



School of  
Education

# General Information for Early Childhood Professional Experience Placements

## Before PrEx

### Consent Forms

Ensure you have some consent forms ready for completion on the first day. These are available from the relevant Unit Moodle site, the PrEx site and are also contained within the PrEx Handbook.

### Code of Ethics

All Early Childhood Professionals need to fully understand the professional standards that guide our practice. You are required to read the ECA Code of Ethics [http://www.earlychildhoodaustralia.org.au/code\\_of\\_ethics/early\\_childhood\\_australias\\_code\\_of\\_ethics.html](http://www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood_australias_code_of_ethics.html) and ensure that your behaviour follows the required ethical standards as laid out in this document.

### Introductory Poster

Prepare an introductory poster of yourself with a recent respectable and professional photo and ask your supervising teacher where it could be displayed in the centre.

### Folder Preparation

Prepare a professional folder clearly organised into relevant sections and securely maintained.

### Goal Development

As an integral part of continued professional development, it is important that educators continually consider goals for their own development. You are required to write a statement of your personal and professional goals for the placement. These goals may be areas that you personally identify as a relevant focus or areas that have been identified for further work in particular units of study or the previous placements.

# During PrEx

## Consent Forms

Ensure consent forms are signed as required. Again, these are available from the relevant Unit Moodle site, the PrEx site and are also contained within the PrEx Handbook.

## Situational Analysis

A situational analysis should include documents and notes regarding the following.

### 1. Room Program

- set up of internal and external spaces – create diagrams/maps
- daily timetable
- how children's individual needs are catered for
- methods of planning/evaluation for individual and group experiences and example formats
- how indoor and outdoor environments are used (considering transition times and routines; and use of environments beyond the service, in the community)
- room staffing and rosters

### 2. Organisation and management of the service

- ways of grouping children
- storage spaces and how the resources are managed
- general description of the service users and patterns of attendance
- history of service (when the service began and who instigated this)
- assessment and rating experiences, including focus areas of Quality Improvement Plan
- funding (including relevant government bodies, fund raising, etc.)
- organisational structure within the service, including leadership responsibilities (draw a diagram)
- different levels of external administration e.g. NSW DOCS, NSW DEC, ACECQA
- collect any relevant forms e.g. enrolment, medication, accident/incident and/or newsletters

### 3. Service Staffing

- number and qualifications of staff
- staff roles/job descriptions
- staff communication processes
- organisation of staff e.g. rosters, programming time, administration time.

### 4. Philosophy/Aims

- collect written philosophy statements, and note unwritten philosophies of educators, including the Director
- collect/note written policies e.g. inclusion, safety, health, nutrition
- record references for external philosophies and policies (e.g. ECA Code of Ethics, SunSmart).
- note how the philosophy and policies were developed.

## 5. Family Involvement

- how families are currently involved in the service
- communication processes between staff and families, families and staff and the purposes behind these
- how are the families' needs reflected in the program; in writing and in practice.

## 6. Service's Local Community

- map the service's community i.e. Where is the community --- rural, urban, suburban, regional, rural, remote? What landmarks surround the community e.g. major roads, parks, other landforms or features?
- what local facilities cater for young children and their families?
- do all families live in the local area or do they commute to use the service?
- what are the ethnic, cultural and socio---economic make---up of the local community? Is this reflected in the service?
- how does the service philosophy cater for the diversity of those who attend the service?
- how does the local community support the service?

You may like to talk to the Director, other staff and families if they are willing, about their experiences in the community.

The Australia Bureau of Statistics and Local Council websites will also have statistics on the local community. You may find it useful to look up this data before the beginning of your placement.

Take the initiative in finding out as much as you can about the service as a whole, and make particular note of links between the service and other community groups.

## Observations

Observations of children help educators to assess and plan for continued learning. You are required to carry out a range of observations of your focus child/ren and build summary profiles of children. Each unit will have specifications regarding the numbers of observations and the numbers of children to be observed. Please refer to individual unit outlines for these requirements.

## Planning

Early childhood programmes need to be planned effectively in order to ensure that learning goals are realised. Each unit will have variations regarding the expectations regarding the planning that is required. You may be required to plan for individuals or small groups, or a single experience or a whole week with full responsibility. Planning skills are developed, practiced and critically reflected

upon with each successive placement. You also need to remember that planning should consider transitions/routines as integral components of any early childhood programme.

## Resource Collection

You are expected to develop a collection of ideas and materials that will assist in PREX placements. The resource collection should be added to throughout your placement; and it should continue to be added to throughout your subsequent placements.

Some resources may be physical, but many may be electronic, or able to be digitised (e.g. scanned). You will need to decide how to organise the resources. Here are some ideas for possible sections:

- programming and planning proformas
- observation formats
- programming and learning experience plans
- pedagogical methods e.g. transitions
- educator reference books --- author, title, publisher, source, price
- children's books --- author, title, publisher, source, price, suitability
- teaching resources --- songs, music, poems, stories, craft, art, special occasions
- cultural resources – artefacts, music, creative arts

## Evidence

Evidence of your work towards the final report criteria needs to be maintained throughout each PrEx. This evidence can be in the form of dot points recorded throughout the duration of the PrEx and should serve to inform discussions had with the supervising teacher regarding the ways in which you are meeting PrEx criteria. An 'Evidence Log' of the criteria that is required to be met in each PrEx is available below. Additional 'Evidence Logs' for individual units are contained within unit outlines.

## Evidence Log

<b>ACECQA Specification One:</b> <b>1. Psychology and child development</b>	<b>Evidence</b>
1.1 learning, development and care <ul style="list-style-type: none"> <li>• Recognise and respond to children’s learning and development</li> </ul>	
1.3 social and emotional development <ul style="list-style-type: none"> <li>• Respond to social and emotional needs of children</li> </ul>	
1.4 child health, wellbeing and safety <ul style="list-style-type: none"> <li>• Create a healthy and safe supporting environment</li> <li>• Support each child’s health needs</li> <li>• Implement effective hygiene and health practices</li> <li>• Supervise children to ensure safety</li> <li>• Minimize risks</li> </ul>	For example, nappy change, follow hygiene procedures 21.11.2014
1.6 diversity, difference and inclusivity <ul style="list-style-type: none"> <li>• Communicate effectively with culturally diverse persons</li> <li>• Promote inclusion</li> <li>• Respect diversity</li> </ul>	
<b>ACECQA Specification Two:</b> <b>2. Education and curriculum studies</b>	<b>Evidence</b>
2.1 Early Years Learning Framework <ul style="list-style-type: none"> <li>• Apply the principles, practices and outcomes of the EYLF</li> </ul>	
2.9 curriculum planning, programming and evaluation. <ul style="list-style-type: none"> <li>• Demonstrate ability to link observations and their interpretation to curriculum planning,</li> <li>• Demonstrate implementation of a planning and assessment cycle</li> <li>• Demonstrate ability to evaluate planning overall</li> </ul>	

<b><u>ACECQA Specification Three:</u></b> <b>3. Early Childhood pedagogies</b>	<b><u>Evidence</u></b>
3.1 alternative pedagogies and curriculum approaches <ul style="list-style-type: none"> <li>• 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</li> </ul>	
3.2 play based pedagogies <ul style="list-style-type: none"> <li>• Create an environment for play</li> <li>• Support and facilitate children's play and learning</li> </ul>	For example, provide natural elements in sand pit 19.11.2014
3.3 guiding behaviour / engaging young learners <ul style="list-style-type: none"> <li>• Communicate positively with children</li> <li>• Interact positively with children</li> <li>• Support and respect children</li> <li>• Maintain the dignity and rights of children</li> </ul>	
3.4 teaching methods and strategies <ul style="list-style-type: none"> <li>• Foster an environment for holistic learning and development</li> </ul>	
3.5 catering to children with diverse needs and backgrounds <ul style="list-style-type: none"> <li>• Reflect cultural awareness in work practice</li> </ul>	
<b><u>ACECQA Specification Four:</u></b> <b>4. Family and community context</b>	<b><u>Evidence</u></b>
4.1 developing family and community partnerships <ul style="list-style-type: none"> <li>• Communicate effectively with families and community stakeholders about planning and assessment</li> </ul>	
4.4 socially inclusive practice <ul style="list-style-type: none"> <li>• Promote inclusion</li> <li>• Respect diversity</li> </ul>	

<p>4.5 culture, diversity and inclusion</p> <ul style="list-style-type: none"> <li>• Communicate effectively with culturally diverse persons</li> <li>• Considers teaching implications for working with Aboriginal and Torres Strait Islander children and children from diverse backgrounds</li> </ul>	
<p><b><u>ACECQA Specification Five:</u></b> <b><i>5. History and philosophy of early childhood</i></b></p>	<p><b><u>Evidence</u></b></p>
<p>5.2 contemporary theories and practice</p> <ul style="list-style-type: none"> <li>• Demonstrate understandings of contemporary early childhood theories</li> </ul>	
<p>5.3 ethics and professional practice</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of legislation and common law relevant to work role</li> <li>• Follow identified policies and practices</li> <li>• Work ethically</li> </ul>	

## Reflective Learning Journal

As an integral aspect of ongoing critically reflective professional practice you are also required to continue writing in your Reflective Learning Journal in every placement -- for the duration of your placement you will need to do so every day after placement (The Reflective Learning Journal can be a section in your professional folder or a separate booklet). Remember, you are asking yourself:

- What has gone well today?
- What have I achieved?
- What has not gone so well? Why?
- What does the literature tell me about this and how does it help me to understand what to do next?
- What are the next steps?
- Where can I get some help with this and when?