertake this placement, therefore ensure you refer to the Office for Professional Learning (OPL) Moodle PREXUS site that is relevant to your course, include the relevant placement processes, handbooks and dates.

Also note, it is recognised some 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.

Note this PrEx unit is an additional professional experience unit in the Bachelor of Teaching (Early Childhood) that is not directly linked to an academic unit with assignments. As per the course outline some students are required to complete one, two or three additional professional experience placements in accordance with registration requirements outside of New South Wales.

Learning Outcomes:

Upon completion of this unit, 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 the additional placement you continue to demonstrate and practise 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?
- Where can I get some help with this and when?

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

	Placement Requirements Timetable
Prior to beginning your placement	<p>Task 1:</p> <p>Ensure you are familiar with current early childhood documentation in particular the observation, planning and evaluation cycle.</p> <p>http://docs.education.gov.au/documents/educators-guide-early-years-learning-framework-australia</p> <p>Task 2:</p> <p>Ensure you have consent forms ready for completion on the first day. Available from the Unit Moodle site (not the PREXUS site).</p> <p>Task 3:</p> <p>Read the ECA (2016) Code of Ethics http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/. Ensure your behaviour follows the required ethical standards as laid out in this document.</p> <p>Task 4:</p> <p>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:</p> <p>Prepare a professional 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:</p> <p>In your professional folder, during the 10-day placement, record evidence of your work towards the <i>Final Report</i> criteria. This is the brief list or evidence log recorded daily, which you can use in discussion about ongoing progress and the <i>Final Report</i> with your supervising teacher.</p>
Day 1 of placement	<p>Introduce yourself to the staff in the room and share your <i>Specified Requirements</i> and tasks. Ask for a time to discuss with your placement supervisor what it is you need to do for the placement.</p> <p>Check your placement supervisor has an emailed copy of the <i>Final Report</i> sent from the OPL.</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 4-5 children you would like to focus on as participants in the teaching and learning experiences, 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 Days 1-2.</p> <p>Write in your <i>Reflective Learning Journal</i>.</p>

Day 2 of placement	<p>Finalise the consent forms, ensure that you have signed consent forms for the focus children to be participants in the teaching and learning experiences.</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, photographs and you are encouraged to explore the possibilities. Record at least two observations of each focus child each day, from Day 2 - Day 10.</p> <p>Participate in all the routines of the day and interact with children, particularly the focus children during the day.</p> <p>Continue to write in your <i>Reflective Learning Journal</i> and record some initial thoughts about your interpretations of observations for planning at least two teaching and learning experiences in Week 2.</p>
Days 3 - 4 placement	<p>Continue to record at least two observations of each focus child each day.</p> <p>Continue to participate in all the routines and activities of the day.</p> <p>Complete a situational analysis to inform your planning and understandings of the service and program as you work towards full responsibility for at least 2 days (Refer Situational Analysis Guide).</p> <p>In negotiation with your supervisor take responsibility for particular aspects of the program implementation e.g. group time, lunch routine, transition times, or part of indoor or outdoor learning environments.</p> <p>Continue to write in your <i>Reflective Learning Journal</i>. In particular, critically reflect on the aspects of the program implementation where responsibilities were undertaken.</p>
Day 5 of placement	<p>Continue to record at least two observations of each focus child each day.</p> <p>Continue to participate in all the routines and activities of the day.</p> <p>In negotiation with your supervisor take responsibility for particular aspects of the program implementation e.g. group time, lunch routine, transition times, or part of indoor or outdoor learning environments.</p> <p>By the end of Week 1, have completed formal plans for at least two teaching and learning experiences ready for implementation at the beginning of Week 2.</p> <p>Continue to write in your <i>Reflective Learning Journal</i>.</p> <p>Meet with your supervisor about your progress, ensure you have your <i>Evidence Log</i> handy and ask about any areas of strength or improvement you may have or need to address while on placement.</p>
Day 6 of placement	<p>Continue to record at least two observations of each focus child each day.</p> <p>Continue to participate in all the routines and activities of the day.</p> <p>Implement and evaluate at least two teaching and learning experiences. Reflect on the implemented experiences both individually in your journal and with your supervising educator. Consider if any adjustments for Day 7 are required based on your observations today.</p>

	<p>In negotiation with your supervisor take responsibility for particular aspects of the program implementation e.g. group time, lunch routine, transition times, or part of indoor or outdoor learning environments. Also, now begin to plan for how you will undertake responsibility for at least 2 full days of the centre's program, reflecting use of the observation, planning and evaluation cycle for teaching and learning experiences. A collaborative approach to this whole program planning with your supervisor is anticipated.</p> <p>Continue to write in your <i>Reflective Learning Journal</i>.</p>
Days 7 of placement	<p>Continue to record at least two observations of each focus child each day.</p> <p>Continue to participate in all the routines and activities of the day.</p> <p>Continue to write in your <i>Reflective Learning Journal</i>.</p> <p>Implement and evaluate the two teaching and learning experiences again with any adjustments required based on your observations yesterday.</p> <p>Provide program plans in relation to your responsibility for at least 2 full days of the centre's program, reflecting use of the observation, planning and evaluation cycle for teaching and learning experiences. Discuss these with your supervisor before implementation.</p>
Days 8 & 9 of placement	<p>Continue to record at least two observations of each focus child each day.</p> <p>Continue to participate in all the routines and activities of the day.</p> <p>Continue to write in your <i>Reflective Learning Journal</i>, you may like to focus on the collaborative approaches, leadership and team work as part of the 2 days of full responsibility.</p> <p>Undertake 2 full days of responsibility for the centre's program, reflecting use of the observation, planning and evaluation cycle for teaching and learning experiences. Note additional days of full responsibility beyond 2 are encouraged, but must be negotiated with your supervisor.</p>
Day 10 of placement	<p>Make sure that you finish your placement by showing your appreciation to the:</p> <ul style="list-style-type: none"> • Children • Parents • Staff <p>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. Your evidence log will be useful here. Also, refer back to the Tracking Expectations page in the EC Handbook to ensure that you have completed everything required.</p> <p>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 oplreports@une.edu.au</p>

	<p>Ensure your Professional Folder 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 in any further early childhood professional experience placements. <i>Please note: The Professional Folder is not submitted to UNE it is a personal professional portfolio and resource for future placements.</i></p> <p>Write a final entry in your <i>Reflective Learning Journal</i>, in particular critically reflect on your full responsibility over two days, what areas of professional growth or achievement of goals can you identify, what areas might need further development.</p>
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