



Specific Requirements for Professional Experience
EDEC375: Play and Teaching Pedagogies
PrEx 20 days

This is the final placement in the Bachelor of Education (Early Childhood Education and Care). This unit requires a 20-day placement in an ACECQA approved centre-based early childhood education setting, with a four-year degree qualified supervising teacher and children aged birth to 5 years - specifically:

- 5 days of professional experience with infants.
- 5 days of professional experience with toddlers (to satisfy the ACECQA mandated requirement of 10 days in total with children aged from birth to 35 months).
- 10 days of professional experience with 3–5-year-olds.

Students must receive a satisfactory report from their supervisor(s) in each age group, in order to successfully pass this unit.

TEXTBOOK:

The following textbook is prescribed for all placements in the course.

MacNaughton, G., & Williams, G. (2008). *Techniques for Teaching Young Children. Choices for Theory and Practice* (3rd ed.). Pearson Education Australia.

Professional Experience Timetable	Tasks
Prior to beginning your professional experience	<p>Task 1: Ensure you have read the various readings and topic notes for the module.</p> <p>Task 2: Ensure that you have consent forms printed and ready for completion on the first day. Download these from the EC Community site (Early Childhood Community)</p> <p>Task 3: Read the Early Childhood Australia (ECA) Code of Ethics and ensure that you have a clear understanding of how you are expected to conduct yourself whilst on placement.</p> <p>Task 4: Prepare your introductory poster of yourself. Refer to the Professional Experience Handbook for a template. Ensure you include a recent, appropriate, professional photo and ask your supervising teacher where it could be displayed in the centre.</p> <p>Task 5: Prepare your Professional Experience folder. You must take this to the early childhood setting every day of placement and be prepared to show your supervising teacher or a Professional Experience Liaison Officer (PELO) who may visit you while on placement. Also see the Early Childhood PrEx Handbook for more information about your folder.</p>
Professional Experience Timetable	<i>If for any reason you need to show evidence of your placement, you may be required to submit your folder to your Unit or Course Coordinator.</i>
Day 1	<p>Check your supervising teacher has received an email from the Office of Professional Learning (OPL). This email contains links and attachments required for reporting and supervising you. Complete a setting situational analysis as per the Early Childhood PrEx Handbook</p> <p>Begin placement in the infant's room (birth – 2 years). Select two focus infants to observe for the week, in consultation with your supervising teacher. Speak to their parents and complete the consent process.</p>
Day 2 and 3	<p>Once you have permission to observe your focus children:</p> <ol style="list-style-type: none"> 1. Write 2 observations for each focus child of their play, each day of the placement (total of 4 observations each day, a total

	<p>of 20 observations for the week). Within the observations, details of their progression on both the Social and emotional learning and the Physical Development Learning Trajectories must be evident.</p> <ol style="list-style-type: none"> 2. Begin planning activities for the next steps of the planning cycle (AGDE, 2022, p.27). 3. Ensure your planned activity will support the children moving along on the learning trajectories. 4. Discuss your observations and plans with your supervising teacher and prepare to implement the activities.
Day 4	Implement your planned activities for your two focus children, ensuring you observe them interacting with your activity. You will implement one activity for each child for days 4 and 5 (total of 2 activities for the 2 days, a total of 4 planned activities implemented).
Day 5	<p>This is your final day in the infant's room.</p> <ol style="list-style-type: none"> 1. Discuss with your supervising teacher your implementation of your planned activities and how you would extend or change each activity if you were to do it again. 2. Write a reflection for each of the activities. 3. Write a form of documentation that aligns with how the room documents the children's play for one activity for each of your focus children. 4. Provide a copy to your supervising teacher and ask if you can provide a copy to each child's parents.
Day 6	<p>Move to the toddler's room (2-3 years).</p> <p>Select two focus toddlers to observe for the week, in consultation with your supervising teacher. Speak to their parents and complete the consent process.</p>
Day 7 and 8	<p>Once you have permission to observe your focus children:</p> <ol style="list-style-type: none"> 1. Write 2 observations for each focus child of their play each day of the placement (4 observations each day, a total of 20 observations for the week). Within the observations, details of their progression on both the Social and emotional learning and the Physical Development Learning Trajectories must be evident. 2. Begin planning activities for the next steps of the planning cycle (AGDE, 2022, p.27). 3. Ensure your planned activity will support the children moving along in the learning trajectories. 4. Discuss your observations and plans with your supervising teacher and prepare to implement the activities.
Day 9	Implement your planned activities for your two focus children, ensuring you observe them interacting with your activity. You will

	implement one activity for each child for days 4 and 5 (2 activities for the 2 days, a total of 4 planned activities implemented).
Day 10	<p>This is the final day in the toddler's room.</p> <ol style="list-style-type: none"> 1. Discuss with your supervising teacher your implementation of your planned activities and how you would extend or change each activity if you were to do it again. 2. Write a reflection for each of the activities. 3. Write a form of documentation that aligns with how the room documents the children's play for one activity of each of your two focus children. 4. Provide a copy to your supervising teacher and ask if you can provide a copy to each child's parents.
Day 11	<p>Move to the preschool room (3-5 years). Select four (4) focus preschoolers to observe for the two weeks, in consultation with your supervising teacher. Speak to their parents and complete the consent process.</p> <p>Over the next two weeks, you will observe, plan for, and extend your four focus children, in consultation with your supervising teacher.</p> <p>During your two weeks in the preschool room, you must take full control of the room for one week (5 days), under the guidance of your supervising teacher.</p>
Day 12 and 13	<p>Once you have permission to observe your focus children:</p> <ol style="list-style-type: none"> 1. Write 2 observations for each focus child of their play, that shows their progression on both the Mathematical thinking and Executive functions Learning Trajectories (8 observations each day for the 4 days left of this week of placement, total of 32 observations). 2. Begin planning activities for the next steps of the planning cycle (AGDE, 2022, p.27). 3. Ensure your planned activity will support the children moving along in the learning trajectories. 4. Discuss your observations and plans with your supervising teacher and prepare to implement your plans.
Day 14 and 15	<p>Implement your planned activities for your four focus children, ensuring you observe them interacting with your activity.</p> <ol style="list-style-type: none"> 1. You will implement one activity for each focus child for days 14 and 15 (4 activities for the 2 days, a total of 8 planned activities implemented). 2. Discuss with your supervising teacher your implementation of your planned activities and how you would extend or change each activity if you were to do it again.

	<ol style="list-style-type: none"> Write a reflection for each of the activities. Complete a plan for each of your four focus children to extend or change the first activity you implemented. These plans will become the basis for your plan for the whole room for the second week of placement. Write a plan for the whole room for days 16-20 (week 2 with 3-5-year-olds). Your plan for days 16-20 must include: <ul style="list-style-type: none"> Plans for both inside and outside. Activities and resources for each day. A diagram of where activities will be set up. List of educator support needed for specific activities. A timeline for the day, including when activities will change. This can be based on the room's daily timeline. The plan should be detailed enough other educators can set up the space and implement activities in your absence. Discuss the plans with your supervising teacher and make any changes or amendments.
Day 16 and 17	<p>This week you are the room leader.</p> <ol style="list-style-type: none"> Implement your planned activities for the whole room. Take at least one observation of your four focus children each day (total of 20 observations), ensuring you observe them interacting with the activity you planned for them. Take observations of children interacting with the activities you planned. Take 6 observations each day of different activities or things children that you see as important to pass on to your supervising teacher. In days 16-20, you should have a total of 50 observations. Discuss these with your supervising teacher during each day, when possible. Make changes to your plan after reflecting and based on feedback from other educators, including your supervising teacher. Document the changes made in order that they can be implanted on the next day.
Day 18 and 19	<ol style="list-style-type: none"> Continue to observe the room and your four focus children. Write a form of documentation that aligns with how the room documents the children's play for one activity for each of your four focus children. Write four other forms of documentation for other activities in the room. These can be of individuals, small or large groups.

	<p>4. A total of 8 documentation examples should be completed prior to day 20.</p> <p>5. Provide a copy to your supervising teacher and ask if you can provide a copy to each child's parents who feature in them.</p>
Day 20	<p>On your last day of placement, continue to work directly with the children, gather examples for your Evidence Log and comments for your Reflective Learning Journal.</p> <p>Meet with your supervising teacher about your Professional Experience Report and ask about any areas of strength or improvement you may have or need to address in future professional experience placements.</p> <p>Discuss your time in full control, the positives and areas for improvement.</p> <p>Review your Professional Experience Report with your supervising teacher. Ensure the report includes the date and signatures of both you and your supervisor, before your supervising teacher submits the report to the OPL. Your grade for the unit will not be finalised until the OPL has the signed final report.</p> <p>Your evidence log will be useful when discussing your placement. Also, refer back to the <i>Tracking Expectations</i> page in the EC Handbook to ensure that you have completed everything required.</p> <p>The Professional Experience Report 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, as it is a useful record of your professional experiences and development as an Early Childhood Teacher.</p> <p><i>Please note that this professional folder is not submitted to UNE it is a personal professional portfolio.</i></p>

Appendix 1

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The Ultimate Cheatsheet for Critical Thinking

Want to exercise critical thinking skills? Ask these questions whenever you discover or discuss new information. These are broad and versatile questions that have limitless applications!

Who	<ul style="list-style-type: none"> ... benefits from this? ... is this harmful to? ... makes decisions about this? ... is most directly affected? 	<ul style="list-style-type: none"> ... have you also heard discuss this? ... would be the best person to consult? ... will be the key people in this? ... deserves recognition for this?
What	<ul style="list-style-type: none"> ... are the strengths/weaknesses? ... is another perspective? ... is another alternative? ... would be a counter-argument? 	<ul style="list-style-type: none"> ... is the best/worst case scenario? ... is most/least important? ... can we do to make a positive change? ... is getting in the way of our action?
Where	<ul style="list-style-type: none"> ... would we see this in the real world? ... are there similar concepts/situations? ... is there the most need for this? ... in the world would this be a problem? 	<ul style="list-style-type: none"> ... can we get more information? ... do we go for help with this? ... will this idea take us? ... are the areas for improvement?
When	<ul style="list-style-type: none"> ... is this acceptable/unacceptable? ... would this benefit our society? ... would this cause a problem? ... is the best time to take action? 	<ul style="list-style-type: none"> ... will we know we've succeeded? ... has this played a part in our history? ... can we expect this to change? ... should we ask for help with this?
Why	<ul style="list-style-type: none"> ... is this a problem/challenge? ... is it relevant to me/others? ... is this the best/worst scenario? ... are people influenced by this? 	<ul style="list-style-type: none"> ... should people know about this? ... has it been this way for so long? ... have we allowed this to happen? ... is there a need for this today?
How	<ul style="list-style-type: none"> ... is this similar to _____? ... does this disrupt things? ... do we know the truth about this? ... will we approach this safely? 	<ul style="list-style-type: none"> ... does this benefit us/others? ... does this harm us/others? ... do we see this in the future? ... can we change this for our good?

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