



Specific Requirements for Professional Experience EDEC201: Infant and Toddler Relationships: PrEx 10 days

This professional experience placement is a 10-day block professional experience with children aged birth up to 24 months.

In addition to the generic PrEx requirements, this unit also has a number of specific requirements.

Timetable for professional experience	Tasks NOTE: Some tasks are required for Assignment 2 and some to demonstrate you meet the requirements of the placement itself.
Prior to beginning your professional experience	<p>** Ensure you have read the EDEC201 unit readings and the requirements for Assignment 2.</p> <p>** Read the following guides:</p> <p>Educators Guide to the EYLF (DEEWR, 2010): https://www.acecqa.gov.au/sites/default/files/acecqa/files/National-Quality-Framework-Resources-Kit/educators_guide_to_the_early_years_learning_framework_for_australia_2.pdf</p> <p>The Early Years Learning Framework for Australia (V2.0), 2022: https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf</p> <p>Guide to NQF First published – February 2018 Last updated – January 2025 https://www.acecqa.gov.au/sites/default/files/2025-01/Guide-to-the-NQF-250101.pdf</p> <p>** Ensure you have consent forms ready for completion on the first day.</p> <p>** Read the ECA Code of Ethics http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/</p> <p>Ensure your behaviour follows the required ethical standards as laid out in this document.</p> <p>** Prepare a 1-page handout for parents and staff explaining why the early years are important, the role of the relationship between parents/educators and very young children in these early years and some simple ideas of how to build positive relationships with very young children.</p> <p>Keep your handout simple, clear and easy to follow. Your handout may have around 200 words (or less). If you use pictures of children's play activities, you must provide evidence of consent for photos.</p>

Day 1 of professional experience	<p>Introduce yourself to the staff in the room and give them a copy of Assignment (if you have managed a visit BEFORE your professional experience started, you might be able to do this task then). Ask for a time to discuss with them what it is you need to do for the assignment. Give all staff the 1-page handout you have pre-prepared.</p> <p>Check that your supervising teacher has received the professional experience documents via email.</p> <p>Introduce yourself to the parents as they bring their children to the service.</p> <p>Give the chosen staff member the relevant the information letter and consent form. Ask if s/he needs time to think about it.</p> <p>Spend time with each of the children in the group – learn each child’s name and something about each one of them. Begin to develop a strengths/interests profile for each child. Continue to add to this each day of your placement.</p> <p>Familiarise yourself with the routines of the group – what happens, when and why.</p> <p>Decide which child you would like to focus on for Assignment 2.</p> <p>Greet the parent(s)/guardian(s) of your chosen focus child and explain what you want to do for your assignment. Give them the information letter and consent form. Ask if they need time to think about it.</p> <p>Write in your <i>Reflective Learning Journal</i>.</p>
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Day 2 of professional experience	<p>If you have obtained written consent from parent(s) and staff, begin your observations of the child's interactions with the chosen staff member.</p> <p>Participate in all the routines of the day – making sure that you undertake at least 2 nappy changes, support children's eating, drinking and sleeping.</p> <p>Make sure you interact with each child individually at some point during the day. Use the techniques discussed in your textbook to build a positive relationship with each child. Reflect on these in your <i>Reflective Learning Journal</i>.</p> <p>Continue to build the strengths/interests profile for each child in the group. For at least 2 of the children, think about how you could use these interests to create an opportunity to extend learning. Jot down your ideas in your <i>Reflective Learning Journal</i>.</p> <p>Write in your <i>Reflective Learning Journal</i>.</p>
Days 3 – 5 of professional experience	<p>You must have your approvals by this point to undertake your observations of your focus child. By the end of this week, you should have completed 3 written anecdotal observations of the child's interactions with the selected staff member, and 3 written anecdotal observations of the child's interactions with the selected parent/guardian.</p> <p>Think about the opportunities you see in the early childhood environment that could be used to support ongoing positive relationships between parent/child and between educator/child.</p> <p>Continue to participate in all the routines and activities of the day.</p> <p>Make sure you interact with each child individually at some point during the day. Use the techniques discussed in your textbook to build a positive relationship with each child. Reflect on these in your <i>Reflective Learning Journal</i>.</p> <p>Continue to build the strengths/interests profile for each child in the group.</p> <p>Each day, select 2 different children (not the children who are the focus of your assignment) and think about how you could use their interests to create an opportunity to extend learning. Share your ideas with the staff in the room and get their feedback. What could work and why? What might not work and why? Ask permission to try out some of your ideas. Record this in your <i>Reflective Learning Journal</i> each night.</p> <p>Write in your <i>Reflective Learning Journal</i>.</p>

Day 5 of professional experience	Review your Interim report (provided by the PrEx Office) with your supervisor. NOTE: this is a requirement for your placement and is NOT a component of Assignment 2
Days 5-10 of professional experience	<p>Make a time with the parent(s) of your focus child for a 15-minute conversation. Explain the purpose of the conversation. In this conversation you will:</p> <ul style="list-style-type: none"> • Share the handout you pre-prepared and explain the material in it. • Discuss your observations (parent/child only) and the story they have to tell about the relationship. <u>Make SURE</u> you do not make any judgments about the relationship. • Discuss the opportunities you see available in the care environment that could be used to support ongoing positive relationships between parent/child. Obtain parent feedback. <p>Make a time with the selected supervising teacher of your focus child for a 15-minute conversation. Explain the purpose of the conversation. In this conversation you will:</p> <ul style="list-style-type: none"> • Share the handout you prepared and explain the material in it. • Discuss your observations (educator/child only) and the story they have to tell about the relationship. <u>Make SURE</u> you do not make any judgments about the relationship. • Discuss the opportunities you see available in the care environment that could be used to support ongoing positive relationships between educator/child. Obtain parent feedback. <p>Continue to participate in all the routines and activities of the day.</p> <p>Make sure you interact with each child individually at some point during the day. Use the techniques discussed in your textbook to build a positive relationship with each child. Reflect on these in your <i>Reflective Learning Journal</i>.</p> <p>Take opportunities available to interact with small groups of children at some point during the day. As the week progresses attempt to work with larger and larger groups of children if this is possible.</p> <p>Continue to build the strengths/interests profile for each child in the group.</p> <p>Each day, select 2 different children and think about how you could use their interests to create an opportunity to extend learning. Share your ideas with the staff in the room and get their feedback. What could work and why? What might not work and why? Ask permission to try out some of your ideas. Record this in your <i>Reflective Learning Journal</i> each night.</p> <p>Write in your <i>Reflective Learning Journal</i>.</p>

Day 10 of professional experience	<p>Meet with your supervising teacher about your Final Report and ask about any areas of strength or improvement. Review your Final Report with your supervising teacher and ensure it is signed by both of you.</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 on in the next early childhood professional experience placement.</p>
	<p><i>Please note that this professional folder is not submitted to UNE it is a personal professional portfolio, but may be required by your Unit Co-ordinator if placement progress is at risk or unsatisfactory.</i></p> <p>Make sure that you finish your professional experience by showing your appreciation to the:</p> <ul style="list-style-type: none"> • Children • Parents • Staff <p>Write a final entry in your reflective learning journal.</p> <p>Review your <i>Professional Experience Report</i> 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 compiled over the 5 days will be useful here and refer back to the <i>Tracking Expectations</i> page in the EC Handbook to ensure that you have completed everything required in the placement.</p> <p>The <i>Professional Experience Report</i> must be completed by the supervisor on the final day of the professional experience placement and emailed to the Office for Professional Learning oplreports@une.edu.au</p>