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**Professional Experience Evidence Log**

**EDEC341: Growing Up Children: PrEx 10 days**

**(children birth to 24 months)**

**TEACHER EDUCATION STUDENTS UNE ID NUMBER:**

**EARLY CHILDHOOD CENTRE:**

**DATES OF PLACEMENT: from to**

**SUPERVISING TEACHER(S):**

**AGE GROUP:**

**PROGRAM: (please tick)**  **🗆** **INTERNAL or 🗆 EXTERNAL**

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

**□INTERNAL or □EXTERNAL**

**Generic PREX Evidence Log**

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| **ACECQA Specification One:**  ***1. Psychology and child development*** | **Evidence** |
| * 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, nappy change, follow hygiene procedures 21.11.2014 |
| 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 |  |
| **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 |  |

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| **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, provided a range of natural resources in sand pit 19.11.2014 |
| 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 |  |
| **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 |  |

**Unit Specific Evidence Log**

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| **ACECQA Specification One:**  ***1. Psychology and child development*** | **Evidence** |
| * 1. learning, development and care      * Professionally appraises young children's development and behaviour in social/cultural contexts |  |
| 1.3 social and emotional development   * Considers contemporary issues in relation to infants and toddlers, socio/emotional development |  |
| **ACECQA Specification Two:**  ***2. Education and curriculum studies*** | **Evidence** |
| 2.9 curriculum planning, programming and evaluation.   * Makes consistently informed curriculum decisions about children's development and behaviour with consideration of social/cultural contexts |  |
| **ACECQA Specification Three:**  ***3. Teaching pedagogies*** | **Evidence** |
| 3.1 Alternative pedagogies and curriculum approaches   * Investigates theories of, and research on, children's development and behaviour within a social /cultural /ecological framework |  |
| 3.3 guiding behaviour / engaging young learners   * Explores conceptual understandings of young children's development and behaviour and their application to child study where decisions about integrating children's development and behaviour with daily experiences are discussed |  |

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| 3.4 teaching methods and strategies   * Professionally appraises young (birth to 8 years) children's development and behaviour in social/cultural contexts and makes informed curriculum decisions |  |
| **ACECQA Specification Five**  ***5. History and philosophy of early childhood*** | **Evidence** |
| 5.2 contemporary theories and practice   * Analyses how various influences impact on young children's social/emotional, physical and behavioural development and learning |  |
| 5.3 ethics and professional practice.   * Demonstrates the ability to act professionally when relating to infants, toddlers and other adults * Acknowledges the social and ethical implications of own actions |  |