



Specific Requirements for Professional Experience
EDEC378: Leadership & Management Professional Practice
PrEx 10 days

In this unit, you will reflect on and apply your previously gained understanding of early childhood leadership and management. You will explore leadership theories in more detail and gain deeper understanding of how leadership is enacted in early childhood education services. You will engage with applicable legal and policy considerations in Australia. You will have the opportunity to advocate for a change during placement in an early childhood service. With your consolidated knowledge of the roles and responsibilities of early childhood teachers and your own leadership styles, you will develop a career plan to prepare yourself to be a leader in the early childhood sector.

This unit includes 10 days of professional placement in an ACECQA-approved centre-based early childhood education setting.

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</p>



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	(PELO) who may visit you while on placement. Also see the Early Childhood PrEx Handbook for more information about your folder.
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.</p> <p>Complete a setting situational analysis as per the Early Childhood PrEx Handbook. As you collect information about the leadership responsibilities within the centre, make a note to observe and document the leadership styles enacted of all educators over the duration of the placement.</p> <p>This placement requires you to shadow the Educational Leader (EL) of the service. Each day you will observe the EL's practices and work with them as they complete the tasks for their role, including mentoring educators, modelling good practice with children and supporting educators' professional learning. Complete a daily reflective learning journal.</p>
Day 2	<p>Interview the EL to find out about:</p> <ul style="list-style-type: none">• Their background (experience, qualifications, career path etc)• Their leadership style(s)• How they meet Quality Area 7• Their experience and reflection of the role of educational leader• Their advocacy work for the early childhood sector, and,• Their work and reflection of leading the team. <p>(Refer to assessment 2 requirements)</p>
Day 3	<p>Discuss operational and planning aspects with the EL, including how they plan for/ implement:</p> <ul style="list-style-type: none">• Reconciliation Action Plan• Model Code• Self-assessment and QIP• Child Safe Standards• WHS / HR Law• Rosters / Ratios / Backfill for planning• CCS manage accounts• Professional development plans for staff <p>(Refer to assessment 2 requirements)</p>
Day 4	Collect and review:

	<ul style="list-style-type: none"> • The notes taken from your discussion with the EL about the operational and planning aspects • The service's assessment and rating report (if available) • The service's QIP • Your completed situation analysis of the setting • Your daily reflections and observations <p>After reviewing these documents, choose an issue/area of improvement that you have identified and are passionate about advocating for change in the service. Write a proposal to lead a change, or to advocate for children and families regarding a particular issue. In negotiation with the EL and other educators (if applicable) develop an action plan to lead the change/advocate for quality improvement. (Draw on your first assessment for guidance on how to structure your plan)</p>
Day 5	<p>From today and over the next 5 days you will work on the implementation of your action plan to influence change/advocate for your particular issue.</p> <p>Consolidate your knowledge of the roles and responsibilities of early childhood teachers, particularly the EL, and start to develop a career plan to prepare yourself to be a leader in the early childhood sector. (Draw on week 8 unit material to assist with the structure of your career plan)</p>
Day 6	<p>Continue working on the implementation of your action plan.</p> <p>Reflect on your own leadership styles and qualities as you continue to develop your career plan.</p>
Day 7	<p>Continue working on the implementation of your action plan. At this point, get feedback from your EL about the progress of your plan and make any necessary adjustments or improvements.</p> <p>Develop clear short-term and long-term career goals as you continue to develop your career plan.</p>
Day 8	<p>Continue working on the implementation of your action plan.</p> <p>Finalise your career plan and present it to your supervising teacher for feedback. Make any necessary adjustments or improvements.</p>
Day 9	<p>Continue working on the implementation of your action plan. Reflect on whether you have achieved your goals.</p>



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Day 10	<p>On your last day of placement, continue to work directly with the EL and on your action plan. Decide whether to conclude your plan or hand it over to other educators for its continued implementation. 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 Career Plan and ask about any areas of strength or improvement you may have or need to address to prepare yourself to be a leader in the early childhood sector.</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 final signed 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>
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Appendix 1

My name is	Date: (create a sheet for each day)
What were the leadership qualities I displayed today? What worked well? What did these events mean to me?	
What were my challenges in completing tasks today? Why? What would I recommend be changed in the future? What are my related values and beliefs?	
What are the implications of this evaluation for me for tomorrow? Am I meeting the EDEC378 Learning Outcomes, ACECQA criteria and my professional goals? Where to from here (leading, managing, administering meanings into the future for me?) My goals... My work plan	

Appendix 2

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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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