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# Professional Experience Evidence Log

**EDEC324 Leadership in Early Childhood: PrEx 5 days**

**(adult focused in ECE setting)**

**TEACHER EDUCATION STUDENT UNE ID NUMBER:**

**EARLY CHILDHOOD CENTRE:**

**DATES OF PLACEMENT: from to**

**SUPERVISING TEACHER(S):**

**AGE GROUP:**

**COURSE: (please tick):**

**□ Bachelor of Teaching (Early Childhood Education)**

**□Bachelor of Education (Early Childhood Teaching)**

**□Bachelor of Education (Early Childhood and Primary)**

**□ON-CAMPUS or □OFF-CAMPUS**

**Please note that both 1) Generic and 2) Unit specific evidence log spaces are provided below.**

**Generic PREX Evidence Log**

**For EDEC324, some of these will not apply. Instead, focus on leading and managing in relation to the specific requirement. Evidence will also depend on your goals, work plan and experiences while on prac.**

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| **ACECQA Specification One:**  ***1. Psychology and child development*** | **Evidence**  **Note: examples will be whole setting focused, rather than child specific.** |
| 1.1 **learning, development and care**  Consistently recognises and shows a high level of responsiveness to children’s learning and development |  |
| 1.3 **social and emotional development**  Shows a high level of responsiveness to the social and emotional needs of children |  |
| 1.4 **child health, wellbeing and safety**  Consistently creates a healthy and safe supporting environment  Consistently provides excellent physical care  Consistently supports each child’s health needs  Consistently implements excellent hygiene and health practices  Consistently supervises children to ensure safety  Consistently minimizes risks | For example, what is the nappy change policy? |
| **1.6 diversity, difference and inclusivity**  Engages in excellent communication with culturally diverse persons  Consistently promotes inclusion  Consistently respects diversity for all children families and staff |  |

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| **ACECQA Specification Two:**  ***2. Education and curriculum studies*** | **Evidence** |
| 2.1 **Early Years Learning Framework**  Consistently applies the principles, practices and outcomes of the EYLF in all areas of curriculum development |  |
| 2.9 **curriculum planning, programming and evaluation**  Demonstrates a consistent ability to link observations and their interpretation to curriculum planning  Demonstrates consistent implementation of a planning and assessment cycle  Consistently demonstrates an ability to evaluate overall planning |  |
| **ACECQA Specification Three:**  ***3. Early Childhood pedagogies*** | **Evidence** |
| 3.1 **alternative pedagogies and curriculum approaches**  Consistently 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**  Consistently creates an environment for play  Consistently supports children’s play and learning  Consistently facilitates children’s play, learning and physical activity | For example, discussions with educators about play based pedagogies |
| 3.3 **guiding behaviour / engaging young learners**  Positive communication with children is consistently evident  Interactions with children are consistently positive  Demonstrates an excellent ability to support and respect children  Consistently maintains the dignity and rights of children |  |
| 3.4 **teaching methods and strategies**  Consistently fosters an environment for holistic learning and development |  |
| 3.5 **catering to children with diverse needs and backgrounds**  Consistently reflects cultural awareness in work practice |  |

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| **ACECQA Specification Four:**  ***4. Family and community context*** | **Evidence** |
| 4.1 **developing family and community partnerships**  Consistently communicates the value and purpose of a variety of authentic assessment tools to families, staff, and community stakeholders |  |
| 4.4 **socially inclusive practice**  Consistently promotes inclusion  Consistently respects diversity |  |
| 4.5 **culture, diversity and inclusion**  Consistently communicates effectively with culturally diverse persons  Consistently 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**  Consistently demonstrates an understanding of contemporary early childhood theories |  |
| 5.3 **ethics and professional practice**  Consistently demonstrates an understanding of legislation and common law relevant to work role  Consistently follows identified policies and practices  Consistently works ethically  Demonstrates consistent responsibility and professional standards of communication and literacy |  |

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| **ACECQA Specification Two:**  ***2. Education and curriculum studies*** | **Evidence** |
| 2.1 **Early Years Learning Framework**  Engages in aspects of pedagogical leadership and for staff support |  |
| 2.9 **curriculum planning, programming and evaluation**  Engages in aspects of pedagogical leadership |  |
| **ACECQA Specification Three:**  ***3. Teaching pedagogies*** | **Evidence**  *For example, details of your leadership experiences and activities* |
| 3.1 **alternative pedagogies and curriculum approaches**  Engages in aspects of pedagogical leadership, management and administration |  |
| 3.7 **contemporary society and pedagogy**  Engages in aspects of pedagogical leadership |  |
| **ACECQA Specification Four:**  ***4. Family and community contexts*** | **Evidence** |
| 4.4 **socially inclusive practice**  Engages in aspects of policy leadership and/or taken leading-managing responsibility for family and community connections. |  |
| **ACECQA Specification Five**  ***5. History and philosophy of early childhood*** | **Evidence** |
| 5.1 **historical and comparative perspectives**  Demonstrates an awareness of the global context of early childhood education from a leadership perspective with management practices. |  |
| 5.2 **contemporary theories and practice**  **EDEC324 Learning Outcome 3:** Critically document key meanings and principles of leadership across the early childhood field. |  |
| 5.3 **ethics and professional practice**  **EDEC324 Learning Outcome 4:** Examine every day ethical and legal responsibilities relevant to being a leader and advocate for the early childhood education field. |  |

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| **ACECQA Specification Six:**  ***6. Early childhood professional practice*** | **Evidence** |
| 6.1 **leadership**    Explores leadership theories and practices;  Examines leadership in terms of both ethical and legal principles.  **EDEC324 Learning Outcome 2:** Analyse an early childhood leader's management roles and strategies for successful decision-making  **EDEC324 Learning Outcome 3:** Critically document key meanings and principles of leadership across the early childhood field.  **EDEC324 Learning Outcome 6:** Negotiate leader/manager workplace plans for later documenting, implementing and critically reflecting on |  |
| 6.2 **management and administration**  **EDEC324 Learning Outcome 1:** Monitor and critique the organizational structure of a children’s service, including the climate and key workplace processes  **EDEC324 Learning Outcome 2:** Analyse an early childhood leader's management roles and strategies for successful decision-making |  |
| 6.3 **professional identity and development**  Collects data and examples before (interviewing & observing leader) and during Professional Experience (shadowing and working with leader) for creating and later extending a professional profile of an early childhood leader. |  |
| 6.4 **advocacy**  **EDEC324 Learning Outcome 4:** Examines everyday ethical and legal responsibilities relevant to being a leader and advocate for the early childhood education field. |  |
| 6.5 **research**  Researches and documents meanings and examples of being a leader in a changing world [reflects **EDEC324 Learning Outcome 5:** Demonstrate professional responsibility and standards of communication and literacy.] |  |