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**Professional Experience Evidence Log**

**EDEC355: Young Children as Mathematicians: PrEx 10 days**

**(children 3-5 years)**

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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

PROGRAM:

□ Bachelor of Education (Early Childhood Teaching)

□ Bachelor of Education (Early Childhood and Primary)

**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 |  |

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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 |  |

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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 |  |

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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 |  |

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| **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 works ethically * Demonstrates consistent responsibility and professional standards of communication and literacy |  |