|  |  |
| --- | --- |
| ***E:\Practicum Experience Office\School of Education Logo\SCHOOL OF EDUCATION LOGO LOCKUP-01[1].jpg*** |  |

**Professional Experience Evidence Log**

**EDEC106: Perspectives of Children and Childhood: PrEx 5 days**

**(children birth - 5 years)**

**TEACHER EDUCATION STUDENTS UNE ID NUMBER:**

**EARLY CHILDHOOD CENTRE:**

**DATES OF PLACEMENT: from to**

**SUPERVISING TEACHER(S):**

**AGE GROUP:**

**PROGRAM: Bachelor of Education (Early Childhood Primary) (please tick):**

**🗆** **INTERNAL or**  **🗆** **EXTERNAL**

**Generic PREX Evidence Log**

|  |  |
| --- | --- |
| **ACECQA Specification One:**  ***1. Psychology and child development*** | **Evidence** |
| * 1. learning, development and care * Recognises and responds to children’s learning and development |  |
| 1.3 social and emotional development   * Responds in appropriate ways to the social and emotional needs of children. |  |
| 1.4 child health, wellbeing and safety   * Creates a healthy and safe supporting environment * Supports each child’s health needs * Implements effective hygiene and health practices * Supervises children to ensure safety * Minimizes risks | For example, nappy change, follow hygiene procedures 21.11.2014 |
| 1.6 diversity, difference and inclusivity   * Communicates effectively with culturally diverse persons * Promotes inclusion * Respects diversity |  |
| **ACECQA Specification Two:**  ***2. Education and curriculum studies*** | **Evidence** |
| 2.1 Early Years Learning Framework   * Applies the principles, practices and outcomes of the EYLF |  |
| 2.9 curriculum planning, programming and evaluation.   * Demonstrates ability to link observations and their interpretation to curriculum planning, * Demonstrates implementation of a planning and assessment cycle * Demonstrates ability to evaluate overall planning |  |

|  |  |
| --- | --- |
| **ACECQA Specification Three:**  ***3. Early Childhood pedagogies*** | **Evidence** |
| 3.1 alternative pedagogies and curriculum approaches   * Uses and critically analyses theories relating to young children's development and behaviour (birth to 8 years), and their application in practice in contemporary social and cultural contexts |  |
| 3.2 play based pedagogies   * Creates an environment for play * Supports and facilitates children’s play and learning | For example, provided a range of natural resources in sand pit 19.11.2014 |
| 3.3 guiding behaviour / engaging young learners   * Communicates positively with children * Interacts positively with children * Supports and respects children * Maintains the dignity and rights of children |  |
| 3.4 teaching methods and strategies   * Fosters an environment for holistic learning and development |  |
| 3.5 catering to children with diverse needs and backgrounds   * Reflects cultural awareness in work practice |  |
| **ACECQA Specification Four:**  ***4. Family and community context*** | **Evidence** |
| 4.1 developing family and community partnerships   * Communicates the value and purpose of a variety of authentic assessment tools to families, staff, and community stakeholders |  |
| 4.4 socially inclusive practice   * Promotes inclusion * Respects diversity |  |
| 4.5 culture, diversity and inclusion   * Communicates effectively with culturally diverse persons * Considers teaching implications for working with Aboriginal and Torres Strait Islander children and children from diverse backgrounds |  |
| **ACECQA Specification Five:**  ***5. History and philosophy of early childhood*** | **Evidence** |
| 5.2 contemporary theories and practice   * Demonstrates understandings of contemporary early childhood theories |  |
| 5.3 ethics and professional practice   * Demonstrates an understanding of legislation and common law relevant to work role * Follows identified policies and practices * Works ethically * Demonstrates responsibility and professional standards of communication and literacy |  |

**Unit Specific Evidence Log**

|  |  |
| --- | --- |
| **ACECQA Specification Three:**  ***3. Teaching pedagogies*** | **Evidence** |
| 3.1 alternative pedagogies and curriculum approaches   * Analyses differing historical and contemporary perspectives of early childhood education and care * Constructs reasoned, logical arguments and applies these analyses to current philosophies and practice |  |
| **ACECQA Specification Five:**  ***5. History and philosophy of early childhood*** | **Evidence** |
| 5.3 ethics and professional practice   * Demonstrates an ability to act professionally when working with very young children in early childhood setting |  |
| **ACECQA Specification Six:**  ***6. Early childhood professional practice*** | **Evidence** |
| 6.3 professional identity and development   * Analyses experiences and professional documents, applying philosophies and theories which inform the field of early childhood education and care * Considers the changing perspectives of children and childhood, and understands responsibility as Early Childhood Education and Care (ECEC) educators in regard to the impact of these on ECEC philosophies and practices |  |